George Mason University
College of Education and Human Development
Counseling Program

EDCD 793.DL2 Internship in Mental Health Counseling II
3 Credits, Fall 2024
Wednesdays, 4:30 – 7:10 PM
Synchronous Online

Faculty

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Prerequisites/Corequisites
Pass EDCD 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 must see at least two (2) clients for at least four 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 Mason's Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on August 26th. To access your course in Blackboard Learn: https://mymasonportal.gmu.edu/

Under no circumstances may students participate in online class sessions while operating motor vehicles.

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	Course activities that discuss this Standard include: class-wide processing of the discussion question

	3 on "Prevention Project Workshop"	"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 *Practicum and internship: Textbook and resource guide for counseling and psychotherapy* 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
None; readings will be assigned by the instructor.

Additional Readings
Gilbert, P. (2019). Psychotherapy for the 21st century: An integrative, evolutionary, contextual, biopsychosocial approach. *Psychology and Psychotherapy: Theory, Research and Practice, 92,* 164-189. https://doi.org/10.1111/papt.12226

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 provide copies of the Information for CMHC On-Site Supervisor, Supervision Agreement, and Evaluation forms for your site supervisor, and any other relevant materials.

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

- High-speed internet access with updated browsers.
    - Blackboard Learn supported browsers: https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support
    - Canvas supported browsers: https://guides.instructure.com/a/720329]

- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.

- Note that 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.

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 LMS site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least *[4]* times per week. In addition, students must log in for all scheduled online synchronous meetings, if any.

- 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.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor.

Course Requirements
Failure to adhere to, or successfully complete, these requirements may result in course failure.

Hours and Client Contact Requirements
A minimum of 300 hours is required for the field experience in Internship II.
1. Of the 300 hours, students are required to accrue 120 direct hours for Internship II. Students unable to accrue 120 direct client hours during Internship II (and any additional direct hours not fulfilled in Internship I) and 180 indirect hours **will not pass the class. Students who completed additional direct hours in Internship I (above 120 hours) may carry over 20 direct hours (with site supervisor approval) to Internship II.**

2. Direct hours include face-to-face client contact (intakes/assessment; individual, group, and family counseling or conjoint counseling) and case consultation outside of supervision. Case consultation includes discussions with other professionals or stakeholders that directly affect the treatment of the client(s). **The total direct hours from case consultation can be no more than 20% (24) of the direct hours for the semester.**
3. The remaining hours are indirect hours (180). Indirect activities include group/individual supervision, documentation, training, and more (see log of hours). Hours (2) spent in class are considered group supervision and should be logged as such.
4. Students will be required to see at least two (2) clients for a minimum of four (4) sessions each during the semester.

Achieving the hours required to pass this class is the student's sole responsibility. Students cannot pass the class without meeting the hours requirements. If concerns arise, the student should first talk with their site supervisor and then their university supervisor for assistance.

Required Documentation
All documents are required unless otherwise noted. Students cannot pass the class without the required paperwork.

1. Beginning of Semester Paperwork – must be signed and submitted to Bb organization:
-Copy of Liability Insurance (valid through Intern II; only need to submit if expired since completing Internship I.)
-Practicum/Internship Supervision Agreement (submit if you have been assigned a new university. or site supervisor since completing Internship I)
-Term Break Agreement for post-Internship I hours (optional; required only if continued on-site during winter term break; must be signed by current university supervisor and students can carry over no more than 30 indirect hours)

2. End of Semester Paperwork – must be signed and submitted to Bb organization:
-Monthly Log of Hours (sign and upload to course Blackboard monthly under assignments for univ. Supervisor signature; turn all signed monthly logs (signed by both supervisors) in with other end of semester paperwork
-Internship II Summary Log of Hours (signed by both site and university supervisor
-P&I Checklist

Assignments
1. **Counseling Session Recording and Written Narrative. Students will conduct two audio or video recordings of their counseling sessions and complete a written narrative to accompany each recording.**
You will submit the following for both assignments:
-20-minute audio or video recording to password protected OneDrive folder provided by instructor. You may clip the recording at 20 minutes or provide a note about which 20 minutes the instructor should review; otherwise, the instructor will review the first 20 minutes.
-Consent to record (signed) to password protected OneDrive folder provided by instructor. Assignment cannot be graded without this.
-Written narrative to Blackboard under Assignments (identifying information removed). The written narrative will be about 3 pages and should include:
-A brief description of the client and their presenting issue

-The primary focus that you are working on with your client
-The theoretical orientation from which you are working and why
-At least two interventions you used, if they were effective/ineffective, and how you assessed their effectiveness
-Relevant ethical and diversity considerations
-An evaluation of your strengths and weaknesses as a counselor with evidence/examples
Guidance on recordings:
Make sure that the student-counselor and client can be clearly understood in the recording. We strongly recommend that student-counselors begin recording early in the semester, so that recording becomes an integral part of your therapy sessions. By recording regularly, you will have several recordings to choose from for the assignments. No recordings can be viewed or shared without signed consent. All recordings and consents must be submitted to the secure OneDrive folder provided by your instructor. Recorded counseling sessions should be deleted at the end of the semester. The instructor may request additional recordings from students based on overall assessments by the instructor and the Site Supervisor. **Recordings are not to be played in the presence of others as this violates the client's informed consent. Students in the course are expected to maintain confidentiality about cases that others present as well as about what other students share about their own experiences.**

2. Written Case Conceptualization and Presentation with Recording Clip (Key Assignment: KPI A.5.b.1; CACREP 2.F.5.g, 2.F.5.h / KPI A.9-CMHC.a.2; CACREP 5.C.1.b, 5.C.1.c)
Students will develop a case conceptualization for a client. They will present a summary of this case conceptualization along with a short recording clip of the client session in class.
Students will:
-Submit the written case conceptualization to Blackboard under Assignments. Use the Case Conceptualization and Treatment Plan (CCTP) rubric at the end of the syllabus. Submit this assignment to VIA as well.
-Submit the consent to record (signed) to password protected OneDrive folder provided by instructor. Assignments cannot be graded without this.
-Prepare a 5-minute recording clip of the client to play in class. Select a clip that you would like to receive feedback on.
-Prepare a short oral summary based on the case conceptualization to share with the class (about 5 minutes). 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 our first two class sessions.

3. Group Leadership or Development. Internship students must gain experience with group leadership and development. To this end, student counselors have two options during Internship I:

    a. **Option A:** Lead or co-lead a counseling group at their site. The group should be a minimum of 6 sessions. Students selecting this option will:
        i. **Lead or co-lead 6 group counseling sessions** at their site.
        ii. **Submit a 2-page reflection paper to Blackboard** describing (1) their experience leading the group, (2) their strengths as a group leader, and (3) their growth areas as a group leader.

b. **Option B:** If there is no opportunity for group leadership at the student-counselor's site, they will develop a group counseling curriculum (six sessions) that would address the needs of the target population at their site. Students selecting this option will:

    i. **Submit a written curriculum to Blackboard** that includes (1) the overall purpose and target population for the group, (2) the goals and interventions for each of the six sessions, and (3) at least 3 citations from the professional literature to support the proposed curriculum.

    ii. **Present the group curriculum to the site supervisor** at the end of the Internship I semester in order to plan for delivery of the group during Internship II. Students completing Internship I and II together will need to develop and run the group during the same semester.

4. Mid Semester Site Supervisor Evaluation. Students will send a link to their site supervisor to complete the mid-semester evaluation online. Remediation may be provided if evaluation is not satisfactory (meeting and/or exceeding all requirements). Note: The instructor, student, and site supervisor will schedule a meeting (~20-30 minutes) to review the student's progress following the mid semester evaluation.

5. Final Site Supervisor Evaluation. Students will send a link to their site supervisor to complete the mid-semester evaluation online. Students may not pass the course if their final evaluation (from university and site supervisor) is not satisfactory.

6. Class Participation. Students enrolled in internship courses are expected to demonstrate a high level of participation in class. Students must be in a quiet/confidential space for class meetings. Due to the sensitive nature of the class discussion, you may not participate from a communal space. Cameras must be on during the entire class meeting. Students are expected to:
-be on time for class and present for the duration of the class
-demonstrate engagement during every class meeting; you will be asked to give feedback on and discuss case presentations, discuss the course readings, and be active in all class discussions.
-demonstrate preparedness for each class meeting
-be respectful and attentive

The following rubric will be used to grade participation:
10: Attends all classes, arrives on time, and actively participates in most classes
9: Attends all classes, arrives on time, and moderately participates in most classes OR misses one class (unexcused), arrives on time, and actively participates in most classes
8: Attends all classes, arrives on time, and moderately participates in most classes
7: Misses one class, arrives on time, and moderately participates in most classes
6: Misses one class and/or several times late to class and/or low participation in most classes
5-below: Misses one class and/or chronic lateness and/or minimal participation in most classes.

Other Requirements

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.**

<u>Attendance</u>

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.

<u>Plagiarism</u>

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) **<u>There are no exceptions to this rule. Students must complete all required hours to</u>**

pass this course.
- Satisfactory mid-term and final evaluation from on-site supervisor.

Summary of Grading System and Course Requirements
Grading

Recording & Written Narrative (2)	30
Case Conceptualization & Presentation	15
Group Leadership and Development Paper	15
Mid Semester Site Supervisor Evaluation	15
Final Site Supervisor Evaluation	15
Class Participation	10
	100

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]

Use of Generative AI
Use of Generative AI tools should be used following the fundamental principles of Mason's Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

Use only with prior permission – Counseling students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course **if instructor permission is obtained 7 days in advance of the assignment due date and if that use is properly documented and cited**. Unless given permission to use those tools and citations provided, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

Professional Dispositions (CEHD Student Guide)
Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See https://cehd.gmu.edu/current-students/cehd-student-guide.

Professional Dispositions (PD) Assessment
Professional Dispositions Assessments are completed by instructors in all required courses. 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. Students in "advanced or internship level" courses should demonstrate the dispositions always or almost always. The courses are assigned to levels as follows:

Course Level	*Courses*
Basic (Pre-Practicum)	*Core*: 602, 601, 525, 603, 609, 606, 604, 656 *CMHC*: 654, 652, 658 *SC*: 613, 611, 626
Intermediate (Practicum)	*Core*: 608, 660, 628, 619, 610, 797 *CMHC:* 750

	SC: 751
Advanced (Internship)	CMHC: 792, 794 SC: 793, 795

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should except to achieve this rank.
- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.
- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.
- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.
- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

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   **Total University Group Supervision Hours (24)**

Class	Topic	Reading(s) Due Assignment(s) Due	Course Obj. #
Class 1 8/28/24 (2)	Introduction to Course Review Syllabus	**New insurance policies due if necessary; New Supervision Agreement due if applicable**	4

	What is it like to enter your final semester at your site? Identify goals to promote personal and professional development		
Class 2 9/4/24 (2)	Counselor self/community care and wellness Discuss theoretical orientations prepared for class Choose Case Conference dates	Article or book chapter on selected theory; each student will present Bring to class: Theoretical Orientation **(CCTP section 3)**	5, 6
Class 3 9/11/24 (2)	Professional Development interest exploration	**CCTP sections 1, 2, & 4**	6, 7 8, 9
Class 4 9/18/24 (2)	Discuss group leadership or development (choice for semester)	**Recording #1 & Session Written Narrative**	11
Class 5 9/25/24 (2)	Case Presentations (2)	==Case Conceptualization and Treatment Plan) due when you present==	1,2,8,9
Class 6 10/2/24 (2)	Case Presentations (2)	**Monthly Log #1 Due**	1,2,8,9
Class 7 10/9/24 (2)	Case Presentations (2)	**Mid-semester evaluations due from site supervisors**	1,2, 8,9
Class 8 10/16/24 (2)	Case Presentations (2)	Meet with your site supervisor and course instructor	1, 2,8,9
Class 9 10/23/24 (2)	Case presentations (1)		1, 2, 9, 9
Class 10 10/30/24	No formal class	**Individual Supervision Zoom Meetings assigned (meet on class zoom link)**	
Class 11 11/6/24	No formal class	**Individual Supervision Zoom Meetings assigned; Monthly Log #2 Due**	
Class 12 11/13/23 (2)	Case Conceptualization presentations/Follow Ups	**Recording #2 & Session Written Narrative)**	
Class 13 **11/20/24** (2)	Follow Ups; Share group projects		
Class 14 11/27/24	Holiday Break		
Class 15 12/4/24 (2)	Wrapping up and transitioning Termination	**Group Reflection Paper Due; Monthly Log #3; Final supervisor evaluations , Summary of Hours Log and End of Semester checklist due by 12/13**	

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

Counseling Program Mission Statement

Mason's Counseling Program infuses values integral to the preparation of professional counselors—social justice, multiculturalism, internationalism, advocacy, and leadership—into its celebrated curriculum. Graduates are prepared to assume leadership roles; be proactive change agents; and become advocates for social, economic, and political justice. By working through interdisciplinary teams as well as infusing teaching, research, service, and professional practice, the Mason counseling program will prepare the next generation of counselors to serve the collective needs of individuals through local, national, and international contexts.

CEHD Commitments

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here: https://cehd.gmu.edu/about/culture/

GMU Policies and Resources for Students

Policies

- Students must adhere to Mason's Academic Standards (see https://catalog.gmu.edu/policies/academic-standards/)

- 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 VIA should be directed to viahelp@gmu.edu or https://cehd.gmu.edu/aero/assessments.

- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/
  - Canvas: https://its.gmu.edu/service/canvas/

- For information on student support resources on campus, see: https://ctfe.gmu.edu/teaching/student-support-resources-on-campus
  - TimelyCare: https://caps.gmu.edu/timelycare-services/

- Writing Center: https://writingcenter.gmu.edu/

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

As a faculty member, I am designated as a "Non-Confidential Employee," and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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SEMINAR GUIDELINES

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

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

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

reflective thoughts about the work we do. A good way to do this is to encourage each other to think more deeply or more creatively about our individual clients, to allow us to draw on our own developing resources to problem solve.

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

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

Assessment Rubric(s)
Supervisor Evaluation of Student (Midterm and Final; Site and University Supervisors)
> **4 - Exceeds Expectations –** Student counselor consistently exceeds expectations at a developmentally appropriate level
> **3 - Meets Expectations –** Student counselor consistently meets expectations at a developmentally appropriate level
> **2 – Approaching Expectations –** Student counselor does not consistently meet expectations at a developmentally appropriate level
> **1 - Does not meet expectations –** Student counselor does not meet expectations at a developmentally appropriate level
> **N/A- Not Applicable/Not Observed –** This area has not been observed by the supervisor.

1. The student is able to develop and implement appropriate client/student conceptualizations and treatment plans.	4	3	2	1	N/A
2. The student integrates theory and research into clinical practice.	4	3	2	1	N/A
3. The student demonstrates an ability to assess and evaluate clients/students using appropriate methods	4	3	2	1	N/A
4. The student can justify the assessment/diagnosis based on case information.	4	3	2	1	N/A
5. The student is knowledgeable about and capable of practicing within appropriate ethical and legal standards. [*Final Site Supervisor Evaluation in 750/751*: KPI A.1.a.2; CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.l (CMHC) or 5.G.2.n (SC)]	4	3	2	1	N/A
6. The student seeks supervision regarding any ethical or legal concerns. [*Final Site Supervisor Evaluation in 750/751*: KPI A.1.a.2; CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.l (CMHC) or 5.G.2.n (SC)]	4	3	2	1	N/A
7. The student engages in supervision appropriately, is open to the process, and asks questions.	4	3	2	1	N/A
8. The student is thoughtful and reflective during the supervision process.	4	3	2	1	N/A
9. The student demonstrates appropriate self-awareness.	4	3	2	1	N/A
10. The student can articulate personal and professional strengths and areas of growth.	4	3	2	1	N/A
11. The student is able to articulate multicultural counseling concerns [*Final University Supervisor Evaluation in 750/751*: KPI A.2.a.2; CACREP 2.F.2.a; 2.F.2.d]	4	3	2	1	N/A
12. The student integrates multicultural counseling issues and appropriate interventions into clinical practice with diverse and culturally different clients/students. [*Final University Supervisor Evaluation in 750/751*: KPI A.2.a.2; CACREP 2.F.2.a; 2.F.2.d]	4	3	2	1	N/A

13. The student is able to articulate concerns related to social justice.	4	3	2	1	N/A
14. The student demonstrates a commitment to social justice and can appropriately advocate for unique aspects of clients/students, including cultural, gender, sexual orientation, disability, and developmental concerns.	4	3	2	1	N/A
15. The student is able to use program/school data to identify systemic concerns that impact clients/students.	4	3	2	1	N/A
16. The student is able to make recommendations to improve the efficacy of services for clients/students.	4	3	2	1	N/A
17. The student exhibits appropriate professional behavior.	4	3	2	1	N/A
18. The student meets professional expectations for the work setting including: timeliness, collegiality, interpersonal communication, and paperwork.	4	3	2	1	N/A
19. The student demonstrates an understanding of group process and dynamics while co-leading or leading a group. [*Final Site Supervisor Evaluation 793/795:* **KPI A.6.a.2; CACREP 2.F.6.b; 2.F.6.d; and 2.F.6.g**]	4	3	2	1	N/A
20. The student demonstrates characteristics and functions of effective group leaders for leading diverse groups. [*Final Site Supervisor Evaluation 793/795:* **KPI A.6.a.2; CACREP 2.F.6.b; 2.F.6.d; and 2.F.6.g**]	4	3	2	1	N/A

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
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.

Case Conceptualization and Treatment Plan (CCTP) – Assignment Details and Rubric (**Key Assignment**: KPI A.5.b.1; CACREP 2.F.5.g, 2.F.5.h / KPI A.9-CMHC.a.2; CACREP 5.C.1.b, 5.C.1.c)

Area Assessed	%	4 Exceeds standards	3 Meets standards	2 Approaching standards	1 Below standards
(1) Client identifying information and background: *Demographic information, including age, gender, ethnicity, education, etc. Include additional relevant background information.* <u>*Do not use names as to protect the confidentiality of your client.*</u> [KPI A.5.b.1; CACREP 2.F.5.g]	10	Excellent and complete description of all relevant factors	Good description of all relevant factors	Incomplete description of relevant factors	Limited or cursory description of relevant factors
(2) Presenting Problem: *What does the client say is the problem?*	10	Excellent and	Good description	Incomplete description	Limited or cursory

How does it manifest in terms of different dimensions (e.g., school, work, physically, socially, emotionally)? [KPI A.5.b.1; CACREP 2.F.5.g]		complete description of all relevant factors	of all relevant factors	of relevant factors	description of relevant factors
(3) Theoretical Orientation: *What theory (or theories) will you use? What is the view human nature? What is the view of wellness (psychological health, etc.)? What is the view of psychological dysfunction (mental health problems, etc.)? What is the view of change (i.e., how does change occur)? What is the role of the counselor (i.e., how does the counselor help facilitate change)?* [KPI A.5.b.1; CACREP 2.F.5.g and 2.F.5.h]	15	Excellent and complete description of all relevant factors	Good description of all relevant factors	Incomplete description of relevant factors	Limited or cursory description of relevant factors
(4) Underlying Problem – Biopsychosocial Case Conceptualization: *Based on your theoretical orientation, what is the problem? For example: From a X theoretical lens, the client is experiencing X problem(s) because X (something is or is not happening, the client is or is not doing/thinking something, etc.). What are the salient personal/systemic/familial/cultural considerations? What is relevant in terms of a biopsychosocial framework?* [KPI A.9-CMHC.a.2; CACREP 5.C.1.c; 5.C.1.b].	10	Excellent and complete description of problem informed by theory	Good description of problem informed by theory	Incomplete description of problem informed by theory	Limited or cursory description of problem informed by theory
(5) Counselor Conceptualization: *What are your strengths and growth areas with this client? How are transference or countertransference issues, biases, etc. impacting the relationship?*	5	Excellent and complete description of all relevant factors	Good description of all relevant factors	Incomplete description of relevant factors	Limited or cursory description of relevant factors
(6) Social Justice, Context, and Culture: *What are the relevant social justice, contextual, and cultural factors that you will need to address during counseling?* [KPI A.5.b.1; CACREP 2.F.5.g]	5	Excellent and complete description of all relevant factors	Good description of all relevant factors	Incomplete description of relevant factors	Limited or cursory description of relevant factors

(7) Goal(s) and Objectives: *Based on your theoretical orientation, what is the overall goal for counseling? What are the specific, measurable/assessable objectives?* [KPI A.9-CMHC.a.2; CACREP 5.C.1.c]	5	Excellent and complete description of goals and objectives	Good description of goals and objectives	Incomplete description of goals and objectives	Limited or cursory description of goals and objectives
(8) Type and length of treatment: *How long have you seen your client and what type of treatment (e.g., brief therapy, family, individual) have you provided? What issues have you addressed?* [KPI A.9-CMHC.a.2; CACREP 5.C.1.b]	5	Excellent and complete description of treatment	Good description of treatment	Incomplete description of treatment	Limited or cursory description of treatment
(9) Past Sessions: a. *What was your goal for the session?* b. *What interventions did you use toward this goal?* c. *What was the outcome of your interventions? Did you progress towards the goal?* d. *What is the plan for future treatment?* [KPI A.9-CMHC.a.2; CACREP 5.C.1.c].	15	Excellent and complete description of all sessions	Good description of sessions	Incomplete description of sessions	Limited or cursory description of sessions
(10) Future Sessions (at least 2): a. *What is your goal for the session?* b. *What interventions will you use toward this goal?* [KPI A.9-CMHC.a.2; CACREP 5.C.1.c].	15	Excellent and complete description of all sessions	Good description of sessions	Incomplete description of sessions	Limited or cursory description of sessions
(11) Case Conference Reflections: a. *At least one thing you think you did well* b. *At least one thing you think you'd like to work on* c. *At least one thing you'd like to ask the class for feedback on*	5	Excellent and complete reflection on all areas	Good reflection on all areas	Incomplete reflection on some areas	Limited or cursory reflections