EDCD 755: Practicum in School Counseling  
Instructor: Jeff Wilson, M. Ed.

Course Meets: Wednesdays, 4:30 – 7:10 p.m., North Springfield Elementary School  
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Cell Phone: (571) 232-7879  
E-mail: jeffwilson1@verizon.net, jwilsone@gmu.edu

Course Description:
Catalog: Prerequisites: Completion of the counseling and development program except for practicum and internship; permission of advisor; overall GPA of 3.000; no grade of C in any skills courses [EDCD 603, 605, 608, either 606, 607, or 609 and 610]; no more than two grades of C in any other graduate course work required by the Counseling and Development Program. Provides supervised practice in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on site processing.

Course Objectives/Student Outcomes:
- Select and apply appropriate counseling theories and interventions with a diverse student population.
- Perform duties expected in a school counseling setting, including working collaboratively with school faculty and staff, providing individual, small group and classroom guidance and counseling, and responding appropriately to ethical and legal situations.
- Identifying own strengths and needs as a counselor, infusing multicultural counseling skills and implement strategies to improve counseling effectiveness.

Relationship to Program Goals and Professional Organization:
EDCD 755 is a culminating course for master’s degree students in the Counseling and Development degree program. The experience is designed to enhance counseling skills and to provide students with site-based school counseling experiences.

EDCD 755 fulfills the requirements of the following professional organizations:
- Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling, and 100 hrs of supervised internship experience at either the elementary or secondary levels.
- Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) requirements that counselor education programs include the study of helping relationships.
  - CACREP-Section II.K.a: An understanding of all aspects of professional functioning; and
  - CACREP-Section SCP.D: Clinical instruction.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Professional Dispositions:
Professional Performance Criteria (Effective February 25, 2003).
The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The
University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:
http://gse.gmu.edu/programs/counseling/professional_performance.htm

The Graduate School of Education (GSE) expects that all students abide by the following:
Students are expected to exhibit professional behavior and dispositions. See www.gse.gmu.edu for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See the GMU website.

Students must agree to abide by the university policy for Responsible Use of Computing. See website.

Students with disabilities who seek accommodations in a course must register with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See GMU website or call 703-993-2474 to access the DRC.

Required Reading:

Murphy, S. (2003). PreK-12 Practicum/Internship Manual. Fairfax, VA: George Mason University. [Buy two; one for you, and one for your site supervisor. Available at GMU Bookstore, Johnson Center.]

Recommended Reading:


**Class Structure**
Weekly class seminars will focus on presenting, focusing, and conceptualizing cases. Students will have opportunities to discuss specific site-related issues and to strategize about techniques and interventions. Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. Students may not discuss cases in other classes, with friends or relatives, or in social situations. It is essential to maintain confidentiality. Violations of this principle in any form will be treated as a serious ethical/legal infraction. Please do discuss cases in class. This is a primary purpose for meeting. It is also imperative that students discuss cases with their on-site supervisor. If students have questions or concerns that need immediate attention, please contact your university instructor.

**Course Requirements:**
- A minimum of 200 hours must be spent at the school placement. Hours spent on off-site training experiences may be counted only if prior approval from instructor has been obtained. Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours. A **Log of Activities** [See Manual] listing and briefly describing all practicum activities and hours is to be maintained, signed by both the student and the on-site supervisor at the completion of the practicum, and submitted on the last day of class. *The Log of Activities should be reviewed during weekly supervision sessions with the site supervisor.*

- **School Counseling Practicum/Internship Contract** [See Manual, Appendix A]. In addition to the contract, students are expected to submit a one page **Personal Goals Statement**, developed in collaboration with the site supervisor, which describes goals particular to your needs and the experiences available at the site. Contracts will be signed at the first Site Supervisor, University Supervisor and student counselor meeting. Personal Goal Statement is due February 2. *Contract and personal goal statement should be included in the portfolio.*

- **Attend Local Screening or Child Study Team Meeting** and learn all you can about special education services available to students and how the process works. Write a 1-2 page paper focusing on your observations, reflections, and questions concerning the role of the counselor in the special education process. Collect sample child study, special education, and 504 forms used at the school and attach to write up. [10 points]

- Begin or continue a developing a **Professional School Counselor’s Portfolio.** The Professional School Counselor’s Portfolio is an accumulation of documents that provides the counselor with a visual representation of her/his experience. It is an evolving record that authenticates a person’s growth, skill, and knowledge in a specific discipline. The contents of the portfolio should reflect one’s professional philosophy and collegiate experience. You will begin your portfolio during practicum and complete it during your internship. Sample portfolios will be shared, and a rubric describing the requirements of the portfolio will be provided. Portfolios are due the last class meeting. [25 points]

- **Two Individual Taped Counseling Sessions with a Student and a Case Write-up and Presentation.** Students will conduct two individual, taped counseling sessions with a student. Practicum students are required to obtain written parent permission prior to taping sessions with a minor. The original of the parent permission form should be kept in the school with the site
supervisor, but the student should keep a copy of the form for his or her records. Tapes are to be labeled and given to the instructor in a large envelope.

1. **Tape # 1:** The first tape will be reviewed individually with instructor (preferably at the time of the second site visit to observe the guidance lesson). Along with the tape, hand-in a 1-2 page paper providing some background on the student, the purpose of the counseling session, a discussion of the counseling strategies used and a self-evaluation of the counseling session. This paper will be expanded for the case study write-up and presentation. Use the case study guidelines provided on Blackboard.

2. **Tape # 2:** If the student seeks a review of the tape by the instructor, a second tape will be handed in at the time of the Case Presentation.

3. **Case Study Write-up and Presentation** (A rubric is available on Blackboard to structure the analysis and presentation):
   - Case Study Write-up should include a description of the client’s presenting problem; background, and/or identifying data; discussion of the counseling process, including number of sessions, the nature of those sessions, strategies used, goals, attention to diversity/multicultural issues, use of multicultural counseling strategies, counselor thoughts about ‘what’s going on;’ plans for future sessions, and an evaluation of counseling skills and effectiveness.
   - One-page handout of the case to be distributed to class for the presentation.
   - 20-minute presentation to practicum class summarizing what you have learned about the student, your counseling goals and strategies, and future goals for the student. You may choose to play portions of one of your tapes to highlight your presentation.

- **Site Accountability Project.** (See the Practicum/Internship Manual and Blackboard for detailed description of this assignment.)
  1. In collaboration with your site supervisor, design and implement an evaluation of an existing counseling program at your site. Every effort should be made to select a project that is related to the C & D Mission Statement (See Manual) and the academic mission of the school site. The purpose of this assignment is to develop and apply what you have learned about program evaluation, to evaluate effectiveness of counseling programs and services, to determine program needs, and areas of change. This assignment will be individualized to the particular site and therefore the written requirements for this assignment will need to be individualized and determined in coordination with the site supervisor and your instructor.
  2. You will present your evaluation project to the class. [20 points = 15 for evaluation project; 5 for presentation]

- **Conduct a Guidance Lesson.** Develop and implement at least one guidance lesson appropriate for your setting.
  1. The guidance counseling lesson plan should include: Grade Level(s), Objectives, Materials, Procedures, Evaluation and Resources and/or References. Lesson plans for the guidance lesson are to be given to the university supervisor on or before the observation.
  2. It is your responsibility to schedule with the university supervisor to observe you teaching one of the lessons. (15 points)

- **Professional Growth Opportunities** [5 points] You are expected to participate in a professional growth opportunity during the semester. Here is an example professional opportunities occurring during this semester:
  o VACES Conference for graduate students, College of William and Mary February 17
  o VSCA Conference, Richmond, March 30 and 31
Due the last class meeting:

1. **Portfolio**, to include: theoretical orientation, counselor role statement and self-evaluation of the practicum experience.
2. **Log of Activities** signed by both the on-site supervisor and the practicum student.
3. **On-Site Evaluation of School Counselor Student** by on-site supervisor.
4. **Evaluation of Clinical Field Experience** completed by practicum student [See Manual, Appendix O].

**Summary of Grading System & Course Requirements:**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
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<tbody>
<tr>
<td>Special Education Paper</td>
<td>10</td>
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<tr>
<td>Site Accountability Project</td>
<td>20</td>
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<tr>
<td>Two Tapes &amp; Case Study Presentation</td>
<td>25</td>
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<tr>
<td>Guidance Lesson &amp; Observation</td>
<td>15</td>
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<tr>
<td>Professional Growth Opportunity</td>
<td>5</td>
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<tr>
<td>Portfolio</td>
<td>25</td>
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<tr>
<td><strong>TOTAL:</strong></td>
<td><strong>100</strong></td>
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</tbody>
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**ATTENDANCE**

Students are expected to attend all classes, to come on time and stay for the entire class. Students who miss all or part of more than two classes may not be able to complete the course.

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

- A 94 points and above
- A- 90-93 points
- B+ 86-89 points
- B 82-85 points
- C 81 points and below

Students must achieve a B or higher in order to successfully complete the requirements of the Practicum.

**Reminder:** School internship applications for Fall 2005 are due in the Dean’s office (Robinson A 307) on February 14, 2006. Remember to make an appointment with your advisor prior to that date. Information and applications are located on the web: [http://gse.gmu/programs/counseling/School.doc](http://gse.gmu/programs/counseling/School.doc)
# COURSE AGENDA

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT DUE</th>
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</thead>
<tbody>
<tr>
<td>1/25/05</td>
<td>Orientation: Introductions, Syllabus, Provide complete information, Review of School Counseling Program, Practicum/Internship Manual, Plan for site visits and future classes</td>
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<tr>
<td>2/1/06</td>
<td>Topics: Portfolios, Q &amp; A for Counseling Graduates, Overview of Site Accountability Project</td>
<td>Due: Site Supervisor Paperwork, Personal Goals Statement</td>
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<tr>
<td>2/8/06</td>
<td><strong>No Class – Site Visits</strong></td>
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<tr>
<td>2/15/06</td>
<td>Topic: Developing Guidance Programs and Program Evaluation, Classroom Management</td>
<td>Large Group – Meet with Interns (1st hour)</td>
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<tr>
<td>2/22/06</td>
<td>Topic: Brief Solution Focused Counseling, Nancy Newport</td>
<td>Meet with Community Agency Prac. Class on campus (6:00-8:40)</td>
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<tr>
<td>3/1/06</td>
<td>Counseling Theories/Multi-Cultural Counseling</td>
<td>Read: Counseling Theories Information on Blackboard</td>
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<tr>
<td>3/15/06</td>
<td><strong>No Class – GMU Spring Break</strong></td>
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<tr>
<td>3/22/06</td>
<td>Topic: Resume Development – Virginia Wheeler</td>
<td>Due: Tape #1 and Write-up</td>
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<tr>
<td>3/30/06</td>
<td>Topic: Individual Meetings with students</td>
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<tr>
<td>Date</td>
<td>Event Description</td>
<td>Due:</td>
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<tr>
<td>4/6/06</td>
<td>Topic: Presentations - Case Study or Evaluation Project</td>
<td>(on the day of the presentation) Case Study Paper or Site Accountability Project</td>
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<tr>
<td>4/12/05</td>
<td><strong>No Class: Spring Break – Public Schools</strong></td>
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<tr>
<td>4/19/05</td>
<td>Topic: Presentations - Case Study or Site Accountability Project</td>
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<tr>
<td>4/26/05</td>
<td>Topic: Presentations – Case Study or Site Accountability Project</td>
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<tr>
<td>5/3/05</td>
<td>Wrap up: Presentation of Portfolios Class Evaluation</td>
<td>Portfolio, Activities Log, On-Site Evaluation by School Counselor, Evaluation of Clinical Experience</td>
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