Counseling and Development
EDCD 754/755: Practicum in School Counseling
Instructor: Mrs. Julia H. Chamberlain, M.Ed., M.S.
Fall 2004

Course Meets: Wednesdays 4:30-7:10 p.m.
Krug Hall Room 209
Office Phone: (571) 214-1886
E-mail: tomandtude@erols.com; chambejh@pwcs.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, 606, 608, 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.

Nature of Course Delivery:
Most class meetings will be interactive, with the majority being students sharing their Practicum experiences and concerns

Student Outcomes:
EDCD 754 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.

Professional Standards:
EDCD 754 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.

**Counseling & Development Program 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 Counseling and Development Program in the Graduate School of Education at George Mason 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 http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See http://mail.gmu.edu and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc 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:**


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]. 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. 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 school 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 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 at 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 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: The second tape will be handed in at the time of the Case Presentation to class.
  3. Case Study Write-up 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.

- **Evaluation of an Existing Counseling Program.** (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. Plans for the guidance lesson are
to be given to the university supervisor prior to the observation
  2. It is your responsibility to schedule this observation with the university supervisor.

- **Technology Assignment** [5 points].
  - Find one Internet resource (web site) appropriate to school counseling and directly related to
your practicum experience. Or, review a site already listed on Blackboard. Reference the
Internet site in your special education paper, guidance lesson, evaluation project, or
portfolio.
  - **Communication with University Supervisor and other interns.**
    E-mail instructor on a regular basis. Talk about “how” you are doing, not “what” you are
doing. E-mail more often to get feedback and individual questions answered.

- **Professional Growth Opportunities** [5 points]; You are expected to participate in a
professional growth opportunity during the semester. Here is an example of a professional
opportunity occurring during this semester:

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
## Summary of Grading System & Course Requirements:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Technology Assignment</td>
<td>5</td>
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<tr>
<td>Special Education Paper</td>
<td>5</td>
</tr>
<tr>
<td>Evaluation Project</td>
<td>20</td>
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<tr>
<td>Two Tapes &amp; Case Study Presentation</td>
<td>25</td>
</tr>
<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 points</td>
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<tr>
<td>TOTAL:</td>
<td>100 points</td>
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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
- **B-**: 79-81 points
- **C**: 78 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 Spring 2005 are due in the Dean’s office (Robinson A 307) on September 15, 2004. 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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<tbody>
<tr>
<td>9/1/04</td>
<td>Orientation: Topics: Introductions Syllabus Provide complete information Review of School Counseling Program Practicum/Internship Manual Plan for site visits and future classes</td>
<td>Due: Bag U Live In</td>
</tr>
<tr>
<td>9/8/04</td>
<td>Topics: Portfolios Q &amp; A for Counseling Graduates Ethical Responsibilities Role of Counselor The ASCA National Model &amp; The Transformation of School Counseling</td>
<td>Due: Skills Assessment, Site Supervisor paperwork, &amp; Personal Goals Statement Read: The ASCA National Model</td>
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<tr>
<td>9/15/04</td>
<td>Topics: Overview of Evaluation Project Explanation of GRIP Developing Program Evaluations &amp;</td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Details</td>
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<tr>
<td>9/22/04</td>
<td>Counseling Theories and Skills; Multiculturalism</td>
<td>Prepare a theory to share and skills associated with it with which you are most comfortable. Examples of counseling to diversity.</td>
</tr>
<tr>
<td>9/29/04</td>
<td>Individual Student Meetings</td>
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<tr>
<td>10/6/04</td>
<td>Topic: Classroom Management &amp; Special Education</td>
<td><strong>Due:</strong> Special Education Paper</td>
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<td><strong>Due:</strong> Tape #1 and write up</td>
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<tr>
<td>10/13/04</td>
<td>Topic: Resume Writing</td>
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<td></td>
<td>School Counseling Issues in Virginia; Graduation Requirements, State Model</td>
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<tr>
<td>10/20/04</td>
<td>Site Visits</td>
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<tr>
<td>10/27/04</td>
<td>Topic: Gang Talk, Tips and Strategies</td>
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<tr>
<td>11/3/04</td>
<td>No Class – Professional Growth Opportunity</td>
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<td></td>
<td>VCA Conference – Roanoke VA</td>
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<tr>
<td>11/10/04</td>
<td>Site Visits</td>
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<tr>
<td>11/17/04</td>
<td>Presentations: Case Study or Evaluation Project</td>
<td><strong>Due (on the day of the presentation):</strong></td>
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<td>Case Study Paper (including 2nd Tape) or Evaluation Project write up</td>
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<tr>
<td>11/24/04</td>
<td>No Class – Thanksgiving Recess</td>
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<tr>
<td>12/1/04</td>
<td>Presentations: Case Study or Evaluation Project</td>
<td></td>
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<tr>
<td>12/8/04</td>
<td>Wrap up: Presentation of Portfolios Class Evaluation</td>
<td><strong>Due:</strong></td>
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<tr>
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<td>• Portfolio (theoretical orientation, role statement and self-evaluation)</td>
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<td>• Log of Activities</td>
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<td></td>
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<td>• On-Site Eval.~ School Counselor Student</td>
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<tr>
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<td></td>
<td>• Eval~ Clinical Field Exp.</td>
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</tbody>
</table>
The assignment as described in the syllabus:

Begin 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. Portfolios are due at the last class. [20 points]

During practicum it is expected that you will complete the following components of the portfolio:

I. Professional Documentation
   - Collect and maintain all of the components in this section.
     A. Resume
     B. Academic Transcripts
     C. Professional Memberships, Honors, Awards
     D. Letters of Recommendation / Accommodation
     E. Clinical Field Experience
        a. Practicum/Internship Contracts
        b. Practicum/Internship Log of Hours

II. Application of C&D’s Mission Statement
   - Collect an example of how two of these components are in evidence at your site:
     A. Leadership
     B. Multiculturalism
     C. Social Justice
     D. Advocacy

III. ASCA’s National Model for School Counseling Programs and the Transformation of School Counseling Initiative (TSCI)
   - Write a role statement and theoretical framework.
     a. Role Statement - A written three-page statement to reflect your role as a professional school counselor, to include:
        i. Role Statement - articulate what you perceive the role of the school counselor to be. Be sure to incorporate ASCA’s National Model and TSCI work. Identify your leadership role, and beliefs about how to use advocacy, collaboration and teaming, and use of data for systemic change.
        ii. Theoretical Framework - identify one or two counseling theories that you espouse in your practice. Talk about why, in general, this theory
iii. Focus - what is your focus at this point in your career? This might be answered by defining the age of children you want to work with – elementary, middle, or high school population. Another way to address this is to identify specific issues that are of interest to you [e.g., conflict resolution, issues of loss, AOD issues, etc]. Make sure your discussion ties in with your role statement.

☐ **Complete d & f during practicum:**
  b. Counseling Brochure - incorporate pertinent information regarding your school counseling program. Be sure it illustrates your role in leadership, advocacy, collaboration and teaming, and systemic change.
  
  c. Counselor’s Office - design a floor plan of office
  d. Professional Library
        i. Maintain a reference list of books and materials related to school counseling
  e. School Counseling Issue
        i. One-page handout of a current issue in school counseling.
  f. Referral Lists
        i. This list might include: Child Protective Services, community mental health facilities, licensed practicing social workers, psychologists, psychiatrists, and specialists who work with children and families.

☐ **Provide two examples from each of the following two components during practicum:**

B. **Delivery System**
  a. Individual planning with students
  b. Counseling group
  c. Guidance curriculum
  d. Classroom guidance
  e. Parent education
  f. Consultation
  g. Coordination.

C. **Management System**
  a. Student monitoring
  b. Use of time
  c. Use of calendars

☐ **Practicum evaluation assignment and Self-Evaluation of Practicum Experience.**

D. **Accountability – results, reports, program audit, advisory council, performance evaluation.**
  a. Outcome-based program audits – develop a plan to identify, provide, and evaluate school counseling services that support student achievement.
  b. Evaluations from On-Site Supervisors [if available]
  c. **Self-Evaluation of the Practicum experience.** Write a one-page paper describing your growth and your strengths. Who have you met the personal goals you set for yourself at the beginning of the term? What are your goals for growth for your Internship experience?
### Professional School Counselor’s Portfolio Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Excellent</th>
<th>Competent</th>
<th>Needs Improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Documentation (2)</td>
<td>Portfolio contains: Resume Academic transcripts Memberships Recommendations Clinical field experience documents (2)</td>
<td>Portfolio fails to provide two of the previously described components (1)</td>
<td>Portfolio fails to provide three or more of the previously described components (0)</td>
</tr>
<tr>
<td>Application of the C&amp;D Mission Statement (4)</td>
<td>Portfolio provides two examples of evidence of the mission statement: leadership, multiculturalism, social justice and/or advocacy (4)</td>
<td>Portfolio fails to provide one of the previously described components (3)</td>
<td>Portfolio fails to provide two of the previously described components (1)</td>
</tr>
<tr>
<td>ASCA Model: Foundation (4)</td>
<td>Portfolio contains: 1. Role statement that is based on the ASCA model and describes your beliefs about the transformed role of the school counselor; and 2. Theoretical framework that clearly identifies your beliefs about counseling theory and strategies that are effective with student populations (4)</td>
<td>Portfolio fails to provide one of the components, or does not meet the criteria previously described. (3)</td>
<td>Portfolio fails to provide either of the components, or does not meet the criteria previously described. (1)</td>
</tr>
<tr>
<td>ASCA Model: Delivery and Management Components (4)</td>
<td>Portfolio provides two examples from delivery and management components (4)</td>
<td>Portfolio fails to provide one of the previously described components (3)</td>
<td>Portfolio fails to provide two or more of the previously described components (1)</td>
</tr>
<tr>
<td>ASCA Model: Accountability Component (4)</td>
<td>Portfolio includes a copy of the evaluation project, and a 1-page Self-Evaluation of the Practicum experience (4)</td>
<td>Portfolio fails to provide one of the previously described components (3)</td>
<td>Portfolio fails to provide two or more of the previously described components (1)</td>
</tr>
<tr>
<td>Face Validity (2)</td>
<td>Portfolio is organized in a binder, with a title page, tabs, a table of contents, and follows the format described in these guidelines (2)</td>
<td>Portfolio lacks organization or one of the qualities previously described (1)</td>
<td>Portfolio fails to meet the standards of face validity described previously. (0)</td>
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Total Possible Points: 20
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Fall 2004

Suggested Format for Case Study Analysis and Class Presentation

1. Background
   a. Social case history
   b. Pertinent family issues
   c. Educational history
   d. Special services – special education, ESL, Gifted, reading teacher, etc.
   e. Previous referrals to school counselor

2. Description of the Student
   a. Age, grade, gender, ethnicity
   b. Physical characteristics
   c. Strengths or assets [include a minimum of three]
   d. Deficits or weaknesses

3. Reason for the Referral
   a. Who referred the student
   b. How was the initial contact with counseling made

4. Current Counseling Relationship
   a. How many times have you seen the student
   b. Who have you talked to about the student
   c. How have you gathered information about the student

5. Purpose/Goals of Counseling this Student
   a. What did you hope to accomplish, what have you accomplished
   b. What counseling skills or strategies did you use to reach your goals
   c. What would your long range counseling goals for this student be

6. Self Evaluation
   a. What was effective or ineffective
   b. What have you learned about your own counseling skills and strategies as a result of working with this child
   c. What goals have you set for yourself
EDCD 754: Practicum in School Counseling  
Fall 2004  
Guidance Unit & Observation

Assignment:
2. Conduct a Guidance Lesson. Develop and implement at least one guidance lesson appropriate for your setting.
3. The guidance counseling lesson plan should include: Grade Level(s), Objectives, Materials, Procedures, Evaluation and Resources and/or References. Plans for the guidance lesson are to be given to the university supervisor on or before the observation.

Student Name: __________________________ Date: __________________

<table>
<thead>
<tr>
<th>Possible Points</th>
<th>Earned Points</th>
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<tbody>
<tr>
<td>10</td>
<td>10</td>
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</table>

**Observation:**  
Classroom Management  
Relevance of Procedures to Goals  
Provisioning  
Timing, Pace & Delivery

**Guidance Lesson:**  
Face Validity/Formatting  
Rationale/Needs Assessment  
Objectives – Relevance  
Procedures & Materials  
Evaluation  
References/Resources

| Total Points: | 15 | 15 |

Comments:
Components of the Evaluation Project:

1. Rationale –
   a. What is the relevance of this evaluation? How does it relate the C & D Mission statement? The Standards of Learning? The ASCA Model? The National Standards? The mission of the school?
   b. Are you conducting an evaluation or needs assessment? What is to be evaluated and why? What needs to be assessed?
   c. What is the research question? What do you want to know?

2. Methods
   a. How will I get the question answered? Who has this information?
   b. Develop the instruments
   c. Get permission

3. Procedures for Conducting the Evaluation
   a. How will you distribute and conduct the evaluation?
   b. What are your procedures for collecting the information?

4. Results & Findings
   a. Make sense of the data – data analysis may include summary, tally, and disaggregating procedures
   b. Write up the finding – use percentages and impact statements where possible
   c. Consider making graphs and charts to capture the impact of the findings

5. Recommendations Sharing the Information
   a. So what do these results mean?
   b. What are the implications?
   c. Write up a set of recommendations – short and long term

6. Sharing the Information
   a. Present the findings - Who should receive the information?
   b. Write a one-page executive summary that includes a short statement for each of the previous components of the project. The executive summary should be the first page of the project.
   c. Include in documentation a complete discussion of each of the components of the project and the graphs and charts of the data.
   d. Appendices should include letters, permissions, survey instruments, data analysis etc.
Syllabus Assignment:
Evaluation of an Existing Counseling Program~ 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. You will present your evaluation project to the class. [20 points = 15 for evaluation project; 5 for presentation]

Student Name: ___________________________ Date: __________________

Rationale (Research Design, Relationship to C & D Mission, & Relevance) 5

Write-up

Executive Summary 2
Purpose 1
Methods 2
Results/Findings 5
Recommendations

Presentation to Class 5

<table>
<thead>
<tr>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Total Points: 20</td>
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Comments: