EDCD 790.001: Supervised Internship in Community Agency Counseling
Spring Semester 2004
Wednesdays 7:20–10:00 PM, Enterprise 77
Instructor: Dr. Regine Talleyrand
A341 Robinson Hall
Office Phone: 703-993-3941
Office Hours: Mondays, 3:30-4:30; Wednesdays, 2:30-4:30
email: rtlalleyr@gmu.edu

Catalog - Prerequisite: Prerequisites: Admission to the Counseling and Development Program; completion of the graduate program except for the internship; permission of advisor; overall GPA of 3.0; no grade of C in any skills courses [EDCD 603 or 605; EDCD 608; EDCD 606, 607, or 609; and EDCD 610]; no more than two grades of C in any other graduate coursework required by the Counseling and Development program.

COURSE DESCRIPTION:
The supervised internship course is an arranged, supervised experience in counseling. The course is designed to provide students with advanced counseling skills to work with individuals, groups, and families, prevention program planning and development skills, and greater competency in using data to evaluate intervention and prevention programs. The course also 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 develop 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 and Development Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

During the university seminar students will present, discuss, review and conceptualize their counseling work, explore culturally specific interventions, explore the application of social justice to their counseling work, examine countertransference as it relates to counseling practice, plan and develop required activities, and examine their work within the context of the legal and ethical standards of practice. Students will design a mental health prevention program, utilize data to facilitate change within their internship sites, and explore the importance of process as it relates to personal and social change. Review of counseling session tapes, role-plays, case presentations, discussion of professional issues, personal reactions and responses to clients and discussions of presenting problems are examples of seminar activities. Students are expected to assume and abide by ethical and legal guidelines in their sites and maintain confidentiality regarding clients. The course demands high levels of professional independence and responsibility. Students will be required to attend all scheduled course seminars with the faculty supervisor as well as ongoing regular supervisory sessions with their site supervisor.

Students are required to see at least two (2) clients (must include individuals, groups, and/or families) for a minimum of four (4) counseling sessions each. Everyone should have at least one group or family that they are working with during the semester. You will have opportunities to discuss cases and to strategize about techniques and interventions. Because of the serious nature of your work, it is essential that you discuss your reactions and feelings. Such discussions, however, cannot take place outside the
context of a supervised class or the clinical site. It is unethical to discuss cases in other classes, with friends or relatives, or in social situations. Although such restraint is often difficult 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 your cases in class and with your site-supervisor since supervision and advanced skill development is the primary purpose for meeting. If you have questions or concerns that need immediate attention, please contact your site or faculty supervisor. Do not wait for the weekly class meeting or weekly site supervision in case of an emergency with a client.

COURSE OBJECTIVES:
1. To provide an opportunity for practicing competencies developed throughout the graduate training program.
2. To provide an orientation to the organizational structure, protocol, relationships, and working conditions in community agency counseling settings.
3. To explore counseling strategies for individuals, groups, and families within a culturally diverse framework.
4. To stimulate the formulation of, and identification with, a professional role.
5. To provide an awareness and skills in facilitating the process of community and school integration and intervention in meeting the needs of clients.
6. To implement practices conducive to social justice and human rights.
7. To inculcate high standards of professional ethics; to give experience involving ethical decision-making and practice related to counseling.
8. To more effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, and social justice.
9. To develop prevention programs within a community context.
10. To work collaboratively with colleagues from other disciplines in order to more effectively meet organizational goals.
11. To learn how to use data as a professional counselor in order to effect social change.

REQUIRED READINGS:

COURSE STRUCTURE:
Students will meet in the seminar for the semester. Students are responsible to complete two tapes and tape transcriptions during the semester, as well as engage in case processing and a formal case presentation (dates for this will be assigned at the first class). It is important to remember that you must submit the permission to tape form (see manual appendix) and secure written permission prior to taping a session with a minor. Client cases will be discussed on an ongoing weekly basis. Classes will be devoted to student presentations, case reviews, role-play simulations, an exploration of countertransference, theory review, and discussion of clinical issues.

COURSE REQUIREMENTS:
1. Class Participation. Class participation and attendance are of critical importance for internship. Students are expected to fully participate in all classes and take the initiative for presenting their work for evaluation, as well as engaging in critical analysis and providing feedback of classmates’ work.
2. **A minimum of 200 hours in the field placement.** Fifty percent (100) of your field placement hours must be face-to-face counseling hours that includes work with individuals, groups and families. It is required to have at least one group during the internship and encouraged that you work with at least one family. Ten of your 200 hours can consist of professional development activities that occur outside of your worksite (e.g., conferences, external staff training). Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours. **Site contract** is due by January 28th.

3. **Short-term Prevention Program.** In collaboration with the site and university supervisors, students should develop a Short-term Prevention Program addressing one problem facing the community agency. This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at your training site. This program should be developed in conjunction with your university and site supervisors and address a need in the surrounding community. Programs should target a specific issue of concern. A three page final prevention program outline, analysis, and evaluation will be required (1/2 page on needs assessment, 2 pages describing the project, ½ page describing the outcome). Students should begin with a needs assessment, develop a proposal based on the needs assessment and research topic of interest, implement the prevention program by February 11th, and submit a written 3 page summary of the project and the project outcome on April 21st. Presentations will be made in class regarding the prevention program.

4. **Tapes and Transcripts.** Students should have two tapes and two 30-minute tape transcriptions to be handed in during the semester (at least one tape must be of a group or family counseling session if possible). On each of the transcriptions, counseling interventions should be identified included gut reactions at the time of the interventions. All tapes and transcriptions will be submitted to the instructor. There should be a final summary of each tape summarizing areas of strength and needs for areas of growth. **The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.**

5. **Formal Case Conference.** Although we will be discussing cases on an ongoing manner, each student will formally prepare a case-write up and present at a “case conference.” The case write up will be due one week before the case presentation. Sample case study and case guidelines will be passed out in class to help with this assignment.

6. **Case Analysis.** You will be required to complete a case analysis at the end of the semester. Further instructions will be given in class.

7. **Supervision.** Weekly supervisory sessions with your individual supervisor at your placement site are required.

**COURSE EVALUATION:**
Grading
EDCD 790 is a pass or fail course. Students must achieve a passing grade in order to successfully complete/pass the requirements of the Internship. Included in the assignments, is the requirement that the following must also be met to receive a passing grade:

- Completion of all assignments of acceptable quality, turned in by date due;
- Attendance at all classes and at internship site. Two or more unexcused absences will result in not receiving credit for the course.
- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Satisfactory evaluation from on-site supervisor.
- Completion of required field placement hours.

Students will be evaluated on the course requirements as listed above. It is expected that all students will demonstrate skills through class participation, presentations, evaluations, journals, assigned projects and papers, journals, and case studies. Consultation with university and on-site supervisors regarding the intern’s performance will occur during the quarter. This course is a pass/fail class.

GRADING:

- Class participation: 20%
- Taped Sessions/Transcripts: 30%
- Formal Case Write Up/Presentation: 10%
- On-site Supervisors Evaluation: 10%
- Short-term Prevention Program: 10%
- Case Analysis: 20%

HONOR CODE

To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the event that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university catalog or website at www.gmu.edu.

NOTE: The university is committed to complying with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for applicants for admission, students, applicants for employment, employees, and visitors who are disabled. Applicants for admission and students requiring specific accommodations for a disability should contact the Disability Resource Center at 993-2474, or the University Equity Office at 993-8730.

PROFESSIONAL DISPOSITIONS


Professional Performance Criteria
(effective February 25, 2003)

The American Counseling Association code of ethics requires counselor and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program has developed Professional Performance Criteria to clarify its expectations for M.Ed. and Ph.D. counseling students. These criteria, as well as
procedures for identifying and remediating students who may need assistance fulfilling them, are listed below. See the Counseling and Development website for additional information.

**Student Professional Performance Criteria**

**Communication Skills**
- Clear presentation and demonstration of multicultural competencies in counseling skills
- Clear oral communication
- Clear written communication
- Clear ability to demonstrate effective and supportive helping skills
- Clear ability to demonstrate effective listening skills

**Professionalism**
- Commitment to multiculturalism and diversity
- Commitment to social justice as it relates to counseling
- Respect of multiculturalism and diverse cultures
- Demonstration of openness, willingness to learn, and positive attitude about multiculturalism and diverse cultures
- Commitment to the psychological well-being, health, and wellness for all people
- Sound judgment
- Integrity and honesty
- Ability to accept personal responsibility
- Ability to receive and reflect upon constructive criticism
- Positive attitude
- Ability to meet deadlines
- Ability to maintain confidentiality with clients, students, and colleagues
- Appropriate assertiveness
- Ability to manage stress
- Ability to meet requirements as stated in course syllabi
- Adherence to ACA ethical guidelines

**Collaboration**
- Respect for the opinion and dignity of others
- Ability to collaborate with others
- Ability to demonstrate effective interpersonal skills
- Ability to participate as a colleague and team member in all aspects of professional training

**COURSE OUTLINE:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
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<tbody>
<tr>
<td>1/21</td>
<td>Class overview/goals Prevention Project Guidelines/ Discussion Case Conference Guidelines</td>
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<tr>
<td>1/28</td>
<td>Case Analyses: Practice Informal Case Processing</td>
<td>Site contracts due</td>
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<tr>
<td>2/4</td>
<td>No class-Site visits</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
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<tr>
<td>2/11</td>
<td>Case Processing</td>
<td>Short-Term Prevention Program Begins</td>
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<tr>
<td>2/18</td>
<td>Case Processing</td>
<td>1st Tapes/Transcripts Due</td>
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<tr>
<td>2/25</td>
<td>Individual Supervision</td>
<td>Students will meet with Instructor at a pre-arranged time.</td>
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<tr>
<td>3/3</td>
<td>Formal Case Presentations (2)</td>
<td></td>
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<tr>
<td>3/3</td>
<td>No Class – Spring Break</td>
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<tr>
<td>3/17</td>
<td>Formal Case Presentations (2)</td>
<td>Bring Logs In</td>
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<tr>
<td>3/24</td>
<td>Formal Case Presentations (3)</td>
<td>2nd Tapes/Transcripts Due</td>
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<tr>
<td>3/31</td>
<td>No class-ACA Conference</td>
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<tr>
<td>4/7</td>
<td>Case Processing</td>
<td>Termination Review</td>
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<td>4/14</td>
<td>Prevention Program Presentations</td>
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<tr>
<td>4/21</td>
<td>Prevention Program Presentations</td>
<td>Prevention Papers Due</td>
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<tr>
<td>4/28</td>
<td>No class</td>
<td>(International Association of Counseling Conference)</td>
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<tr>
<td>5/5</td>
<td>Case Analysis Discussions, Case Wrap-Ups</td>
<td>Case Analysis Due</td>
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*Final signed logs will be due in to Dr. Talleyrand no later than 5/12/03.

**GRADUATION – The Graduation Web Site for May 2004 is:**
[http://registrar.gmu.edu/grad/graduation.html](http://registrar.gmu.edu/grad/graduation.html) and will be available on 1/26/04.

You are responsible for fulfilling all the requirements and completing the applications.
1. File an on-line “Intent to graduate” form by due date. This happens early in the semester.
2. Towards the middle of the semester, download and complete the application form.
3. Make an appointment to meet with your advisor for final review, exit interview, approval, and signature.
4. Submit application packet to Dean Goor’s office (Robinson 307) by due date.