EDCD 790/791: Internship in Counseling and Development  

**Semester:** Fall 2004  

**Day/Time:** Wednesdays 4:30-7:10 PM  
**Location:** North Springfield Elementary School

**Instructor:** Sally Murphy, Ph.D.  
**Office Phone:** 703-993-3826  
**Email:** cmurphy@gmu.edu  
**Office:** Robinson A334  
**Office Hours:** By appointment

**Course Description**

**Catalog:** Prerequisite: Completion of the Counseling & Development Program except for internship; permission of advisor; overall GPA of 3.0, no grade of C in any skills courses [EDCD 605, EDCD 607, EDCD 608, EDCD 610, EDCD 754], no more than two grades of C in any other graduate course work required by the Counseling & Development Program. Supervised practice in a counseling setting similar in which the student may work. Skills and practice build on previous practicum experiences. Weekly graduate class with emphasis on site processing.

**Relationship to C&D Program Goals and Professional Organization [Council for Accreditation of Counseling and Related Educational Programs-CACREP]:**

EDCD 790/791 is the culminating course for master’s degree students in the Counseling & Development [C&D] program. The internship experience is designed to enhance those skills acquired in practicum. This semester will provide opportunities to refine basic skills, acquire advanced skills, and reflect on ways to improve understanding and conceptual ability. Additional emphasis will be on C&D’s basic mission statement, stressing the need for counselors to demonstrate Advocacy, Leadership, Social Justice, and Multicultural Competencies.

EDCD 790/791 fulfills the requirements for the following professional organizations:

- 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 (ACA) Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Weekly class seminars will focus on presenting, discussing, 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. That is the 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.

**Student Outcomes:**

- Select and apply appropriate counseling theories and interventions with a diverse student populations;
- Perform duties expected in a specific counseling setting, to include working collaboratively with colleagues and supervisors, developing necessary treatment/school counseling plans, and responding appropriately to ethical and legal situations.
Course Materials

Other Required Readings
Selected articles from professional journals. Examples:
   a) Journal of Counseling and Development. (ACA).
   b) Professional School Counseling. (ASCA).
   c) Journal of Mental Health Counseling. (AMHCA).

PROFESSIONAL DISPOSITIONS
GMU students are expected to exhibit professional behavior and dispositions. See: www.gse.gmu.edu for a listing of these dispositions. As counselor trainees, you have additional professional performance standards.

C&D’s Professional Performance Criteria (Effective February 25, 2003)
The American Counseling Association code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program in the Graduate School of Education at George Mason University requires its students to exhibit the following:

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

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

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

GMU’s 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 even that the individual is found guilty, he or she will be punished accordingly.
Refer to the GMU’s catalog or website at http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
NOTE: This syllabus is subject to change based on the needs of the class. The Americans with Disabilities Act (ADA) prohibits discrimination against individuals with disabilities in the series, programs, or activities of all State and local Governments. 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.

December 2004 GRADUATION – Reminder
The GMU Graduation website is: http://gse.gmu.edu/graduation/index.htm
The graduation intent form and applications will be available late September.
1. File an on-line “intent to graduate” and graduation application form by due dates.
2. Contact Mary Miller, Graduate Coordinator, with any questions regarding graduation:
   Office: Robinson A-308C    Phone: (703) 993-2076   Email: mmillerw@gmu.edu
3. IMPORTANT: Make an appointment mid-late November to meet with your advisor for your final exit interview.

Grading
EDCD 790/791 is graded on a Pass/Fail basis. The following must be met to receive a PASSING grade:

- Attendance at each class. As a graduate student, you are expected to arrive on time and stay for the entire class period. **Missing two classes or not regularly following your site placement schedule could result in failing this course.**

- Active class participation, including providing constructive feedback and suggestions for classmates.

- Completion of all assignments of acceptable quality, turned in by date due.

- Satisfactory evaluation from On-Site Supervisor.

Course Requirements/Assignments – General
See P/I Manual for detailed instructions/expectations.

- **A minimum of 200 hours in the field placement.** Hours spent on off-site training experiences may be counted if prior approval from instructor has been granted. Hours spent in class or at home preparing GMU assignments may not be counted toward the 200 hours.

- **Log of hours and activities.** Log of Activities should be reviewed during weekly supervision sessions with the site supervisor. Log is to be included in the portfolio. Remember to keep a copy for your files. While the actual daily schedule of the Student Counselor will be determined by the University Supervisor, the On-Site Supervisor, and the GMU student, **the minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time.**

- **School Counseling Practicum/Internship Contract** [See Manual]. Contracts will be signed at the first meeting with the On-Site Supervisor, University Supervisor, and Student Counselor. Contract is to be included in the portfolio. Remember to keep a copy for your files.

- **Written evaluation of intern from On-Site Supervisor.**

- **Written evaluation of site from GMU student counseling intern.**

NOTE: All written work submitted in the C&D program courses must conform to APA standards. Reference the APA manual (5th edition) and consistently demonstrate successful application of its content. Sample portions of the APA manual appear in the "Style Guides and Manuals" link on the GMU library web guide at: http://library.gmu.edu/resources/edu
Specific Assignments:

- **Special Education Report.** The purpose of this assignment is to understand how students are identified, and how special education services are decided upon, implemented, and monitored. During your Practicum, you became familiar with the local screening process. It is now time to update that information and to compare/contrast the process at your new site. Be prepared to give a verbal report, to include the following: [General] reason for referrals, procedures, the role of the counselor, process, and how your school meets its responsibilities. Talk about the role of the counselor in the Special Ed. process. Briefly discuss 504 issues and the responsibility of key school personnel. Were you able to retrieve any information off the Internet?

- **Two individual tape presentations.** Must have written custodial/parental permission prior to taping with a minor. [See P/I Manual for taping form if none is provided by site.] Original copy is kept with On-Site Supervisor. Student counselor keeps a copy. *Tapes must be audible*, so check for clarity prior to appointment. If the tape is not audible, then you will need to re-tape another session.
  - First tape: Student will make an individual appointment [approximately 45-60 minutes] with instructor to review counseling tape. Bring copy of written parental permission form, tape, and tape recorder to this meeting. Be prepared to identify and critique counseling interventions. Student will start to identify his/her strengths and areas for growth.
  - Second tape must include:
    1. A typed transcription of a 10-minute segment.
    2. All interventions must be highlighted and labeled.
    3. Remember to bring tape #2, tape recorder, [headphones, if you have them], and the Peer Evaluation form [found on Blackboard] to this meeting.

Both recordings should reflect your best counseling skills. A classmate will critique session #2. Instructor will then review the critique and the transcript. Students will need to provide their own tape recording equipment. NOTE: Instructor has the prerogative to request additional counseling tapes from the student based on requests from On-Site Supervisor and/or University Supervisor.

- **Technology.**
  - GMU students must agree to abide by the university policy for Responsible Use of Computing. See [http://mail.gmu.edu](http://mail.gmu.edu) and click on Responsible Use of Computing at the bottom of the screen.
  - GMU students must use/check their official GMU email address on a regular/daily basis.
  - **Technology Resources.** What Internet counseling resources have you found to be helpful? Is your On-Site supervisor using technology in his/her practice? Please share resource information during weekly meetings.

- **Site Accountability Project.** The purpose of this is to help interns see the role of the professional school counselor as change agents within school communities and to support the goals of the school counseling program at their sites. This assignment will be individualized to the particular site and therefore the written requirements will be determined in coordination with the site supervisor and your instructor. Some general examples of this might include:
  - **Evaluate an existing counseling program.** Design and implement an evaluation of an existing counseling program. The purpose is to apply what you have learned about program evaluation, evaluate effectiveness of counseling programs and services, determine program needs, and areas of change. The basic question to be answered is: *How are students different because of the school counseling program?*
Develop a counseling program. Design and implement a school counseling program based on a needs assessment. This might be a series of parenting workshops or a series of in-services for staff, etc. The basic issue to be addressed answers the question: How are students different because of the school counseling program?

Develop, conduct, and evaluate small group (SG) counseling sessions for a specific guidance topic based on a needs assessment. The basic issue to be addressed answers the question: How are students different because of the school counseling program?

**Product** – due second to last class of semester:
1. Turn in a one/two page write-up describing name, goal(s), work plans, and implementation of project. Include a final paragraph that summarizes impact on site.
2. Bring appropriate samples of project to elaborate on specific details of project.

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**Professional Role Statement, Theory, and Focus Paper.** A written three-page statement to reflect your role as a professional school counselor, to include:

- **Role Statement** - articulate what you perceive the role of the school counselor to be. Be sure to incorporate ASCA’s National Model and C&D’s mission statement. Incorporate components of leadership, advocacy, collaboration and teaming, systemic change, social justice, and multiculturalism.

- **Theoretical Framework** - identify one or two counseling theories that you espouse in your practice. Talk about why, in general, this theory [theories] is appropriate for use with your student population and with your counseling style. How does this fit in with ASCA’s National Model for School Counseling Programs?

- **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, peer refusal skills, issues of loss, AOD issues, etc]. Make sure your discussion ties in with your role statement.

Remember to follow APA format. [e.g., Check to be sure your paper has a cover sheet, complete with running head. Be sure your headings are also per APA format.] Make two copies, one for your portfolio and one for your instructor.

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**Portfolio.** Students will present their completed portfolio near the end of the semester. The outline for this assignment is found in your PreK-12 Practicum/Internship Manual.

- Make two copies of the following [One is to be included in your portfolio, the other is to be submitted to your instructor and kept by the Clinical Coordinator]:
  - Role statement
  - Counseling brochure
  - Log of hours
  - **Self-Evaluation of the Internship experience.** Write a one-page paper describing your growth and your strengths. How have you meet the personal goals you set for yourself at the beginning of the term?

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**ADDITIONAL REQUIREMENT.** You will be required to email the instructor when there are no scheduled classes due to site visits. The purpose of this requirement is to provide the student and the instructor a vehicle in which to continue the internship dialog. The content of the message will be a brief update of the weekly internship experience, similar to a journal entry. [Your log of hours and activities will reflect “what” you are doing. I want to know “how” you are doing!] My email address is: cmurphy@gmu.edu
# Class Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Notes</th>
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<tbody>
<tr>
<td>May 12</td>
<td>Introduction to Course / Internship Manual</td>
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<tr>
<td>Sept. 1</td>
<td>Course Orientation</td>
<td>ASCA’s National Model for School Counseling Programs</td>
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<td></td>
<td>Implications for Internship Portfolio</td>
<td>Remind on-site supervisors of supervision training at GMU on September 15.</td>
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<td>Sept. 8</td>
<td><strong>Visit EDCD 754/755 class.</strong></td>
<td><strong>DUE:</strong> Contracts</td>
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<td><strong>Bring Practicum Portfolio to share with their students</strong></td>
<td><strong>Stipend Forms</strong></td>
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<td><strong>NOTE LOCATION:</strong> Class will be held on GMU Fairfax campus in the Johnson Center Room E</td>
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<tr>
<td>Sept. 15</td>
<td><strong>No Class – Site Visits</strong></td>
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<td>Sept. 22</td>
<td>Child Abuse Recognition and Intervention Training (CAIT) – State mandate</td>
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<td>Suicide &amp; Issues of Loss</td>
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<tr>
<td>Oct. 6</td>
<td><strong>No Class – Site Visits</strong></td>
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<td>Oct. 13</td>
<td>No Child Left Behind – Implications for School Counselors</td>
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<td>Oct. 20 &amp; 27</td>
<td>Individual appointments with instructor</td>
<td><strong>DUE:</strong> First tape.</td>
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<td><strong>Robinson A 334 [Dr. Murphy’s office]</strong></td>
<td><strong>[Bring tape and tape recorder.]</strong></td>
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<td>Nov. 3</td>
<td><em><em>Professional Growth Night</em> – no class</em>*</td>
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<td>Nov. 10</td>
<td>Collaboration and Teaming: Working with Administrators, Faculty, and Parents</td>
<td><strong>DUE:</strong> Special Ed. reports</td>
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<td>Advocacy: Special Education/504/Resources</td>
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<td>Nov. 17</td>
<td>Peer/instructor evaluation</td>
<td><strong>DUE:</strong> Second tape, transcript, &amp; analysis</td>
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<td>[Bring tape, tape recorder, and headphones, if you have them.]</td>
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<td>Nov. 24</td>
<td><strong>Thanksgiving holiday – no class</strong></td>
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<td>Dec. 1</td>
<td>Site Accountability Project-presentations</td>
<td><strong>DUE:</strong> Site Accountability Project</td>
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<td>Dec. 8</td>
<td>Portfolio Presentations</td>
<td><strong>DUE:</strong> Portfolio Project</td>
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<td>Class evaluation</td>
<td>Role Statement, Brochure</td>
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<td><strong>VA School Licensure Applications</strong></td>
<td>Log of hours.</td>
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<td>Evals: Student &amp; Site</td>
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### Professional Growth Opportunities:
- Southern Association for Counselor Education and Supervision (SACES) Conference, Sept. 9-12, 2004, Athens, GA.
- *Virginia Counselors Association (VCA) Conference, Nov. 3-5, Conference Center, Roanoke, VA
- Check Blackboard for other professional growth opportunities.

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Sally Murphy, Ph.D.

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