EDCD 790/791: Internship in Counseling and Development  
Spring 2004  
Wednesdays 7:20-10:00 PM

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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 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.

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.

- CACREP-Section II.K.a: An understanding of all aspects of professional functioning; and
- CACREP-Section SCP.D: Clinical instruction.

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
As posted on C&D homepage: http://gse.gmu.edu/programs/counseling/professional_performance.htm

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

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

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: 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. Under ADA a disability is defined as a physical or mental impairment that substantially limits a major life activity such as: learning, working, walking, speaking, hearing, breathing, and/or taking care of oneself. If a student has disability and needs course adaptations or accommodations because of that disability, it must be established with the faculty, in writing, at the beginning of the semester so arrangements can be made. Please call the Disability Resource Center for required documentation (703-993-2474).
Grading
EDCD 790 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 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* – remember to keep a copy for your files.
- *Written evaluation of intern from on-site supervisor.*
- *Written evaluation of site from GMU student*

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](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 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.
  - **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. An analysis of the counseling interventions.
Both recordings should reflect your best counseling skills. A classmate will critique session #2. Instructor will then review the critique and the tape packet. 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 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 our weekly meetings.

- **Professional Role Statement, Theory, and Focus Paper.** Role Statement - 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. Identify your role of leadership, advocacy, collaboration and teaming, and systemic change.
  - **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.

- **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]:
    - Role statement
    - Counseling brochure
    - Log of hours

**PLEASE NOTE ADDITIONAL REQUIREMENT:**
You will be required to email the instructor when there are no scheduled classes due to site visitations. 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: sgilchri@mail.vak12ed.edu or Sgilchr1@gmu.edu

**May 2004 GRADUATION - Reminder**
The GMU Graduation website is: http://registrar.gmu.edu/grad/graduation.html

The graduation intent form and applications will be available late January.

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:
   a. Office: Robinson A-308C
   b. Phone: (703) 993-2076
   c. Email: mmillerw@gmu.edu
3. **IMPORTANT:** Make an appointment late April/early May to meet with your advisor for your final exit interview.
Class Schedule

Dec. 16  Introduction to Course / Internship Manual

Jan. 21  Four phases of internship – phase one begins  
Review of Internship portfolio assignment  
Ivey/Egan – Counseling skills  
**DUE:** Contracts

Jan 28  ASCA’s National Model for School Counseling Programs/ Accountability  
SOARING

Feb, 4  **QPR Training – Suicide Prevention Training – (7:30 – 9:30)**  
Johnson Center – Room B

Feb. 11  Ginny Wheeler – Career Counselor  
Bring resume to class

Feb. 18  Child Abuse Recognition and Intervention – State mandate

Feb. 25  Individual appointments with instructor  
**DUE:** First tape.  
[Bring tape *and* tape recorder.]

Mar. 3  Individual appointments with instructor  
**DUE:** First tape.  
[Bring tape *and* tape recorder.]

Mar. 10  GMU Spring Break – No Class

Mar. 17  Professional Growth Night* – no class

Mar. 24  Collaboration and Teaming  
Working with Administrators, Faculty, and Parents  
Job Interview – practice session

**NOTE: GMU Education Recruitment Day 2004** will be held on Wednesday, March 31st with a job fair format from 9:00 to noon and then opportunities for scheduled individual interviews from 1:00 to 4:00pm. This event will take place in SUB II, the Ballroom

March 31  Advocacy: Special Education/504/Resources  
**DUE:** Special Ed. reports

April 7  Site Visits – No Class

April 14  Peer/instructor evaluation  
**DUE:** Second tape, partial  
[Bring tape, tape recorder, and headphones, if you have them.] transcript, & analysis

April 21  Site Visits – No Class

April 28  Program Development – presentations  
Class evaluation  
VA School Licensure Applications  
**DUE:**  
Role Statement, Brochure  
Log of hours, Evaluations:  
Student & Site

*Professional Growth Opportunities*  
Northern Virginia Counselors Association – date to be announced  
VSCA Conference Mar. 18 & 19, Charlottesville, VA  
VSCA Specialist in Small Group Work: Group-A-Rama, March, NOVA, Annandale, VA  
ACA Annual Convention: March 31-April 4, Kansas City, MO.  
ASCA Annual Conference: June 27-30, Reno, Nevada