

**George Mason University
College of Education and Human Development
Counseling & Development**

EDCD 755: Practicum in School Counseling

Fall 2012

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Class: Wednesdays 4:30 – 7:10 p.m.
Location: Innovation 211
Office Hours: M 10:00 – 12:00; W 3:00 – 4:30 *or by appointment (preferred)*

Course Prerequisite: Completion of the counseling and development program except for EDCD 610 and electives; 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

Course Description: 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.

Recommended Reading:

American School Counselor Association (2012). *The ASCA National Model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

Dimmitt, C., Carey, J.C., & Hatch, T. (2007). *Evidence-Based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.

Kaffenberger, C. & Young, A. (2008). *Making DATA work*. Alexandria, VA: American School Counseling Association.

Holcomb-McCoy, C. (2007). *School counseling to close the achievement gap: A social justice framework for success*. Thousand Oaks, CA: Corwin Press.

Professional articles will be assigned and distributed via Blackboard as indicated on the course schedule, and further articles may be assigned at any time during the semester.

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 log 100 hours of supervised field experience at both the elementary and secondary levels.
- Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards that require counselor education programs include the study of helping relationships in a multicultural society; and
 - CACREP-Section II. Professional Identity
 - CACREP-Section School Counseling.
- American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

Student Outcomes and Learning Objectives:

- 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.

Course Delivery

Seminar-style class discussions, group supervision, & triadic supervision.

Class discussions will include brief didactic presentations on relevant and emerging topics for the practicum students, and will include time for group discussion. Group supervision will focus on providing students a opportunity to present, discuss, and conceptualize, and receive feedback on current cases and issues at their practicum setting. Students will have opportunities to discuss specific site-related issues and to strategize about techniques and interventions. Triadic supervision will occur between instructor/supervisor and two students, with supervisees taking turns sharing a taped counseling interaction with a student/client. 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.

Course Requirements:

1. All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester.
2. 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 will result in failing this course.
3. Active class participation, including providing constructive feedback and suggestions for classmates.
4. Completion of all assignments of acceptable quality, turned in by date due.
5. **Professional Counseling Liability Insurance.** Student Counselors *must* purchase their own professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.
6. Student counselors are responsible for **downloading Practicum/Internship documents and providing copies to site supervisors.** *We encourage you to ask your site supervisor whether they would like an electronic copy or a print copy, and make it your responsibility that they have a copy in their desired format.* The following documents are located on the Community Blackboard site: [<https://gmucommunity.blackboard.com>] Overview of Practicum/Internship; School Counseling Practicum/Internship Contract; Log of Hours; Mid-semester Evaluation; Final Evaluation of Site Experience. Students are expected to give their site supervisors copies of all the documents **before the University supervisor's initial site visit.**
7. **School Counseling Practicum/Internship Contract.** 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*
8. **Satisfactory mid-semester and final evaluations from On-Site Supervisor.** These evaluations should be completed by the site supervisor, and practicum students should meet with their site supervisors to process these evaluations and receive verbal feedback on strengths and successes as well as areas for growth and goals for second half of the semester.
9. **Evaluation of Clinical Field Experience,** to be completed by practicum student.

10. 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. The minimum number of hours spent on-site at one time is to be no less than a 3-hour block of time. A Log of Activities 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.*

Course Assignments:

1. Participation

As a class that focuses on learning from practical experiences of the students, this class places a heavy emphasis on processing of information through class discussion, small group discussion, and participating in experiential activities. In addition, because the class will be so interactive and experiential, there is no way to “get the information” from a missed class—the class experience cannot be replicated. For these reasons, your class attendance and active participation is vital not only to your learning, but to your classmates learning as well. Several factors will go into your participation grade, including:

- a) **attendance** (every student is expected to be at every class),
- b) **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
- c) **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)
- d) **substantive contributions** to class discussions (not quantity of contributions, but contributions that demonstrate thoughtful analysis of information; comments that move discussion forward; comments based on knowledge and experience, not just opinion; and a demonstrated ability to propose new ideas and/or build on others’ ideas in a meaningful way).

2. Child Study Team Meeting

Attend one child study or RTI meeting and learn all you can about special education services available to students and the role of the professional school counselor. 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 for your own files.

3. Guidance Lesson

Develop and implement at least one guidance lesson appropriate for your setting, and arrange for the guidance lesson to be observed by and evaluated by your site supervisor. Practicum students will need to arrange for their site supervisors to provide them with written feedback on the lesson design and delivery, and set up

a time to discuss this feedback with them. 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. Students will discuss their experience in group supervision after they have delivered their lesson and received feedback from their supervisor.

4. Client presentations (Including tape and summary)

Students will present *at least* three individual, taped counseling sessions with a student. Each student will be expected to present *at least* one tape during groups supervision during the semester, and *at least* two tapes during triadic supervision during the semester; however, students are encouraged to bring in tapes at other times whenever feedback from peers and supervisor would be helpful. 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.

For the group supervision case presentation, practicum students should provide the class with a brief, 1-2 page handout that includes: a brief summary 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. These forms will be given to the instructor after class so that they may be shredded.

5. Professional Growth Opportunity

Part of being a successful professional school counselor is being a life-long learner and taking advantage of professional growth opportunities to continually build your knowledge and skills. Towards this end, you are expected to participate in one or more professional growth opportunities during the semester. You may count the actual hours of attendance at the PGO (seat hours) toward your 200 hours up to a maximum of five hours. You are encouraged to share your PGO experiences with the class.

6. Professional Portfolio

The Professional Portfolio is an accumulation of documents that provides the counselor with a visual representation of her/his experience and is structured by the ASCA National Model and the C & D mission statement. 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 complete your portfolio during your internship. You are expected to submit your portfolio in an electronic format (e.g., website, CD). A rubric describing the requirements of the portfolio is attached. Portfolios are due at the last class meeting.

7. Accountability Project

The site accountability project is the performance-based assessment for this course.

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 and the academic mission of the school site. The purpose of this assignment is to develop and apply what you have learned about accountability: to monitor student achievement, to evaluate effectiveness of counseling programs and services, to determine program needs, and make recommendations for new programs or modification of existing programs. You will present your accountability project to your peers and invited guests on the last night of class. You will provide a one page data report for classmates and guests. The final project to be handed in to instructor will include the one-page data report followed by detailed description of each step in the process along with instruments, permission letters, data analysis, etc. [20 points= 17 for project & 3 for class presentation.] A description of this assignment and an accountability project rubric is included in this syllabus and can be found on Blackboard.

Evaluation-

Student grades will be calculated based on the following points:

Participation –	15 points
Child Study Team meeting -	5 points
Guidance Lesson -	10 points
Client Presentations -	30 points
Professional Growth Op. -	5 points
Professional Portfolio -	15 points
Accountability Project -	20 points

Grading Scale

A = 97-100
A- = 94- 96
B+ = 91- 93
B = 87- 90
B- = 84- 86
C = 83- 80
F = Below 79

George Mason University Policies and Resources for Students

1. Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
2. Mason Email – Students are responsible for the content of university communications sent to their George Mason University email account and are

required to activate their account and check it regularly. All communication from the university, college, school, division, and program will be sent to students solely through their Mason email account. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301ge.html>].

3. Counseling and Psychological Services – The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops, and outreach programs) to enhance students' personal experience and academic performance [See <http://caps.gmu.edu/>].
4. Office of Disability Services – Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor in writing at the beginning of the semester <http://ods.gmu.edu/>.
5. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
6. The Writing Center (Optional Resource) – The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See <http://writingcenter.gmu.edu/>].
7. University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See <http://library.gmu.edu/>].

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles.

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

Tentative Schedule for EDCD 755 Fall 2012**

Date	Topics	Reading/Assignments Due
Aug 29 Class 1	Welcome, Orientation to Class, Expectations, Syllabus Review Group Supervision	
Sep 5 Class 2	Review Counseling Skills; Overview of Accountability Project Group Supervision	Professional Liability Insurance Check
Sep 12 Class 3	Triadic Supervision - A Multicultural Counseling Review; Group Supervision	Practicum Contract due
Sep 19 Class 4	Triadic Supervision - B Group Counseling Review; Group Counseling	
Sep 26 Class 5	Triadic Supervision – C <i>Panel Presentation: GMU Alumni;</i> Group Counseling	
Oct 3 Class 6	Triadic Supervision - D <i>Emerging Topics;</i> Group Supervision	(Carol Kaffenberger presentation @ 8:30)
Oct 10 Class 7	Triadic Supervision – A, B, C, & D	Hospice Presentation
Oct 17 Class 8	Triadic Supervision – A <i>Emerging Topics ;</i> Group Supervision	Last Day to present on Child Study Team
Oct 24 Class 9	Triadic Supervision - B <i>Emerging Topics ;</i> Group Supervision	
Oct 31 Class 10	Catch-up Day	
Nov 7 Class 11	Triadic Supervision - C <i>Emerging Topics ;</i> Group Supervision	Last day to discuss Classroom Guidance experience <i>(Don Fraser – NACAC presentation at 7:30)</i>
Nov 14 Class 12	Triadic Supervision - D <i>Panel Presentation: Expectations for Internship;</i> Final Group Supervision	Last day to discuss PGO
Nov 21	Thanksgiving Break	
Nov 28 Class 13	Triadic Supervision – A, B, C, D	
Dec 5 Class 14	Accountability Project Presentations	1) Practicum Hours Log due;

		2) Site Supervisor Final Evaluations Due; 3) Evaluation of Clinical Experience Due
Dec 12	Final Exam	1) Professional Portfolio Due 2) Accountability Project Write up due

*** Deviations may occur to support student learning and unique circumstances.*

EDCD 755: Accountability Project

Levels:	Exceeds	Adequate	Emerging	Not Present	Score
<p><i>Criteria:</i></p> <p>DESIGN: Rationale</p> <p>3 points</p>	<p>What is the relevance of this project? How does it relate to the C&D Mission statement? The VA SOLs, the ASCA National Standards; and/or the mission of the school? What is to be evaluated? What is the research question?</p>	<p>Rationale fails to provide one of the components previously described.</p>	<p>Rationale fails to provide two of the components previously described.</p>	<p>Rationale does not include any of the components previously described.</p>	
<p>ASK: Methods & Data Collection Procedures</p> <p>4 points</p>	<p>Clear description of how the question will be answered; including a discussion of who has, or where is the information; instruments developed; permissions gained; clear description of the procedures for data collection.</p>	<p>Methods & data collection fail to address two of the previously described components.</p>	<p>Methods & data collection fail to address three of the previously described components.</p>	<p>Methods & data collection fail to address any of the previously described components.</p>	
<p>TRACK: Data Analysis & Results</p> <p>4 points</p>	<p>Data analysis procedures are clearly described; findings are clearly presented; findings are discussed; data management such as and excel charts a provided.</p>	<p>Data analysis and results fail to address one of the previously described components.</p>	<p>Data analysis and results fail to address two or three of the previously described components.</p>	<p>Data analysis and results fail to address any of the previously described components.</p>	
<p>ANNOUNCE: Recommendations & Implications</p> <p>6 points</p>	<p>Recommendations & implications of the project are clearly presented; who will the information be shared with? How will the information be used? One-page summary of project data report format. Appendices to include: references, communications, permissions, instruments, data, data analysis, etc.</p>	<p>Recommendations & implications of the project fail to address one of the previously described components.</p>	<p>Recommendations & implications of the project fail to address two or three of the previously described components.</p>	<p>Recommendations fail to address any of the previously described components.</p>	
<p>Class Presentation</p> <p>3 points</p>	<p>Presentation to the class is a clear, concise description of the project; 10 min time limit; one-page data report handout .</p>	<p>Class presentation is not clear, concise, or does not meet the 10 min time limit; one-page data report handout is provided.</p>	<p>Class presentation is not clear, concise, and does not meet the 10 min time limit; or, one-page data report handout is provided.</p>	<p>Class presentation is not given.</p>	