

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
Graduate School of Education-Counseling & Development
EDCD 791 Internship in School
Wednesdays 7:20 p.m.-10:00 p.m.
January 23, 2010-May 15, 2013
Thompson L028

Instructor: Dale Smith Oldham, Ed. D.,

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COURSE DESCRIPTION:

Catalog: Prerequisites: Completion of the counseling and development program except for internship; overall GPA of 3.0; no grade of C in any skills courses; no more than two grades of C in any other graduate course work required by the Counseling and Development Program. Provides supervised practice in school 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.
- Identify own strengths and needs as a counselor, infusing multicultural counseling skills and implementing strategies to improve counseling effectiveness.

Relationship to Program Goals and Professional Organization:

EDCD 791 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 791 fulfills the requirements of the following professional organizations:

1. Virginia Department of Education requirement for school counseling licensure that candidates understand the knowledge, skills and processes of individual counseling, and 100 hours of supervised internship

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experience at either the elementary or secondary levels.

2. Virginia Department of Health Professions requirement that Licensed Professional Counselor candidates complete graduate study in theories and techniques of counseling and psychotherapy.

3. 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 & CACREP-Section SCP:D).

4. American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

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 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 the GMU website.
- Students must agree to abide by the university policy for Responsible Use of Computing. See the GMU website.
- Students with disabilities who seek accommodations in a course must register with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See GMU website or call 703-993-2474 to access the DRC.

REQUIRED/SUPPLEMENTAL/RECOMMENDED TEXTS AND/OR READINGS:

Required Texts:

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

Additional Readings:

Journal articles will be infused throughout the course as appropriate. (2/2/2013)

Class Structure:

Weekly class seminars and an online learning community will focus on presenting, focusing, 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. This is a 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:

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.

- 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 listing and briefly describing all practicum activities and hours is to be maintained, signed by both the student and on-site supervisor at the completion of the practicum, and submitted on the last day of class. A Log of Activities should be reviewed during weekly supervision sessions with the site supervisor.
- School Counseling Practicum/Internship Contract (See Manual, Appendix A). 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.

Accountability Project: 40 Points

- A. This assignment will need to be individualized in coordination with the site supervisor and your instructor. It will demonstrate your counseling effect on student learning. Each intern will provide a results-oriented analysis of how their work has affected student learning. The assessment evaluates how the intervention met students' needs or did not meet students' needs. It can play a major role in showing the impact of the school counseling program on college and career readiness. (ASCA National Model, 2012, p. 95).

- B. You will present your accountability project to the class. (40 points = 20 for evaluation project; 20 for presentation).

Site Evaluation: 20 Points

The culminating performance assessment for the Counseling and Development Program is the e-portfolio. This tool will be useful in seeking employment as a professional school counselor. Students will share their portfolios during a class session for feedback from peers and the instructor.

Participation: Classroom and Online Discussions: 40 Points

Classroom and Online discussions are an important aspect of group learning. Directions for structured and online discussions will be reviewed during class sessions.

Summary of Grading System and Course Requirements:

GRADING SCALE:

A=94 points and above

A-=90-93

B+=86-89

B=82-82

C=81 points and below

Students must achieve a B or higher in order to successfully complete the requirements of the Practicum.

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. (2/2/2013).

Dates and expectations listed below may change at the discretion of the Instructor. (2/2/2013).

Dates and Expectations

<u><i>Dates</i></u>	<u><i>Agenda</i></u>	<u><i>Pertinent Information</i></u>
Jan 23	Introduction to Blackboard	Speaker – Fairfax County Specialist, Valerie Hardy
Jan 30	Introductions	Class expectations/ Syllabus/ Resources
Feb 6	On site review	In class format
Feb 13	Review Digital DATA	Bring digital portfolios
Feb 20	Mock Interviews	
Feb 27	Online discussion	Tapings begin
March 6	Book Review	
March 13	Spring Break	
March 20	Tapings and Digital Portfolios	
March 27	On line discussion	
April 3	Book Study & Site Processing	Submit personal goal statement
April 10	Book Study & Site Processing	
April 17	Book Study & Site Processing	
April 24	Online discussion Course Evaluations	
May 1	All projects & papers must be submitted by end of class	

May 8 CELEBRATION
