

**The George Mason University**  
**Graduate School of Education**  
**EDCD 791-001: Internship in Counseling (CRN 20182)**  
**Mondays 4:30– 7:10 PM; East Building 134**  
**3 Credits, Fall 2013**

**Instructor: Stuart Andrews, Ph.D.**  
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**Office Hours: By appointment**

### **Course Description**

**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, EDCE 608, EDCE 609]; no more than two grades of C in any other graduate coursework required by the Counseling and Development program.**

Provides supervised practice for minimum of 300 hours in counseling setting similar to setting in which student may work. Skills and practice build on previous practicum experiences. Weekly graduate class emphasizes site processing. 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. This course 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 the counseling process.

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

The internship class is the culminating course for C&D graduate students. The internship experience is designed to enhance those skills acquired in the graduate program. The course will provide opportunities to refine 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 Social Justice, Advocacy, Leadership, and Multicultural Competencies.

The class 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.

### **COURSE OBJECTIVES:**

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

### **REQUIRED READING:**

Frederickson, J. (2013). Co-creating change: Effective dynamic therapy techniques. Seven Leaves Press: Kansas City, MO.

### **COURSE STRUCTURE:**

Students will meet in the seminar for the semester. Students are responsible to complete several assignments and engage in case processing on a weekly basis (dates for this will be assigned at the first class). It is important that you must submit the permission to tape form (available on Blackboard) 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 case presentations, role-play simulations, clinical skill building exercises, an exploration of countertransference, professional identity, and a discussion of clinical issues.

## **COURSE REQUIREMENTS**

1. **Class Participation and Case Presentations.** 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. As part of your participation grade, you are required to give two case presentations over the course of the semester. You are encouraged to provide video or audio recordings of the therapy session (**Videotape is strongly recommended due to the importance of learning to observe nonverbal responses of patients to therapeutic interventions**). In addition to these formal presentations of cases, it is strongly encouraged that you bring up cases on an informal basis as the need arises. **20 points.**
2. **A minimum of 300 hours in the field placement.** One hundred and twenty (120) of your field placement hours must be face-to-face counseling hours that include work with individuals, groups, and families. **Achieving the hours required to pass this class is the sole responsibility of the student.** It is encouraged that you work with one group and/or family during the internship.
3. **Short-term Prevention Program.** In collaboration with the site and university supervisor, students should develop a Short-term Prevention Program addressing one problem facing their community agency site. (For students who began developing programs during the practicum class, this project can be the continuation and implementation of the program you began during that semester.) 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. Students begin with a needs assessment, develop a proposal based on the needs assessment and research topic of interest, implement the prevention program, and submit a 5-7 page summary of the project and the project outcome. This summary will include: (a) a description of the problem (your needs assessment); (b) a brief review of the literature; (c) a description of the project; (d) the outcome or implementation of the project; (e) future recommendations for the site. The paper will be due on November 25<sup>th</sup> and presentations of your project will be made in class on that day. **30 points.**
4. **Tapes and Transcripts.\*\*** Students will hand in two video or audio tapes and accompanying process notes during the semester. **(Make sure your video or audiotape quality is of good enough quality for review. As with the case presentations, videotape is strongly encouraged.)** I would strongly recommend that you begin taping from Week 1 so that taping is an integral part of your therapy process. By taping regularly you will have plenty of tapes to choose from for this assignment. Choose a 15-20 minute segment of your tape to transcribe. In addition to the process notes, please provide a brief description of your patient and his or her presenting issue. In addition, state the primary focus that you are working on with your patient in the segment and the theoretical orientation from which you are working. On each of the tape process notes, counseling themes and interventions should be summarized and analyzed, including a discussion on whether the interventions were ineffective or effective. Strengths and weaknesses should also be included. All tapes and notes will be submitted to the instructor. **20 points.**  
**\*\*The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.**

5. **Supervision.** Weekly supervisory sessions with your individual supervisor at your placement site are required. You will also meet with your University Supervisor for individual supervision the week of September 23rd. Your first tape/transcript is to be turned in during this supervision meeting. Please cue the tape to a part of the session that you would like process with your University Supervisor. Site supervisors will complete mid-semester and final evaluations of each student. Students must pass these evaluations (receive a B or better) to pass the internship course.

**COURSE EVALUATION:**

Grading

EDCD 791 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. **More than one unexcused absence will result in not receiving credit for the course. Late arrivals to class count towards an unexcused absence.**
- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Satisfactory mid-term and final evaluation from on-site supervisor. Supervisors will submit a formal evaluation midway through the semester and a final formal evaluation at the end of the semester. **Students who receive unsatisfactory supervisory evaluations (below average scores) may not pass the course.**
- Completion of the required field placement hours. **There are no exceptions to this rule. Students must complete all required hours to pass this course.**

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, and assigned projects and papers. Consultation with university and on-site supervisors regarding the intern's performance will occur during the semester and scores lower than a three on your final evaluation from your on-site supervisor could result in course failure. This course is a pass/fail class.

GRADING:

Class Participation	20%
Taped Sessions/Transcripts (2)	20%
On-Site Supervisors Evaluation	30%
Short-term Prevention Program/Paper	30%

**INTERNSHIP VERIFICATION FORM REMINDERS:**

All students who are planning to pursue licensure should have their internship instructor fill out their verification of internship forms by the end of the semester. Failure to do so could result in delaying your LPC application process, since you must have your internship professor and site supervisor complete these forms. Verification of internship forms can be downloaded from the VA Board of Counseling website ([www.dhp.state.va.us/counseling](http://www.dhp.state.va.us/counseling)).

**GRADUATION/EXIT INTERVIEW SURVEY REMINDERS:**

Students who plan to graduate in December 2013 should apply online for graduation by September 30, 2013. Please visit the Registrar's office at <http://registrar.gmu.edu/graduation/index.html> for additional information regarding graduation procedures. In addition, all graduating students should complete a C&D exit

**interview online survey. A link for this online survey will be emailed to you by the C&D faculty/staff towards the end of the semester. All exit interviews will be anonymous.**

### **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](http://gse.gmu.edu/programs/counseling/professional_performance.htm)

### **COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT**

#### **TASKSTREAM REQUIREMENTS**

**Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor).**

**Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream.** Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

<http://cehd.gmu.edu/api/taskstream>

#### **GMU POLICIES AND RESOURCES FOR STUDENTS**

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honor-code/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>].

c. 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, and program will be sent to students solely through their Mason email account.

d. 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/>].

e. 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 [See <http://ods.gmu.edu/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

Need: Professional Dispositions

Counseling & Development Program Professional Dispositions

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#### CORE VALUES COMMITMENT

The College of Education & Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles. <http://cehd.gmu.edu/values/>

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See <http://gse.gmu.edu/>].

#### Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; a simple listing of books and articles is not sufficient. Plagiarism is the equivalent of intellectual robbery and cannot be tolerated in an academic setting. Student writers are often confused as to what should be cited. Some think that only direct quotations need to be credited. While direct quotations do need citations, so do paraphrases and summaries of opinions or factual information formerly unknown to the writers or which the writers did not discover themselves. Exceptions for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not be so for another. In such situations, it is helpful, to keep the reader in mind and to think of citations as being "reader friendly." In other words, writers provide a citation for any piece of information that they think their readers might want to investigate further. Not only is this attitude considerate of readers, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)

### COURSE SCHEDULE

<u>Date</u>	<u>Topic</u>	<u>Assignments Due</u>
August 26	Introductions; Review of Syllabus; Schedule Supervision and Presentations Arrange site visits for new students	
Sept 2	LABOR DAY – NO CLASS	
Sept 9	Check-in/Case processing Discussion of Prevention Programs CCC, Chapter 1. Feelings : Where We Focus in Therapy Class ends at 6:30 <b>C&amp;D Town Hall Meeting 6:45-7:45pm Mason Hall D003 A&amp;B</b>	Contract Due (if necessary);
Sept 16	Check-in/Case Processing CCC, Chapter 2: Anxiety: The First Detour from Feelings	Prevention Program Proposal Due
Sept 23	Supervision Meetings- <b>NO CLASS</b>	Turn in tape #1/process notes (Bring to supervision meeting and be prepared to listen to a portion during supervision)
Sept 30	Check-in/Case Processing Case # 1: _____ Case # 2: _____ 6:30 Class ends early tonight, so 755 & 791 instructors can meet	
Oct 7	Check-in/Case Processing CCC, Chapter 3: Defenses: The Second Detour from Feelings Case #1: _____ Case#2: _____	
Oct 15 (Tuesday)	Check-in/Case Processing CCC, Chapter 4: Tactical and Repressive Defenses Case #1: _____ Case#2: _____	Mid-Semester evaluations/Log of Hours
Oct 21	Check-in/Case Processing CCC, Chapter 5: Psychodiagnosis: Co-creating an Effective Focus Case #1: _____ Case#2: _____	

Oct 28	<i>Check-in/Case Processing</i> <i>Case #1: _____</i> <i>Case#2: _____</i>	
Nov 4	<i>Check-in/Case Processing</i> <i>CCC, Chapter 6: Co-creating a Conscious Therapeutic Alliance</i> <i>Case #1: _____</i> <i>Case#2: _____</i>	
Nov 11	<i>Check-in/Case Processing</i> <i>CCC, Chapter 7: Treating Fragility, Depression, and Somatization</i> <i>Case #1: _____</i>	<i>Turn in tape #2/process notes</i>
Nov 18	<i>Check-in/Case Processing</i> <i>Case #1: _____</i>  <i>6:30 Class ends early tonight, so 755 &amp; 791 instructors can meet</i>	
Nov 25	<i>Check-in/Case Processing</i> <i>Prevention Program Presentations</i>	<i>Prevention Program Papers Due</i>
Dec 2	<i>Final Class</i> <i>Class begins at 6 p.m.</i>	<i>Log of Hours, Final Supervisor Evaluations/Verification of Internship Forms; C&amp;D program online exit surveys; Complete paperwork for licensure.</i>

**\*\*\*\* Final signed logs will be due in to Dr. Andrews no later than 5pm on December 9th. Students will NOT receive a grade for this class if their logs and site evaluation forms are not turned in by the due date.**

**\*\*\*The two required performance-based assessments (see rubrics below) must also be uploaded to Taskstream by 12/9/13.**



**ASSESSMENT RUBRICS:**

**COMMUNITY AGENCY FIELD EXPERIENCE RUBRIC  
SITE SUPERVISOR EVALUATION**

	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Below Average (1)</b>	<b>Poor (0)</b>
<b>Counseling Skills</b>	<ul style="list-style-type: none"> <li>-Develops strong therapeutic relationships with most clients</li> <li>-Independently develops thorough case conceptualizations</li> <li>-Independently assesses most clients appropriately</li> </ul>	<ul style="list-style-type: none"> <li>-Develops strong therapeutic relationships with some clients</li> <li>-Develops thorough case conceptualizations with clinical supervision</li> <li>-Appropriately assesses most clients with clinical supervision</li> </ul>	<ul style="list-style-type: none"> <li>-Develops adequate therapeutic relationships with most clients</li> <li>-Some evidence of case conceptualization skills</li> <li>-Some evidence of assessment skills</li> </ul>	<ul style="list-style-type: none"> <li>-Develops adequate therapeutic relationships with some clients</li> <li>-Relies on clinical supervision to assist with case conceptualization</li> <li>-Relies on clinical supervision to assist with assessment</li> </ul>	<ul style="list-style-type: none"> <li>-Does not develop adequate therapeutic relationships with any clients</li> <li>-No evidence of case conceptualization skills</li> <li>-No evidence of assessment skills</li> </ul>
<b>Professional Disposition</b>	<ul style="list-style-type: none"> <li>-Collegial at all times</li> <li>-On time for all appointments/meetings</li> <li>-Displays effective interpersonal communication at all times</li> <li>-Paperwork is well-written and timely</li> </ul>	<ul style="list-style-type: none"> <li>-Collegial most of the time</li> <li>-On time for most appointments/meetings</li> <li>-Displays effective interpersonal communication most of the time</li> <li>-Paperwork is adequate</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one of the areas</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two of the areas</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in three or more of the areas</li> </ul>
<b>Utilization of Clinical Supervision</b>	<ul style="list-style-type: none"> <li>-Always engaged in supervision</li> <li>-Always prepared for supervision</li> <li>-Always thoughtful and reflective during supervision</li> <li>-Always open to feedback in supervision</li> </ul>	<ul style="list-style-type: none"> <li>-Engaged in supervision most of the time</li> <li>-Prepared for supervision most of the time</li> <li>-Thoughtful and reflective in supervision most of the time</li> <li>-Open to feedback in supervision most of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one of the areas</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two of the areas</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in three or more of the areas</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Multicultural &amp; Social Justice Competency</p>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and integrates culturally appropriate interventions with all clients</li> <li>-Identifies social justice issues and advocates accordingly for all clients</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and integrates culturally appropriate interventions with most clients</li> <li>-Identifies social justice issues and advocates accordingly for most clients</li> </ul>	<ul style="list-style-type: none"> <li>-Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision</li> <li>-Identifies social justice and advocacy issues with clinical supervision</li> </ul>	<ul style="list-style-type: none"> <li>-Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions</li> <li>-Some identification of social justice issues, but difficulty advocating for clients</li> </ul>	<ul style="list-style-type: none"> <li>-Unable to identify multicultural issues</li> <li>-Unable to identify social justice and advocacy issues (0)</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Self-Awareness</p>	<ul style="list-style-type: none"> <li>-High levels of self-awareness</li> <li>-Demonstrates insight into impact on others at all times</li> <li>-Ability to clearly articulate strengths and weaknesses at all times</li> </ul>	<ul style="list-style-type: none"> <li>-Good self-awareness</li> <li>-Demonstrates insight into impact on others most the time</li> <li>-Ability to articulate strengths and weaknesses most of the time</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate levels of self-awareness</li> <li>-Some insight into impact on others</li> <li>-Some awareness of strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>-Limited evidence of self-awareness</li> <li>-Limited evidence of insight into impact on others</li> <li>-Limited evidence of awareness of strengths and weaknesses</li> </ul>	<ul style="list-style-type: none"> <li>-No evidence of self-awareness</li> <li>-No evidence of insight into impact on others</li> <li>-No evidence of awareness of strengths and weaknesses</li> </ul>

### COMMUNITY AGENCY COUNSELING OUTCOME RUBRIC

<b>(4)</b> Client Response of Strongly Agree	<b>(3)</b> Client response of Mostly Agree	<b>(2)</b> Client response of Neutral	<b>(1)</b> Client response of Mostly Disagree	<b>(0)</b> Client response of Strongly Disagree
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	Item 1: Client satisfaction with counseling process	Item 2: Client satisfaction with progress on counseling goals	Item 3: Client's report of feeling understood by counselor	Item 4: Client satisfaction with counseling relationship	Item 5: Client's report of life improvement as a result of counseling
Client 1					
Client 2					
Client 3					
<b>Average score for each item</b>					