

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

EDCD 755-003: Practicum in School Counseling

Credits: 3 Fall 2014

Wednesdays 4:30 – 7:10 p.m., Innovation Hall 139

Instructor: Tori Stone, Ph.D
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COURSE DESCRIPTION:

Course Prerequisite: Completion of CNDV program course work except for EDCE 610 or 611 or electives (total credits cannot exceed 3 credits); permission of advisor; overall GPA of 3.00; no grade lower than B in skills courses EDCE 603, 606, 608, and 609; no more than two grades of C in any other graduate course work required by CNDV program.

University Catalog Course Description

Provides supervised practice in a counseling setting similar to the setting in which the student may work with an emphasis on the counseling process.

Expanded Course Description: Provides supervised practice for a minimum of 200 hours 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.

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 an opportunity to present, discuss, conceptualize, and receive feedback on current students the practicum students are working with and other professional issues practicum students are experiencing 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.

LEARNER OUTCOMES:

This course is designed to enable students to:

1. Integrate knowledge of counseling theory, conceptualization, and intervention into counseling practice;
2. Demonstrate basic/advanced knowledge and skill competencies per Practicum/Internship Contract agreement and criteria for mid-semester and final evaluations;
3. Apply the C&D mission, including multicultural counseling competencies, social justice, and advocacy;
4. Respond appropriately to ethical/legal issues, site professional standards, and GMU and C&D's professional dispositions;
5. Understand and develop the role of a professional school counselor;
6. Develop program evaluation and prevention program planning and implementation skills consistent with the C&D mission.
7. Develop a professional school counselor portfolio.

PROFESSIONAL STANDARDS:

This course will provide the opportunity for students to meet the following CACREP standards for School Counseling Programs:

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. (B.1)
2. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. (D.1)
3. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. (D.2)
4. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. (D.5)
5. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. (F.1)
6. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. (F.2)
7. Assesses barriers that impede students' academic, career, and personal/social development. (H. 5)
8. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. (J.2)
9. Analyzes and uses data to enhance school counseling programs. (J.3)
10. Conducts programs designed to enhance student academic development. (L.1)
11. Participates in the design, implementation, management, and evaluation of a

comprehensive developmental school counseling program. (P.1)

12. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). (P.2)

RECOMMENDED TEXTS AND READINGS:

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.

COURSE REQUIREMENTS

In order for students to successfully complete their practicum experience, each student must meet the following requirements:

1. **Attendance and active participation at your practicum site.**
 - All C&D students must work at their practicum and internship sites for the full 15 weeks of the semester.
 - Practicum students follow a regular schedule at their site, which is negotiated with the on-site supervisor.
2. **Attendance and active participation in practicum class.**
 - Students are expected to arrive on time and stay for the entire class period.
 - Students are expected to actively participate in class, including providing constructive feedback and suggestions for classmates.
 - Missing two classes will result in failing this course.
3. **Completion of all assignments of acceptable quality, turned in by date due.**
4. **Professional Counseling Liability Insurance.** Practicum students must provide evidence of their professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.

5. **Practicum/Internship documents.** Practicum students 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: [\[https://gmucommunity.blackboard.com\]](https://gmucommunity.blackboard.com) Overview of Practicum/Internship; School Counseling Practicum/Internship Contract; Log of Hours; Mid-semester Evaluation; Final Evaluation of Site Experience.
6. **School Counseling Practicum/Internship Contract.** Contracts will be downloaded, completed, and printed out from the C&D BlackBoard site, and must be signed by the Site Supervisor, University Supervisor and practicum student.
7. **Practicum Goal Statement.** Students should develop a Personal Goal Statement for their practicum experience. This Goal Statement should be developed in collaboration with the site supervisor and the university supervisor, and should describe specific goals particular to the student's needs, the needs of the site, and the experiences available.
8. **Satisfactory mid-semester and final evaluations from 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** will be completed by practicum student at the end of the semester.
10. **Completion of on-site hours.** 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. *Practicum students are strongly encouraged to spend at least on full day per week at their site in order to get the true experience of being a professional school counselor.*
11. **Log of Hours.** Practicum students will complete the Log of Hours, found on the C&D Organization page on Blackboard. The Log of Hours records all practicum activities and hours is to be maintained, and is to be 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 made available to the site supervisor during weekly supervision sessions with the site supervisor.*
12. **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, each student is 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. Students will collect handouts for the groups, and will share your PGO experiences with the class.

13. **School Crisis Management and Response Plan.** Students will ask their site supervisor for access to the school /district crisis management and response plan, and will report back to the group regarding the school counselor's roles and responsibilities in the event of a) a school wide crisis, b) suicidal thoughts or intentions on the part of a student, c) threat assessment.
14. **School and district policy regarding CPS Reporting.** Students will discuss with their site supervisor the school and/or district policy regarding the school counselor's role in reporting suspected abuse or neglect to CPS. Students will discuss this policy in group supervision.
15. **Participation in Child Study Team** All students must attend one child study or RTI meeting in order to learn more about special education services available to students and the role of the professional school counselor. Collect any sample child study, special education, and 504 forms used at the school for your own files and to share with other students. Students will discuss their experience in group supervision.
16. **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. Students will continue to maintain professional portfolios built during EDCD 626. Students will give their practicum instructor their portfolio address in order to receive feedback.
17. **Recorded counseling sessions for review/feedback.** Students will record *at least two* counseling sessions with students and play the recordings during triadic and/or group supervision in order to receive feedback and consultation from the instructor and peers. 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. Although the requirement is two tapes, students are encouraged to collect as many recordings as possible to facilitate the supervision process.

COURSE ASSIGNMENTS

1) Assignment Descriptions

- a) **Successful Completion of all course requirements (listed above).** Students must successfully complete all course requirements as identified above in order to pass this course.
- b) **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:
 - i) **attendance** (every student is expected to be at every class),
 - ii) **punctuality** (every student is expected to be ready to go when class begins, and to stay for the duration of class time),
 - iii) **active participation** in class exercises (key is *active*, contributing ideas, giving feedback, participating in group discussions)
 - iv) **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)
- c) **Student-Client consultation presentations.** Students will present one student-client presentation during group supervision in order to receive feedback and consultation from the group. 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.
- d) **Results Reports. *The site accountability project is the performance-based assessment for this course.*** Students will complete a Results Report for one school counseling core curriculum unit *or* one small counseling group. The Results Report, found in the ASCA National Model (3rd edition) will use data to provide feedback about the effectiveness of the programs and provide suggestions for improvement of the programs.

e) Accountability Project.

Students will collaborate with their site supervisor and other school stakeholders to obtain access to meaningful school data (e.g., AYP or AMO gaps or goals; discipline data; enrollment of specific groups in high level courses, etc.). With the help of the site supervisor, students will review the data and reflect upon an area of need that a school counseling intervention could address.

Based on this data analysis and consultation, students will create a simple document that:

- a. Outlines the identified concern found through data analysis (What is the issue?)
- b. Presents a basic needs assessment to address the concern (Who/what is needed to help?)
- c. Details a counseling program/intervention (e.g., training for parents/teachers; classroom lesson; group, etc.) that could address the concern (What we will do about it)

This document should be presented to your site supervisor and other school stakeholders as well as to your Practicum class.

1. Assignment weighting The following weights will be given to the assignments noted above:

50%	Course Requirements
15%	Participation
10%	Student-Client Consultation Presentation
10%	Results Reports (One curriculum and one group)
15%	Accountability Project

2. Grading policy In accordance with C&D grading policy, the following grading scale will be used:

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

TASKSTREAM REQUIREMENTS

Every student registered for a Counseling course with a required performance-based assessment is required to submit this assessment to TaskStream. 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 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/>]

PROFESSIONAL DISPOSITIONS

Students are expected to exhibit professional behaviors and dispositions at all times.

GMU's Professional Dispositions GMU students are expected to exhibit professional behavior and dispositions as stated:

The Virginia Department of Education and the National Council for Accreditation of Teacher Education promote standards of professional competence and dispositions. Dispositions are values, commitments, and professional ethics that influence behaviors towards students, families, colleagues, and all members of the learning community. The Graduate School of Education expects students, faculty, and staff to exhibit professional dispositions through a:

- *Commitment to the profession;*
- *Commitment to honoring profession ethical standards;*
- *Commitment to key elements of professional practice;*
- *Commitment to being a member of a learning community;*

- *Commitment to democratic values and social justice.*

C & D's Professional Performance Criteria

As counselor trainees, students have additional professional performance standards. The codes of conduct for the American Counseling Association require 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 adhere to GMU University and C&D's Professional Dispositions while in the C&D program, to include their conduct and behavior while doing their field experiences.

Ethical Obligations

All counselors, to include University Supervisors, Students, and On-Site Supervisors, are bound by the professional ethical standards and practices of the American Counseling Association (ACA). University and On-Site Supervisors must also adhere to *ACA's Code of Ethics, Section F: Supervision, Training and Teaching*. See the ACA Ethical Codes (2005) for detailed information.

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.

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

Tentative Schedule for EDCE 755 Fall 2013**

Date	Topics
Aug 27 Class 1	Welcome, Orientation to Class, Expectations, Syllabus Review Group Supervision
Sep 3 Class 2 4:30- 7:10	Basic Counseling Skills Review; Overview of Accountability Project Group Supervision
Sep 10 Class 3 4:30- 7:10	Multicultural Counseling Review; Group Counseling Review; Group Supervision <i>*reminder supervision training is 9/11</i>
Sep 17 Class 4 Group A: 4:30 – 5:10 Class: 5:15 – 6:25 Group B: 6:30 – 7:10	Triadic Supervision – Groups A & B <i>Emerging Topics</i> Group Supervision
Sep 24 Class 5 Group C: 4:30 – 5:10 Class 5:15 – 7:10	Triadic Supervision – Group C <i>Emerging Topics</i> Group Supervision
Oct 1 Class 6 Group A: 4:30 – 5:10 Class: 5:15 – 6:25 Group B: 6:30 – 7:10	Triadic Supervision - Groups A & B <i>Emerging Topics</i> Group Supervision
Oct 8 Class 7 Group C: 4:30 – 5:10 Class 5:15 – 7:10	Triadic Supervision – Group C <i>Emerging Topics</i> Group Supervision
Oct 15 Class 8 Group A: 4:30 – 5:10 Class: 5:15 – 6:25 Group B: 6:30 – 7:10	Triadic Supervision – Groups A & B <i>Emerging Topics</i> Group Supervision
Oct 22 Class 9 Group C: 4:30 – 5:10 Class 5:15 – 7:10	Triadic Supervision - Group C <i>Emerging Topics</i> Group Supervision

Oct 29 Class 10 Group A: 4:30 – 5:10 Class: 5:15 – 6:25 Group B: 6:30 – 7:10	Triadic Supervision - Groups A & B – Final <i>Emerging Topics</i> Group Supervision
Nov 5 Class 11 Group C: 4:30 – 5:10 Class 5:15 – 7:10	Triadic Supervision - Group C – Final <i>Emerging Topics</i> Group Supervision
Nov 12 Class 12	Group Supervision
Nov 19 Class – 4:30 – 7:10	<i>Accountability Project Presentations</i> Group Supervision
Nov 26 Class 13	Thanksgiving Break
Dec 3 Class 14 4:30- 7:10	<i>Accountability Project Presentations</i> Course Wrap Up Group Supervision Accountability Project Write up due
Dec 6	1) Practicum Hours Log due; 2) Site Supervisor Final Evaluations Due; 3) Evaluation of Clinical Experience Due 4) Results reports uploaded to Taskstream

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

EDCD 755 Results Report Rubric

	(4) Excellent	(3) Satisfactory	(2) Needs Improvement	(1) Unsatisfactory
1. Intervention Goal	Goal set meets SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound) (4)	Goal mostly follows SMART goals format but needs some improvement/specifications (3)	Goal is reasonable, but does not follow SMART goal format (2)	Goal is inappropriate, irrelevant, or absent (1)
2. Intervention Plan	Activity outlined is related to identified student needs, relevant to the stated goal, evidence-based, and appropriate to the role of a professional school counselor (4)	Activity outlined is fairly well thought out and/or researched, relevant to the stated goal, and appropriate to the role of a professional school counselor (3)	Activity is not particularly well thought out, or is not relevant to the goal, or is an inappropriate school counseling intervention (2)	Activity is not well thought out, is not relevant to the goal, and/or is an inappropriate school counseling intervention (1)
3. Data Collected	Process, Perception, and Outcome data were collected and clearly identified, and were relevant to stated goals (4)	Process, Perception, and Outcome data were collected, but were either presented in a confusing way, or were not completely relevant to stated goals (3)	Process or Perception data were irrelevant to the stated goal of the intervention, or there were problems with the process or perception data collected (2)	Data were missing, or outcome data were irrelevant to the goal (1)
4. Data Analysis and Recommendations	Data accurately and thoughtfully analyzed; Recommendations made are clear, insightful, related to the data, and useful to improve future efforts to improve student success (4)	Data are accurately analyzed and recommendations are related to the data and useful for future efforts to improve student success (3)	Data are superficially analyzed and recommendations have limited usefulness for future efforts to improve student success (2)	Data are not sufficiently or accurately analyzed; recommendations are missing or not useful in planning future interventions (1)