



College of Education and Human Development

Counseling & Development  
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**EDCD 791-002: Internship in Counseling**  
**Spring 2016**  
**Monday, 7:20 – 10:00 p.m.**  
**Innovation Hall 211**

**Instructor:** Stuart Andrews, Ph.D.  
**Office Hours:** by appointment  
**Office Location:** 11870 Sunrise Valley Drive, Reston, VA  
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**COURSE DESCRIPTION:**

**A. Prerequisites:**

Admission to the Counseling and Development Program; completion of the graduate program except for except for electives (total credits cannot exceed 3 credits) and the internship; permission of advisor; overall GPA of 3.0; no grade of C in any skills courses [EDCD 603, EDCD 608, EDCD 609]; no more than two grades of C in any other graduate coursework required by the Counseling and Development program.

**B. University Catalog Course Description**

Provides supervised practice for minimum of 200 hours (for school counseling students) and 300 hours (for community agency students) 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.

**C. Expanded Course Description**

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.

### **LEARNER OUTCOMES or OBJECTIVES**

This course is designed to enable students to:

1. Provide an opportunity for practicing competencies developed throughout the graduate training program.
2. Provide an orientation to the organizational structure, protocol, relationships, and working conditions in community agency counseling settings.
3. Explore counseling strategies for individuals, groups, and families within a culturally diverse framework.
4. Stimulate the formulation of, and identification with, a professional role.
5. Provide an awareness and skills in facilitating the process of community and school integration and intervention in meeting the needs of clients.
6. Implement practices conducive to social justice and human rights.
7. Inculcate high standards of professional ethics; to give experience involving ethical decision-making and practice related to counseling.
8. More effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, and social justice.
9. Develop prevention programs within a community context.
10. Work collaboratively with colleagues from other disciplines in order to more effectively meet organizational goals.

### **PROFESSIONAL STANDARDS ([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.

## REQUIRED TEXT

Frederickson, J. (2013). *Co-Creating Change: Effective Dynamic Therapy Techniques*. Kansas City, MO: Seven Leaves Press.

## COURSE ASSIGNMENTS AND EXAMINATIONS

### 1. Assignment descriptions

- **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. For PCLC students, one hundred and fifty (150) hours of face-to-face hours are required. **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 practicum.
- **Class Participation (20 points).** 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 a case presentation as noted below.
  - **Presentation.** You will make a *case presentation* in which you will provide a brief background and conceptualization of your client, therapy goals, work to date with the client, and questions you have for the audience. An outline with the format for the presentation will be provided. Although not formally graded, this presentation is included as part of your class participation and will allow you the opportunity to receive feedback and assistance from your peers and instructor for both personal and professional growth. Presentation dates will be assigned during the first night of class.
- **Recordings and Transcripts (20 points).\*\*** Students should have two recordings and transcripts notes to be handed in during the semester (these should be two different clients; please see Dr. Andrews if this poses a challenge for you). Each recording should be no more than 20 minute in length.
- Please provide a brief description (one paragraph) of your client and his or her presenting issue. In addition, state the primary focus that you are working on with your client in the segment and the theoretical orientation from which you are working. In a column next to the transcript note the main counseling themes and interventions you are using. In a third column discuss whether the interventions were effective or ineffective and any reactions you are having to your client (e.g., countertransference). Note case-relevant ethical and diversity considerations. If you choose, the tapes you use for your transcripts can be used for case presentations. You must include a signed

“permission to tape” form [See P&I Bb]. **\*\*The instructor may request additional recordings from students based on overall assessments by the instructor and the Site Supervisor.**

- **Supervision (30 points; on-site supervisor evaluation).** Weekly supervisory sessions with your individual supervisor at your placement site are required. Site supervisors will complete mid-semester (due **March ----**) and final (due by **May \_\_\_\_**) evaluations of each student. Students must pass these evaluations (receive a B or better) to pass the internship course. Final supervisor evaluations must be uploaded to Blackboard.
- **Short-term Prevention Program (30 points).** In collaboration with the site and university supervisor, students should develop a Short-term Prevention Program addressing one problem facing their community agency site. 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. **A proposal outlining the nature of the project, the proposed methodology, and proposed outcomes is due on October 6<sup>th</sup>.** A five-page final prevention program summary will be required (one page on needs assessment, two pages describing the project, two pages describing the outcome). 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 **written five page summary of the project and the project outcome on April -----.** **Presentations will be made in class regarding the prevention program on April \_\_\_\_ .**
- **Counseling Survey.** Students must turn in a minimum of 3 counseling surveys completed with clients by the end of the semester. Surveys can be found on the course blackboard site, and the C&D blackboard site. The paper copies of these surveys will be submitted to Dr. Andrews; students will complete a client feedback report averaging scores from all survey and upload this to Blackboard.

## 2. Assignment weighting

Class Participation	20%
Recorded Sessions/Transcripts (2)	20%
On-Site Supervisor’s Evaluation	30%
Short-term Prevention Program/Paper	30%

In addition, students **MUST complete** hours requirement, counseling surveys, and supervisions to pass.

## 3. Grading policies

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. 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.

#### 4. Other expectations

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.**

#### 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 Fall 2014 should apply online for graduation by should visit the Registrar's office at <http://registrar.gmu.edu/graduation/index.html> for additional information regarding graduation procedures. You must file the graduation intent form online. These will be due September 26, 2014. 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

#### 5. Selected performance-based assessment

The performance-based assessments for this course are the on-site supervisor final evaluation, and client satisfactions surveys. These must be uploaded to Taskstream as part of the final grade. See rubrics at the end of the syllabus.

#### **TK20 Performance-Based Assessment Submission Requirement**

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, On-Site Supervisor Final Evaluation and Client Satisfactions Surveys, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

### **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/the-mason-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.

### **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 GSE Syllabi**

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

## COURSE SCHEDULE

DATE	TOPIC	DUE / READINGS
January 25	Introductions Introduction to Course Internship Expectations Review Syllabus Assign Case Presentation dates for semester	
February 1	Check-in/Case Processing	Co-Creating Change (CCC) Chapter 1
February 8	Developing a Session Focus/ Anxiety: The First Detour from Feelings  Check-in/Case Processing  Case Presentation: _____	CCC – Chapter 2
February 15	Anxiety Discussion (continued)  Check-in/Case Processing  Case Presentation: _____	
February 22	Defenses  Check-in/Case Processing  Case Presentation: _____	CCC: Chapter 3
February 29	Check-in/Case Processing  Case Presentation: _____	<b>DUE:</b> Transcript/Tape #1
March 7	Spring Break – No Class	

March 14	Tactical and Repressive Defenses Check-in/Case Processing Case Presentation: _____	CCC: Chapter 4 Mid-term written evaluation by on-site supervisor*
March 21	Check-in/Case Processing Case Presentation: _____	
March 28	Psychodiagnosis: Co-Creating an Effective Focus Check-in/Case Processing Case Presentation: _____	CCC – Chapter 5
April 4	Inquiry: Co-creating a Conscious Therapeutic Alliance Check-in/Case Processing	CCC – Chapter 6
April 11	Treating Fragility Check-in/Case Processing	<b>DUE:</b> Transcript/Tape #2 CCC – Chapter 7
April 18	Check-in/Case Processing	
April 25	Site Program Evaluation Presentations	Due: Site Program Evaluation Papers
May 2	Closing/Class Evaluations	<b>DUE:</b> Final Site Hours Log; Final on-site supervisor evaluation**



**Reminder:** All practicum forms are located in the CA Required Forms folder under the Community Agency P&I tab on Blackboard.

*\* Final signed logs will be due to Dr. Bagley by 12/12/14. 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 (i.e., final supervisor evaluation and client feedback report) must also be uploaded to Taskstream by 12/12/14.*

ASSESSMENT RUBRIC: On-Site Supervisor Final 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 (4)</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 (3)</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 (2)</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 (1)</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 (0)</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 (4)</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 (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one of the areas (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two of the areas (1)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in three or more of the areas (0)</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 (4)</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 (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in one of the areas (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two of the areas (1)</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in three or more of the areas (0)</li> </ul>

Multicultural & Social Justice Competency	<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 (4)</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 (3)</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 (2)</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 (1)</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>
Self-Awareness	<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 (4)</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 (3)</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 (2)</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 (1)</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 (0)</li> </ul>

ASSESSMENT RUBRIC: Client Feedback Report

	Item 1: Client satisfaction with counseling process  (4 pts possible)	Item 2: Client satisfaction with progress being made towards identified counseling goals  (4 pts possible)	Item 3: Client's degree of feeling understood by student counselor  (4 pts possible)	Item 4: Client satisfaction with counseling relationship  (4 pts possible)	Item 5: Client report that life has improved as a result of counseling  (4 pts possible)
Client 1					
Client 2					
Client 3					
Average score for each item/column					