

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

EDCD 791.001 – Internship in Counseling  
3 Credits, Spring 2017  
Mondays 4:30 – 7:10 PM Innovation Hall Room 338 – Fairfax

**Faculty**

Name: Dr. Jami Murray  
Office Hours: By Appointment Only  
Office Location: Krug Hall Suite 202  
Office Phone:  
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**Prerequisites/Corequisites**

Completion of CNDV program course work except for EDCD 610 or electives (total credits cannot exceed 3 credits); overall GPA of 3.00; no grade lower than B in skills courses EDCD 630, 606/609 and 608; no more than two grades of C in any other graduate course work required by CNDV program; permission of advisor.

**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.

**Course Overview**

This course provides supervised practice for a minimum of 200 hours (for school counseling students) and 300 hours (for community agency students) 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.

The internship course is an arranged, supervised experience in counseling. The course 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 developing 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 semester, students will present, discuss, and conceptualize their counseling work, explore culturally specific interventions, explore applications of social justice to their counseling work, examine countertransference as it relates to the counseling process, and plan and develop required activities which include an evaluation of their practicum site. Students will be required to see at least two (2) clients for a minimum of four (4) sessions each during the semester. Clients should consist of individual, family, and group cases. Class seminars will

consist of role-plays, case processing; and discussion of professional issues, personal reactions to clients, and program evaluation and development.

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. You may not discuss cases in other classes, with friends or relatives, or in social situations since it is essential to maintain confidentiality. Violations of this principle in any form will be treated as a serious ethical/legal infraction. It is also imperative that you discuss cases with your on-site supervisor. If you have questions or concerns that need immediate attention, please call or email the instructor.

### **Course Delivery Method**

This course will be delivered using lecture format.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- To provide an opportunity for practicing competencies developed throughout the graduate training program;
- To provide an orientation to organizational structure, protocol, relationships, and working conditions in community agency counseling settings;
- To explore counseling strategies for individuals, groups, and families within a culturally diverse framework;
- To more effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, multiculturalism, and social justice.
- To stimulate the formulation of, and identification with, a professional role.
- To inculcate high standards of professional ethics; to give experience involving ethical decision-making and practice related to counseling.

**Professional Standards** EDCD 791 is a culminating course for master's degree students in the Counseling and Development Program. The experience is designed to enhance counseling skills and to provide students with site-based community agency counseling experiences. EDCD 791 fulfills the requirements of the following professional organizations: Commonwealth of Virginia Board of Counseling requirement for Supervised internship of 600 hours to include 240 hours of face-to-face direct client contact; 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 and CACREP-Section III. Professional Practice; and American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

### **Required Texts**

- American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

- Additional readings may be assigned by the instructor.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

Each student will:

1. Attend each class and complete all assignments and readings. Per C&D Program Attendance Policy, more than one unexcused absence will result in course failure.
2. Participate and contribute to class discussions and activities.

All written assignments must be typed and must follow APA format unless indicated by instructor. Grading on written work will take into account the following factors: quality of written work and adherence to requirements of assignment. As a graduate student, it is expected that all of your work will be turned in on the assigned dates. A late assignment will be subject to a grade penalty.

### **Assignments and/or Examinations:**

- **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 at least one group and/or family during the practicum. Final site hours log must be signed by student and on-site supervisor, and submitted **no later than May 1.**
- **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, diagnostic considerations and conceptualization of your client, therapy goals, treatment 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 professional and personal growth. Presentation dates will be selected during the second class.
- **Recordings and Process Notes (20 points).\*\*** Students should have two recordings and process notes to be handed in during the semester (these should be two different clients; please see Dr. Murray if this poses a challenge for you). The first recording should be of the entire session; the second recording should be a 15-minute portion of the session. An outline

of the process notes will be provided, and generally should include a summary of counseling themes and interventions (including whether the interventions were ineffective or effective), strengths and weaknesses, and any questions you have for the instructor or particular parts of the recording to which you would like particular attention paid. All recordings and notes will be submitted to Dr. Murray, due **February 20** and **March 27**. You must include a signed “permission to tape” form [See P&I Bb] with each recording. ***\*\*Dr. Murray may request additional recordings from students based on overall assessments by him and/or 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 6**) and final (due **no later than May 1**) 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. You will also meet with Dr. Murray for individual supervision on two occasions to be scheduled.
- **Short-term Prevention Program (30 points)**. In collaboration with the site and university supervisor, students developed an idea for a Short-term Prevention Program addressing one problem facing their community agency site during their practicum semester. This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at your training site. During this semester, you will be implementing the idea you proposed in the previous semester. The proposal outlining the nature of the project is due on **February 13**. This can be the same as what was already submitted in the previous semester. However, if you are substantially revising the project from what you proposed last semester, a new proposal will be necessary. A five-page final prevention program summary (that includes the original proposal from last semester/new proposal from this semester as well as the methodology employed and project outcomes from this semester) due **April 24<sup>th</sup>**; as well as a presentation about the project will be due on **May 1**.
- **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. Murray; students will complete a client feedback report averaging scores from all survey and upload this to Blackboard

### **Other Requirements**

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 toward 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.**

### **Grading and Assignment Weighting**

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.

### **Assignment weighting**

<b>Class Participation</b>	<b>20%</b>
<b>Recorded Sessions/Notes (2)</b>	<b>20%</b>
<b>On-Site Supervisor's Evaluation</b>	<b>30%</b>
<b>Short-term Prevention Program/Paper</b>	<b>30%</b>

### **Professional Dispositions**

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

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)

### **Class Schedule**

See Appendix 1 Class Schedule

Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

### **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: <http://cehd.gmu.edu/values/>.

## GMU Policies and Resources for Students

### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).
- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursesupport.gmu.edu/>.
- The Writing Center 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/>).
- The 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/>).
- The Student Support & Advocacy Center staff helps students develop and maintain healthy lifestyles through confidential one-on-one support as well as through interactive programs and resources. Some of the topics they address are healthy relationships, stress

management, nutrition, sexual assault, drug and alcohol use, and sexual health (see <http://ssac.gmu.edu/>). Students in need of these services may contact the office by phone at 703-993-3686. Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://ssac.gmu.edu/make-a-referral/>.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Appendix 1 Class Schedule:

<i>Date</i>	<i>Topic</i>	<i>Assignments Due</i>
<b>January 23</b>	Welcome/Introductions Review of Syllabus <b>Discussion:</b> What is it like to return to your site? Identify goals to promote your personal and professional development.  How have your concerns and needs changed from last semester?	
<b>January 30</b>	Check-in/Case Processing Schedule Supervision and Case Presentations  <b>Discussion:</b> Self-Evaluation of client progress. How do you evaluate success with your client?	Bring completed internship docs and a copy of malpractice insurance
<b>February 6</b>	Check-in/Case Processing  <b>Discussion on Theory:</b> Present your theory of choice and describe how you integrate that theory to case conceptualization and counseling practice.	Read about a theoretical perspective from your counseling theory book.
<b>February 13</b>	Prevention proposal workshop  <b>Discussion on Diagnosis:</b> Present your diagnosis, list symptoms, and identify implications associated with specific diagnosis. Discuss how to use the theory you presented last week to work with a client with your diagnosis.	Prevention program proposal outline  Read about a specific diagnosis in the <i>DSM-V</i> and be prepared to discuss in class.
<b>February 20</b>	Check-in/Case Processing  <b>Discussion on Treatment Planning:</b> Review treatment planning and goal setting with clients and discuss how to integrate theory into treatment planning.	<b>Recording #1/process notes</b> Bring in sample treatment plan templates (no client info)
<b>February 27</b>	Check-in/Case Processing <b>Discussion on Ethical Decision Making:</b>	Find an article on ethical decision making in counseling and review with class
<b>March 6</b>	<b>Supervision with Dr. Murray</b> 4:00pm 4:30pm:	Log of hours, Mid-semester evaluations

	5:00pm: 5:30pm: 6:00pm: 6:30pm:	
<b>March 13</b>	<b><i>NO CLASS- Spring Break</i></b>	
<b>March 20</b>	Case presentation workshop Check-in/Case Processing  <b>Discussion on Research:</b> Why should counselors care about research? What are your feelings about research? How does that influence the research you use in practice?	Select a peer-reviewed research journal article and be prepared to discuss the findings in class
<b>March 27</b>	<b>Case presentations:</b> 1. 2. 3.	<b>Recording #2/process notes</b>
<b>April 3</b>	<b>Case presentations:</b> 4. 5. 6.	
<b>April 10</b>	Check-in/Case Processing  <b>Discussion on Termination Process:</b>	Select an article on the Termination Process and prepare to discuss in class
<b>April 17</b>	Prevention proposal workshop Check-in/ Termination Processing  <b>Discussion:</b> Professional Development Issues (ACA, NBCC, LPC, CACREP, what does it all mean for you?). Review state licensure laws and exams.	Pick the state in which you want to practice and bring copy of their licensure laws
<b>April 24</b>	<b>Group Supervision with Dr. Murray</b> 4:30 – 5:45:  5:45 - 7:00:	<b>Prevention Program Papers</b>
<b>May 1</b>	<b>Prevention Program Presentations</b>	<b>Log of hours, Final supervisor evaluations</b>

**Reminder:** All internship 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. Murray by 5/1/16. 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 Blackboard by 5/1/16.*

**Appendix 2: EDCD 791 (CA) Program Evaluation Project- Implementation**

	<b>Exceeds Standards</b> <b>5 = (94-100)</b>	<b>Meets Standards</b> <b>4 = (87-93)</b>	<b>Approaching Standards</b> <b>3 = (80-86)</b>	<b>Below Standards</b> <b>2-1 = (79 and below)</b>	<b>Score /Level</b> <b>1</b>
<b>Prevention Program</b> (Research-G.8.b.; G.8.d.)	Project is well thought out and researched, relevant to the stated goal, and addresses a need of the community agency site	Project is fairly well thought out and/or researched, relevant to the stated goal, and addresses a need of the community agency site	Project is not particularly well thought out, or is not relevant to the goal, or is an inappropriate community counseling intervention (not relevant to site needs)	Project is not well thought out, is not relevant to the goal, and/or is an inappropriate community counseling intervention	
<b>Program Implementation</b> (Research-G.8.b.; G.8.f.)	Steps of program implementation are clearly described. Strengths and challenges of the program are fully discussed. There is evidence of a thorough understanding of relevant ethical issues and standards.	Steps of program implementation are described. Strengths and challenges of the program are discussed. Reference is made to relevant ethical issues and standards.	Steps of program implementation are described in a vague or disorganized way. Strengths or challenges of the program are neglected. Reference is made to general ethical considerations.	The steps of program implementation are not described. No discussion of strengths or challenges. No reference to ethical considerations.	
<b>Data Collected</b> (Research-G.8.b.; G.8.d.)	Outcome data were collected and clearly identified, and were relevant to stated goals	Outcome data were collected, but were either presented in a confusing way, or were not completely relevant to stated goals	Outcome data were irrelevant to the stated goal of the intervention, or there were problems with the data collected	Data were missing, or outcome data were irrelevant to the goal	
<b>Data Analysis and Recommendations</b> (Research-G.8.c.; G.8.d; G.8.e.)	Data accurately and thoughtfully analyzed; Recommendations made are clear, insightful, related to the data, and useful for future efforts to improve client success	Data are accurately analyzed and recommendations are related to the data and useful for future efforts to improve client success	Data are superficially analyzed and recommendations have limited usefulness for future efforts to improve client success	Data are not sufficiently or accurately analyzed; recommendations are missing or not useful in planning future prevention programs	

### Appendix 3: EDCD 791 (CA) Internship Site Supervisor Evaluation

	Exceeds Standards 5 = (94-100)	Meets Standards 4 = (87-93)	Approaching Standards 3 = (80-86)	Below Standards 2-1 = (79 and below)	Score/ Level
<b>Counseling Skills</b>  (Professional Orientation and Assessment-G.5.b.; G.5.d.G.7.f.; G.7.g.)	<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 most 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 some 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>-Does not form adequate therapeutic relationship clients</li> <li>-No evidence of case conceptualization skills</li> <li>-No evidence of assessment skills</li> </ul>	
<b>Professional Disposition</b>  (Professional Orientation-G.1.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 area of this category</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two or more of the areas of this category</li> </ul>	
<b>Utilization of Clinical Supervision</b>  (Professional Orientation-G.1.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 area of this category</li> </ul>	<ul style="list-style-type: none"> <li>-Improvement needed in two or more areas of this category</li> </ul>	
<b>Multicultural &amp; Social Justice Competency</b>  (Social and Cultural Diversity-G.2.d.G.2.e.)	<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>-Unable to identify multicultural issues</li> <li>-Unable to identify social justice and advocacy issues</li> </ul>	
<b>Self-Awareness</b>  (Professional Orientation-G.5.b.)	<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>-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>	