George Mason University
College of Education and Human Development
Counseling Program

EDCD 792.DL4 Internship in Mental Health Counseling 1
3 Credits, Fall 2022
Thursdays, 4:30 – 7:10 PM
Synchronous Online

Faculty

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Prerequisites/Corequisites

Completion of counseling program course work with a B or better; permission of advisor; Students are permitted to take only one non-elective course during Internship I: EDCD 628. Requires B or better in EDCD 750.

University Catalog Course Description

Provides supervised practice in a clinical mental health counseling setting similar to the setting in which the student may work with an emphasis on the counseling process. Develops skills in case conceptualization, assessing needs, and applying counseling knowledge and skills with clients under supervision.

Course Overview

This course provides supervised practice for a minimum of 300 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 the counseling process.

The Internship I 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.

This course will include relevant and emerging topics for Internship I students, and will include time for group discussion. During the semester, students will present, discuss, and conceptualize their counseling work. They will explore culturally specific interventions and applications of social justice to their counseling work. Group supervision will allow students to process and receive feedback on current clients they are working with and other professional issues they are experiencing at their sites. Students will have opportunities to discuss specific site-related issues, process personal reactions, and strategize about techniques and interventions. 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.

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 online (76% or more) using synchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on the first day of class.

Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:

- High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers

  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems

- Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
- Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
- The following software plug-ins for PCs and Macs, respectively, are available for free download:
  - Adobe Acrobat Reader: https://get.adobe.com/reader/
  - Windows Media Player:
    https://support.microsoft.com/en-us/help/14209/get-windows-media-player
  - Apple Quick Time Player: www.apple.com/quicktime/download/

Expectations

- Course Week:
  Our course week will begin on the day that our synchronous meetings take place as indicated on the Schedule of Classes.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week. In addition, students must log-in for all scheduled online synchronous meetings.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words*. Remember that you are not competing with classmates, but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to insure accessibility must be registered with George Mason University Disability Services.

Course Objectives

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

1. Practice competencies developed throughout the graduate training program;
2. Explore counseling strategies for individuals, groups, and families within a culturally diverse framework;
3. Effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, multiculturalism, and social justice.
4. Stimulate the formulation of, and identification with, a professional role.
5. Reinforce and practice appropriate personal and professional self-care strategies
6. Utilize theories and models related to clinical mental health counseling (CACREP 5.C.1.b.)
7. Apply principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.C.1.c.)
8. Enhance essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g)
9. Apply developmentally relevant counseling treatment or intervention plans (CACREP 2.F.5.h)
10. Develop needs assessments appropriate to the internship site (CACREP 2.F.8.c)

Professional Standards

Council for Accreditation of Counseling and Related Education Programs (CACREP) 2016

CACREP Standard	Course Objective Coverage	Course Activities
essential interviewing, counseling, and case conceptualization skills (CACREP 2.F.5.g)	This Standard is part of Course Objective #8, which is addressed in Classes 7, 8 and 9 on "Treatment planning and goal setting with clients"	Course activities that discuss this Standard include: lecture and class discussion case conceptualization skills, presentation of student work on case conceptualization. Additionally, this Standard is measured as part of the Case Conceptualization Presentation, which assesses KPI A.5.b.1
developmentally relevant counseling treatment or intervention plans (CACREP 2.F.5.h)	This Standard is part of Course Objective #9, which is addressed in Class 9 on "Treatment planning and goal setting with clients"	Course activities that discuss this Standard include: lecture and class discussion on developmentally relevant counseling treatment, student presentations of sample treatment plan templates from their site. Additionally, this Standard is measured as part of the Case Conceptualization Presentation, which assesses KPI A.5.b.1
needs assessments (CACREP 2.F.8.c)	This Standard is part of Course Objective #10, which is addressed in Class 3 on "Developing a needs assessment and choosing a topic"	Course activities that discuss this Standard include: lecture and class discussion on needs assessment, student presentations of observed needs at their site.
theories and models related to clinical mental health	This Standard is part of Course Objective #6, which is	Assigned readings that discuss this Standard include: student-selected

counseling (CACREP 5.C.1.b)	addressed in Classes 4, 5, and 9 on "Theory of choice" and "Integrating theory into treatment planning"	Chapter from prior Counseling Theory course. Course activities that discuss this Standard include: presentation of student work on case conceptualization from theoretical orientation. Additionally, this Standard is measured as part of the Case Conceptualization Presentation, which assesses KPI A.9-CMHC.a.2
principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning (CACREP 5.C.1.c)	This Standard is part of Course Objective #7, which is addressed in Classes 7, 8, and 9 on "Treatment planning and goal setting with clients"	Course activities that discuss this Standard include: lecture and class discussion case conceptualization skills, presentation of student work on case conceptualization. Additionally, this Standard is measured as part of the Case Conceptualization Presentation, which assesses KPI A.9-CMHC.a.2

In addition, the following professional standards are addressed in this course:
- This course (along with 793) fulfills the CACREP requirement for 600 hours of counseling internship with at least 240 direct client hours (CACREP 3.J, 3.K). During this course, students are provided with individual supervision by the site supervisor averaging one hour per week, as well as group supervision provided by the university supervisor, averaging at least 1.5 hours per week (CACREP 3.L, 3.M).

- This course fulfills part of the Virginia Board of Counseling Licensed Professional Counselor (LPC) coursework requirement (18VAC115-20-51) for "Supervised internship of at least 600 hours to include 240 hours of face-to-face direct client contact"

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

Additional Readings (provided on Blackboard)
Colman, D., Echon, R., Lemay, M., McDonald, J., Smith, K., Spencer, J., & Swift, J. (2016). The efficacy of self-care for graduate students in professional psychology: A meta-analysis. *Training and Education in Professional Psychology, 10*(4), 188–197. https://doi.org/10.1037/tep0000130

Hays, D. (2020). Multicultural and social justice counseling competency research: Opportunities for innovation. *Journal of Counseling and Development, 98*(3), 331–344. https://doi.org/10.1002/jcad.12327

Miller, R., & Prosek, E. (2013). Trends and implications of proposed changes to the *DSM-5* for vulnerable populations. *Journal of Counseling and Development, 91*(3), 359–366. https://doi.org/10.1002/j.1556-6676.2013.00106.x

Pearson, Q.M. (2004). Getting the most out of clinical supervision: Strategies for mental health. *Journal of Mental Health Counseling, 26*(4), 361-373. https://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.1009.2557&rep=rep1&type=pdf

Course Materials
All Internship materials are located on Blackboard under the Counseling and Development Organization page. Click the Clinical Mental Health Counseling P&I link located on the left-hand side. You should print out copies of the Information for CMHC On-Site Supervisor, Supervision Agreement, and Evaluation forms for your site supervisor, and any other relevant materials.

Course Performance Evaluation
Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., VIA).

Each student will:
1. Attend each class and complete all assignments and readings. Per Counseling 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 consider the following factors: quality of written work and adherence to requirements of assignment. As a graduate student, it is expected that all 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. If you are planning to pursue licensure as an LPC in the state of VA, you will need to complete 300 site hours per semester, and 120 hours of these hours should be direct (face-to-face) client hours. The program will allow a minimum of 85 direct hours during Internship I, however, you will need to accumulate additional hours in Internship II to reach the 240 direct client hour requirement. Hours spent in class is considered group supervision and may be counted toward the hour requirement. *Achieving the hours required to pass this class is the sole responsibility of the student.*

    As part of your hour's requirements, internship students must gain experience leading or co-leading a counseling group.

    The Supervision Agreement signed by you and your on-site supervisor is due by **September 1, 2022**. On-site Supervisors will then be contacted directly by the University Supervisor to initiate the collaborative supervisory relationship and answer any questions about the Supervision Agreement. A site-visit with the On-site Supervisor, University Supervisor, and student will be scheduled around the time of the mid-term evaluation.

Class Participation. Students in Counseling & Development courses are expected to demonstrate a high level of participation consistent with graduate-level education. Students are expected to: be on time and present for the duration of the class; demonstrate engagement (ask questions, share thoughts); be respectful and attentive; and demonstrate preparedness for each class meeting. You will be asked to give feedback and discuss each other's case presentations, discuss the course reading(s), and be active in other class discussion.

Transcripts and Tapes** Students will hand in two video or audio tapes and accompanying transcripts. Note, you must include a signed "permission to tape" form [See Required Forms in the CMHC P&I tab on Bb]. It is important to make sure your video or audiotape quality is of good enough quality for review. As with the case presentations, videotape is strongly encouraged. I 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-minute segment of your tape to transcribe.
***The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.* **

Written Narrative
Student will submit a 1-2-page paper for **first taping**. Please provide a brief description of your client and his or her presenting issue. In addition, state the primary focus that you are working on with your client and the theoretical orientation from which you are working. You should also include a discussion on whether the interventions were effective or ineffective. Note all case-relevant ethical and diversity considerations. Lastly, include an evaluation of your strengths and weaknesses as a counselor.

Case Conceptualization Presentation. (**Key Assignment: KPI A.5.b.1; CACREP 2.F.5.g, 2.F.5.h / KPI A.9-CMHC.a.2; CACREP 5.C.1.b, 5.C.1.c**) Students will present one client during group supervision in order to receive feedback and consultation from the group. This presentation can be based on your **second taping**. An outline to follow for the presentation will be provided in class. A case conceptualization paper will also be due based on your presentation. For the presentation, you are required to provide a clip of a video or audio recording of your counseling session (approximately 5 minutes) where you would like feedback on your counseling approach and/or interventions. If you choose to use audiotaping, *the recording must be audible and clear*. Your presentation should be on a different client other than your first taping/transcription. The presentation and discussion will provide you the opportunity to discuss your client's concerns, personal reactions, difficulties, etc. You will have 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.*

Program Evaluation Project: Proposal. 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 address a need in the surrounding community and target a specific issue of concern. Students begin with: 1) a need's assessment; 2) then develop a proposal based on the need's assessment and research topic of interest; 3)and finally submit a 5-7-page summary of the proposed project. Students will implement this project during Internship II. The program proposal will include: (a) a description of the problem (including your needs assessment); (b) a brief review of the literature; and (c) a description of the project. You will present your project proposal in class.

Counseling Surveys. Students are required to complete three Counseling Surveys with their clients during the semester. The Counseling Survey can be accessed on Blackboard in the Community Agency Required Forms folder.

Final Supervisor Evaluation. This is a Performance-Based Assessment. Students are required to send a link for their supervisor to fill out the evaluation online. This link will be provided by your instructor at midterm.

- **Other Requirements**

Paperwork- *Students cannot pass Internship without this paperwork*.

1. **Professional Counseling Liability Insurance**. Student Counselors *must* purchase their own professional counseling liability insurance policy. Professional counseling organizations provide such coverage, some with association membership, and offer student rates.

2. **CMHC Internship Agreement**. Students are expected to read over and complete the Internship contract with their site supervisor.

3. **Satisfactory mid-semester and final evaluations from Site Supervisor**. These evaluations should be completed by the site supervisor, and 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.

4. **Monthly Log of Hours.** Completed and signed each month by on-site supervisor.

Course Expectations

APA Format: Students in Counseling & Development courses are expected to use APA style (7th ed.) for written papers.

Electronic Devices

Turn off and put away all electronic communication devices during class. Cell phones, pagers, and other communicative devices are not allowed in this class. Please keep them stowed away and out of sight. Laptops or tablets (e.g. iPads) may be permitted for the purpose of taking notes only. Engaging in activities not related to the course (e.g. gaming, email, chat, text, etc.)

will result in a significant deduction in your participation grade. **Notify the instructor prior to class if you have an emergency situation that requires accommodation.**

Attendance
In accordance with the policies of the Counseling and Development Program, on-time attendance at every class meeting is expected. Late arrival to class will impact class participation grade. **Two or more unexcused absences will result in loss of course credit.** Attendance on the first day of class is required. Excused absences are permitted for illness, religious holidays, or emergency situations only; documentation is required for the absence to be considered excused.
Work-related absences are not considered excused.

Course Requirements
Each student is expected to do the following: (1) attend each class, (2) complete all reading assignments before class, (3) arrive on time and stay for the entire class period, (4) participate in discussions and in-class work groups, (5) regularly check GMU email, and (6) submit or access documents via Blackboard as assigned.

Plagiarism
Plagiarism is a violation of both the George Mason University code of honor and the expected professional dispositions of the Counseling & Development Program. The GMU English Department has developed the following statement regarding plagiarism: "Plagiarism means using the exact words, opinion, or factual information from another person without giving that person credit. Writers give credit through the use of accepted documentation styles, such as parenthetical citation, footnotes, or end notes; 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 to this include factual information which can be obtained from a variety of sources, the writer's own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious, and what is common knowledge for one audience may 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 and establishes credibility, it will almost certainly ensure that writers will never be guilty of plagiarism."

- **Grading**

EDCD 792 is a pass/fail course. Students must achieve a "B" or higher in order to successfully complete/pass the requirements of Internship I and move on to Internship II. 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 field experience site. Absences must be pre-arranged, unless due to an emergency. Please notify instructor and on-site supervisor, as appropriate. Two or more unexcused absences will result in course failure. Late arrival will impact class participation grade.

- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Completion of required site hours, recorded and signed on log of hours (no less than 85 direct service hours).
- Satisfactory mid-term and final evaluation from on-site supervisor.

Summary of Grading System and Course Requirements

Class Participation	20 points
Case Conceptualization Presentation	20 points
Two Tapes – transcripts, narratives	20 points
Program Evaluation Project Proposal	20 points
Supervisor Evaluation	20 points

In accordance with the George Mason University Grading Policy, the following grades may be achieved:

A [100-94]; A- [93-90]; B+ [89-87]; B [86-84]; B- [83-80]; C [79 - 70]; F [69 and below]

Professional Dispositions
See https://cehd.gmu.edu/students/polices-procedures/
Students must adhere to program professional dispositions:
https://cehd.gmu.edu/assets/docs/forms/Professional%20Dispositions.pdf

Professional Dispositions Assessment
Professional Dispositions Assessment are completed by instructors in all courses except electives and field experience courses (Practicum: 750/751; Internship 1: 792/793; and Internship 2: 794/795). In electives and field experience courses, instructors or supervisors may choose to complete a Professional Disposition Assessment should the need arise. In field experience classes, University and Site Supervisors will assess students on a Student Evaluation that is specific to P&I.

A developmental approach to PD Assessment is used, understanding that students are developing in their awareness, skills, and abilities throughout the course of the Counseling Program. In general, students in "basic or pre-practicum level" courses may demonstrate the disposition sometimes or inconsistently. Students in "intermediate or practicum level" courses should demonstrate the disposition more often or frequently. The courses are assigned to levels as follows:

Course Level	*Courses*
Basic (Pre-Practicum)	*Core*: 602, 601, 525, 603, 609, 606, 604, 656 *CMHC*: 654, 652, 658 *SC*: 613, 611, 626
Intermediate (Practicum)	*Core*: 608, 660, 628, 619, 610, 797

Professional Dispositions assessments are scored as follows:

- **4: Consistently Evident** – The student demonstrates the disposition all or almost all of the time. This rank is considered exceptional, particularly for students who are at the beginning of their program. Students who are advanced in the program (i.e., in their last year of the program and enrolled in Internship I or II) should except to achieve this rank.

- **3: Frequently Evident** – The student demonstrates the disposition often or most of the time. It is expected that students in the middle of the program (i.e., usually the second year for full time or third year for part time students) will achieve this rank. This reflects that they have moved beyond the initial phase of counselor training and are developing well towards being a professional counselor.

- **2: Sometimes Evident** – The student demonstrates the disposition sometimes or inconsistently. It is expected that students at the beginning of the program (i.e., first year for most students) will achieve this rank. Students at the beginning of the program are expected to be developing towards these professional dispositions as a part of their counselor training and preparation for their future as a professional counselor.

- **1: Seldom Evident** – The student demonstrates the disposition rarely or not at all. In some instances, this may also indicate a harmful demonstration of professional disposition(s). Students at the beginning of their program may achieve this rank, which can be developmentally appropriate as they learn the expectations for students and future professional counselors. Should this occur, students should expect to meet with their advisor, who will assist them in addressing the area of concern.

- **N/A: Not Applicable** – An instructor or supervisor may use this to note that they did not have the opportunity to observe the disposition or that it was not relevant in the given context. This is most likely to occur at the beginning of the program when some dispositions may not be germane to the particular class.

Class Schedule

Class	Topic	Reading(s) Due	Assignment(s) Due	Course Obj. #
1 8/25/22	• Introduction to Course • Review Syllabus • Case Presentation & Supervision dates • What is it like to return to your site? • Identify goals to promote personal and professional development. • How have your concerns and needs changed from last semester?	Review Syllabus and Seminar Guidelines		4
2 9/1/22	• Present your theory of choice and describe how you integrate that theory to case conceptualization and counseling practice	Corey (2013)	<mark>Supervision Agreement Due</mark>	6
3 9/8/22	• Program Evaluation Proposal • Developing a needs assessment and choosing a topic • What needs have emerged at your site? Use a social justice lens to consider avenues for action and advocacy	ACA Vistas Online Peterson, Schmid, and Kososki (2020)		3, 10
4 9/15/22	• Online discussion on utilizing supervision. Identify strengths, areas for improvement, and responsibilities of the relationship. Present your preferred supervision model. **No Class – Discussion Board Post**	Smith (2009) Quinn (2004)	Schedule individual supervision with Dr. Hausch Respond to Discussion Prompt	
5 9/22/22	• Counselor self-care and wellness • How might your self-care needs and goals change in internship, and how will you address them? **Guest Speaker**	Coleman et al., 2016	Self-Care Plan DUE **(Post on DB)** Review and respond to at least one classmate	5
6 9/29/22	• Present your preferred diagnosis, list symptoms, and identify implications associated with specific diagnosis. Discuss how to use the theory you presented earlier to work with a client with your chosen diagnosis.	Read about a specific diagnosis in the *DSM-V* Miller and Proseck (2013)	<mark>Program Evaluation Proposal Needs Assessment DUE</mark>	6, 7
7 10/6/22	• Treatment planning and goal setting with clients • Integrating theory into treatment planning • Discussion of examples of goals, objectives, and interventions.		Bring in sample treatment plan templates (no client info) <mark>Monthly Log #1 DUE</mark>	6, 7, 8, 9

8 10/13/22	• Presentations – Tape #1 • Be prepared to give feedback		Transcript/Tape #1 & Written Narrative DUE Consent DUE	1, 7, 8
9 10/20/22	• Ethics • Consider your own personal values as a counselor; cultural implications	Herlihy (2017) Kaplan (2014)	<mark>**Mid-term evaluation DUE**</mark>	2
10 10/27/22	• Consider diversity issues in counseling at your site and the development of multicultural and social justice competency • How can you improve your own competencies?	Hayes (2020)		2
11 11/3/22	• Case Conceptualization Presentations (Power Point with audio clip) – Tape #2		<mark>**Monthly Log #2 DUE**</mark>	1, 7, 8
12 11/10/22	• Case Conceptualization Presentations (Power Point with audio clip) – Tape #2		Transcript/Tape #2 & & Written Narrative Consent DUE	1, 7, 8
13 11/17/22	• Program evaluation presentations (in Power Point)		Program Evaluation Proposal Paper DUE	3, 9, 10
14 11/24/22	**No Class – Thanksgiving Recess**			
15 12/1/22	• Wrapping up and transitioning	End-of-semester checklist	<mark>**Monthly Log #3 DUE**</mark> Summary Hrs. Log DUE <mark>**Final Supervisor Eval DUE**</mark>	

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

Counseling Program Mission Statement
The Counseling Program is committed to preparing counselors who promote the social, psychological, physical, and spiritual health of individuals, families, communities, and organizations in order to contribute to the advancement of global well-being. The program strives for national and international excellence in implementing a counseling perspective which provides a foundation in basic counseling skills and focuses on social justice, multiculturalism, international, advocacy and leadership. It is our belief that a global perspective on development across the life span, and an understanding and appreciation of multiculturalism, diversity, and social justice are integral to the preparation of professional counselors, requiring that professional counselors are prepared to assume leadership roles, be proactive change agents and become advocates for social, economic and political justice. The program is committed to accomplish this mission by working through interdisciplinary teams as well as promote the interconnectedness of teaching, research, service and professional practice. Through this mission faculty will facilitate a continued tradition

of international, national and regional leadership through the development of collaborative partnerships and projects, research, publications, presentations, consultation, and training.

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 https://catalog.gmu.edu/policies/honor-code-system/).
- Students must follow the university policy for Responsible Use of Computing (see https://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 https://ds.gmu.edu/).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

Campus Resources
- Questions or concerns regarding use of Blackboard should be directed to https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/.
- For information on student support resources on campus, see https://ctfe.gmu.edu/teaching/student-support-resources-on-campus

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:

As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing titleix@gmu.edu.

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

Privacy and Confidentiality: Seminar Discussions
1. It is expected that fellow students are provided the same level of confidence that is afforded counseling clients.
2. What is discussed within the seminar forum remains within the forum and is NOT discussed outside the seminar. Students need to feel that they are able to freely discuss in seminar both the successes and the trials they experience with their clients and with their newly-developing supervisory relationships.
3. It is expected that all students will honor the privacy of their peers as well as that of their clients.

Privacy and Confidentiality: Taping and Discussion of Cases
When tapes are used:
1. Students must provide the seminar leader with a copy of the client's informed consent for audio/videotaping and/or discussion or individual counseling sessions.
2. Students must always use pseudonyms and make sure that no identifying information is exposed during presentations, in write-ups or on audio or videotapes.
3. Presenters are responsible for ensuring that handouts or other information used in presentations are collected after class and destroyed as soon as practicable.
4. Under no circumstances will students bring to class original material or forms from the client's file at the practicum/internship site.
5. Tapes are not to be played in the presence of other students, professors, friends, relatives, etc., as this violates the client's informed consent. When finished, tapes must be erased completely and promptly. Tapes are never to be left in mailboxes or in public places where they could be lost or be reviewed by others.
6. Students in the seminar are expected to maintain confidence about cases that others present as well as about what other students share about their own experiences. Students need to feel that they are able to discuss freely both successes and trials they experience.

Peer Feedback
      Each student brings to the seminar, and to her or his clients, a unique personal style informed by theory, by skills classes, and by their own experience. We also bring with us our insecurities about our abilities, as well as a strong desire to help our clients. What we need in the way of feedback from peers is good active listening, **NOT advice**. We all need to develop a sense of confidence in our instincts and our ability to interact therapeutically with our clients. As peers, we can facilitate the development of confidence in each other by drawing out each other's best reflective thoughts about the work we do. A good way to do this is to encourage each other to think more deeply or more creatively about our individual clients, to allow us to draw on our own developing resources to problem solve.

      Giving advice, such as "I had a client like yours, you should read this great book on working with depression" or "you need to confront the discrepancies in your client's story" or "maybe you should try x or y" do not draw out the counselor's resources, they tell the counselor that we have the solution to their problem with a client. They are a covert way of imposing our own opinion on another. When we give advice, we mean well, but it isn't the most productive feedback.

      In reality, when it comes down to it, the counselor is the one in the room with the client; what better support can we give the counselor than to strengthen her or his confidence in her own abilities. Do offer feedback that challenges the counselor to draw out his best. "You seem discouraged about client x. Has it been that way all along" is a good opener. "When did you first

feel as though you were at a stuck point?" "What was that like for you?" are open questions that promote self-discovery and can lead the counselor to understanding more about themselves and their clients.

Assessment Rubric(s)

Supervisor Evaluation of Student (Midterm and Final; Site and University Supervisors)

4 - Exceeds Expectations – Student counselor consistently exceeds expectations at a developmentally appropriate level

3 - Meets Expectations – Student counselor consistently meets expectations at a developmentally appropriate level

2 – Approaching Expectations – Student counselor does not consistently meet expectations at a developmentally appropriate level

1 - Does not meet expectations – Student counselor does not meet expectations at a developmentally appropriate level

N/A- Not Applicable/Not Observed – This area has not been observed by the supervisor.

1. The student is able to develop and implement appropriate client/student conceptualizations and treatment plans.	4	3	2	1	N/A
2. The student integrates theory and research into clinical practice.	4	3	2	1	N/A
3. The student demonstrates an ability to assess and evaluate clients/students using appropriate methods	4	3	2	1	N/A
4. The student can justify the assessment/diagnosis based on case information.	4	3	2	1	N/A
5. The student is knowledgeable about and capable of practicing within appropriate ethical and legal standards. [*Final Site Supervisor Evaluation in 750/751*: KPI A.1.a.2; CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.l (CMHC) or 5.G.2.n (SC)]	4	3	2	1	N/A
6. The student seeks supervision regarding any ethical or legal concerns. [*Final Site Supervisor Evaluation in 750/751*: KPI A.1.a.2; CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.l (CMHC) or 5.G.2.n (SC)]	4	3	2	1	N/A
7. The student engages in supervision appropriately, is open to the process, and asks questions.	4	3	2	1	N/A
8. The student is thoughtful and reflective during the supervision process.	4	3	2	1	N/A
9. The student demonstrates appropriate self-awareness.	4	3	2	1	N/A
10. The student can articulate personal and professional strengths and areas of growth.	4	3	2	1	N/A
11. The student is able to articulate multicultural counseling concerns [*Final University Supervisor Evaluation in 750/751*: KPI A.2.a.2; CACREP 2.F.2.a; 2.F.2.d]	4	3	2	1	N/A
12. The student integrates multicultural counseling issues and appropriate interventions into clinical practice with diverse and culturally different clients/students. [*Final University Supervisor Evaluation in 750/751*: KPI A.2.a.2; CACREP 2.F.2.a; 2.F.2.d]	4	3	2	1	N/A
13. The student is able to articulate concerns related to social justice.	4	3	2	1	N/A
14. The student demonstrates a commitment to social justice and can appropriately advocate for unique aspects of clients/students, including cultural, gender, sexual orientation, disability, and developmental concerns.	4	3	2	1	N/A
15. The student is able to use program/school data to identify systemic concerns that impact clients/students.	4	3	2	1	N/A
16. The student is able to make recommendations to improve the efficacy of services for clients/students.	4	3	2	1	N/A
17. The student exhibits appropriate professional behavior.	4	3	2	1	N/A

18. The student meets professional expectations for the work setting including: timeliness, collegiality, interpersonal communication, and paperwork.	**4**	**3**	**2**	**1**	**N/A**
19. The student demonstrates an understanding of group process and dynamics while co-leading or leading a group. [*Final Site Supervisor Evaluation 793/795:* KPI A.6.a.2; CACREP 2.F.6.b; 2.F.6.d; and 2.F.6.g]	**4**	**3**	**2**	**1**	**N/A**
20. The student demonstrates characteristics and functions of effective group leaders for leading diverse groups. [*Final Site Supervisor Evaluation 793/795:* KPI A.6.a.2; CACREP 2.F.6.b; 2.F.6.d; and 2.F.6.g]	**4**	**3**	**2**	**1**	**N/A**

Case Conceptualization Presentation. (Key Assignment: KPI A.5.b.1; CACREP 2.F.5.g, 2.F.5.h / KPI A.9-CMHC.a.2; CACREP 5.C.1.b, 5.C.1.c)

Area Assessed	%	Exceeds Standards 4 A [100-97]; A- [96-94]	Meets Standards 3 B+ [93-91]; B [90-87]	Approaching Standards 2 B- [86-84]; C [83-80]	Below Standards 1 F [79 and below]
1. Presenting issues [KPI A.5.b.1; CACREP 2.F.5.g]	20	Client presenting issues are clearly stated and supported by counselor observation and client report	Client presenting issues are stated and partially supported by counselor observation and client report	Client presenting issues are not supported by counselor observation and client report	Client presenting issues are not stated
2. Biopsychosocial case conceptualization [KPI A.9-CMHC.a.2; CACREP 5.C.1.c; 5.C.1.b].	10	Presenting issues description demonstrates an accurate understanding of biopsychosocial case conceptualization.	Presenting issues description demonstrates some understanding of biopsychosocial case conceptualization.	Presenting issues description demonstrates little understanding of biopsychosocial case conceptualization.	Presenting issues description demonstrates no understanding of biopsychosocial case conceptualization.
3. Counseling goals [KPI A.5.b.1; CACREP 2.F.5.g and 2.F.5.h]	10	Appropriate counseling goals are identified and developed collaboratively between counselor and client	Somewhat appropriate counseling goals are identified and developed somewhat collaboratively between counselor and client	Counseling goals are not appropriate nor developed collaboratively between counselor and client	Counseling goals are not identified
4. Contextual factors and diversity [KPI A.5.b.1; CACREP 2.F.5.g]	10	Cultural, familial, and other relevant contextual factors are well considered and incorporated into the case conceptualization of the client	Cultural, familial, and other relevant contextual factors are partially considered and partially incorporated into the case conceptualization of the client	Little consideration for cultural, familial, and other relevant contextual factors; little o incorporation into the case conceptualization of the client	No consideration for cultural, familial, and other relevant contextual factors; no incorporation into the case conceptualization of the client
5. Theory [KPI A.5.b.1; CACREP 2.F.5.g and 2.F.5.h]	10	Counselor theoretical approach/ orientation is identified	Counselor theoretical approach/ orientation is identified but lacks clarity	Counselor theoretical approach/ orientation is poorly identified	Counselor theoretical approach/ orientation is not identified
6. Use of theory [KPI A.5.b.1; CACREP 2.F.5.g and 2.F.5.h]	10	Interventions are consistently utilized that meaningful support the theoretical approach	Interventions that support theoretical approach are inconsistently utilized	Few interventions are utilized that support theoretical approach	No interventions are utilized that support theoretical approach

7. Recommendations and goals [KPI A.5.b.1; CACREP 2.F.5.g and 2.F.5.h]	10	Relevant recommendations for client are identified that address counseling goals	Some relevant recommendations for client are identified that address counseling goals	Recommendations for client fail to address counseling goals	Recommendations for client are not identified
8. Biopsychosocial recommendations and theory [KPI A.9-CMHC.a.2; CACREP 5.C.1.c; 5.C.1.b].	20	Most recommendations are well supported by theoretical approach and case conceptualization and demonstrate an accurate understanding of biopsychosocial treatment planning.	Some recommendations are supported by theoretical approach and case conceptualization demonstrate an understanding of biopsychosocial treatment planning.	Few recommendations supported by theoretical approach and case conceptualization and demonstrate some understanding of biopsychosocial treatment planning.	No recommendations supported by theoretical approach and case conceptualization or demonstrate an understanding of biopsychosocial treatment planning.

CA Client Satisfaction Surveys

(4) Client Response of Strongly Agree	(3) Client response of Mostly Agree	(2) Client response of Neutral	(1) Client response of Mostly Disagree	(0) Client response of Strongly Disagree

	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					
Average score for each item					