

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

EDCD 791.DL4 Internship in Counseling  
3 Credits, Fall 2022  
Thursdays, 4:30 – 7:10 PM  
Synchronous Online

**Faculty**

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**Prerequisites/Corequisites**

Completion of CNDV program course work except for EDCE 610 or electives (total credits cannot exceed 3 credits); overall GPA of 3.00; no grade lower than B in skills courses EDCE 603, 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 practicum 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, 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 Materials*

All practicum materials are located on Blackboard under the Counseling and Development Organization page. Click the Community Agency P&I link located on the left-hand side. You should print out copies of the Information for CA On-Site Supervisor, Supervision Agreement, Mid-Term Evaluation and Final Evaluation forms for your site supervisor, and any other relevant materials.

### **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 Wednesdays at 4:30pm.

**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](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](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 will need a headset microphone for use with the Blackboard Collaborate web conferencing tool.
- 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/](http://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:

- Gain opportunity for practicing competencies developed throughout the graduate training program;
- Receive an orientation to organizational structure, protocol, relationships, and working conditions in community agency counseling settings;
- Explore counseling strategies for individuals, groups, and families within a culturally diverse framework;

- Effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, multiculturalism, and social justice.
- Formulate and identify a professional role.
- Uphold high standards of professional ethics; gain experience involving ethical decision-making and practice related to counseling.

### **Professional Standards (CACREP)**

Upon completion of this course, students will have met the following 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. EDCE 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.
- 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 (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 Performance Evaluation**

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

- **Assignments and/or Examinations**

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. **Attendance at the first class is mandatory.**

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.

- **Other Requirements**

1. **A minimum of 300 (agency) hours in the field placement.** If you entered the C&D program after summer 2007 and/or are planning to pursue licensure as an LPC in the state of VA, you will need to complete 300 site hours per semester, 120 hours of these hours should be direct (face-to-face) client hours. Given that this is your first semester at your site, the program will allow a minimum of 85 direct hours, however, you will need to accumulate additional hours in your internship to reach the 240 direct client hour requirement. Hours spent in class or at home preparing GMU assignments may not be counted toward the hour requirement. *Achieving the hours required to pass this class is the sole responsibility of the student.*

On-site Supervisors will 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.

2. **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 CA Required Forms in the Community Agency 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 that includes a theory-based intervention.  
**\*\*The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.\*\***

3. **Written Narrative**

Please provide a brief description of your client and the presenting issue to be handed in with your first tape. 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. On each of the tapes you should note counseling themes and interventions, and discuss whether the interventions were effective or ineffective. Note case-relevant ethical and diversity considerations. Lastly, include an evaluation of your strengths and weaknesses as a clinician. An outline to follow will be posted on Blackboard.

4. **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. *Modified version of this assignment for 791 will be discussed.*

5. **Case Conceptualization and Paper.** For the presentation of your second taping, you are required to provide video or audio recording of your therapy session. Videotape is strongly recommended due to the importance of learning to observe nonverbal responses of patients to therapeutic interventions. If you choose to use audiotaping, *the recording must be audible and clear*. You will bring in this recording from a session with your client. Your presentation should be on a different client other than your first taping/transcription. Before class, you will cue it up to an area where you want feedback from your counseling interventions (approximately 5 minutes). You are to describe your case conceptualization and plans for treatment. The presentation and discussion will provide you the opportunity to discuss your client's concerns, personal reactions to your client, difficulties with your client, etc. You will have the opportunity to receive feedback and assistance from your peers and instructor for both personal and professional growth. It is expected that this will be a formal presentation with accompanying presentation slides. A case conceptualization paper will also be due, based on your presentation. *Presentation dates will be assigned during the first night of class. A case conceptualization outline will be provided.*
6. **Class Participation.** You are expected to be involved during class discussions. 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.
7. **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.
8. **Performance-Based Assessment: Final Supervisor Evaluation.** Students are required to upload their final supervisor practicum evaluation to the designated link in Blackboard.

- **Grading**

EDCD 791 is a pass/fail course. Students must achieve a "B" or higher in order to successfully complete/pass the requirements of the Practicum and move on to Internship. Included in the assignments is the requirement that the following must also be met to receive a passing grade:

- Completion of all assignments of acceptable quality, turned in by date due.
- Attendance at all classes and at practicum 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 (no less than 85 direct service hours).
- Satisfactory mid-term and final evaluation from on-site supervisor. Supervisors will submit an informal written evaluation midway through the semester and a final formal evaluation at the end of the semester.

## 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/policies-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:

<i>Course Level</i>	<i>Courses</i>
<b>Basic (Pre-Practicum)</b>	<i>Core:</i> 602, 601, 525, 603, 609, 606, 604, 656 <i>CMHC:</i> 654, 652, 658 <i>SC:</i> 613, 611, 626
<b>Intermediate (Practicum)</b>	<i>Core:</i> 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 expect 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	<ul style="list-style-type: none"> <li>• Introduction to Course</li> <li>• Review Syllabus</li> <li>• Case Presentation &amp; Supervision dates</li> <li>• What is it like to return to your site?</li> <li>• Identify goals to promote personal and professional development.</li> </ul>	Review Syllabus and Seminar Guidelines		4
2 9/1/22	<ul style="list-style-type: none"> <li>• Present your theory of choice and describe how you integrate that theory to case conceptualization and counseling practice</li> </ul>	Corey (2013)	<b>Supervision Agreement Due</b>	6
3 9/8/22	<ul style="list-style-type: none"> <li>• Program Evaluation Proposal</li> <li>• Developing a needs assessment and choosing a topic</li> <li>• What needs have emerged at your site? Use a social justice lens to consider avenues for action and advocacy</li> </ul>	ACA Vistas Online  Peterson, Schmid, and Kososki (2020)		3, 10
4 9/15/22	<ul style="list-style-type: none"> <li>• Online discussion on utilizing supervision. Identify strengths, areas for improvement, and responsibilities of the relationship. Present your preferred supervision model.</li> </ul> <p><b>No Class – Discussion Board Post</b></p>	Smith (2009)  Quinn (2004)	Schedule individual supervision with Dr. Hausch  Respond to Discussion Prompt	
5 9/22/22	<ul style="list-style-type: none"> <li>• Counselor self-care and wellness</li> <li>• How might your self-care needs and goals change in internship, and how will you address them?</li> </ul> <p><b>Guest Speaker</b></p>	Coleman et al., 2016	Self-Care Plan DUE <b>(Post on DB)</b>  Review and respond to at least one classmate	5
6 9/29/22	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	Read about a specific diagnosis in the <i>DSM-V</i>  Miller and Proseck (2013)	<b>Program Evaluation Proposal Needs Assessment DUE</b>	6, 7
7 10/6/22	<ul style="list-style-type: none"> <li>• Treatment planning and goal setting with clients</li> <li>• Integrating theory into treatment planning</li> <li>• Discussion of examples of goals,</li> </ul>		Bring in sample treatment plan templates (no client info)	6, 7, 8, 9

	objectives, and interventions.		<b>Monthly Log #1 DUE</b>	
8 10/13/22	<ul style="list-style-type: none"> <li>• Presentations – Tape #1</li> <li>• Be prepared to give feedback</li> </ul>		Transcript/Tape #1 & Written Narrative DUE Consent DUE	1, 7, 8
9 10/20/22	<ul style="list-style-type: none"> <li>• Ethics</li> <li>• Consider your own personal values as a counselor; cultural implications</li> </ul>	Herlihy (2017) Kaplan (2014)	<b>Mid-term evaluation DUE</b>	2
10 10/27/22	<ul style="list-style-type: none"> <li>• Consider diversity issues in counseling at your site and the development of multicultural and social justice competency</li> <li>• How can you improve your own competencies?</li> </ul>	Hayes (2020)		2
11 11/3/22	<ul style="list-style-type: none"> <li>• Case Conceptualization Presentations (Power Point with audio clip) – Tape #2</li> </ul>		<b>Monthly Log #2 DUE</b>	1, 7, 8
12 11/10/22	<ul style="list-style-type: none"> <li>• Case Conceptualization Presentations (Power Point with audio clip) – Tape #2</li> </ul>		Transcript/Tape #2 & & Written Narrative Consent DUE	1, 7, 8
13 11/17/22	<ul style="list-style-type: none"> <li>• Program evaluation presentations (in Power Point) – <i>Modified version of this assignment for 791 will be discussed</i></li> </ul>		Program Evaluation Proposal Paper DUE	3, 9, 10
14 11/24/22	<b>No Class – Thanksgiving Recess</b>			
15 12/1/22	<ul style="list-style-type: none"> <li>• Wrapping up and transitioning</li> </ul>	End-of-semester checklist	<b>Monthly Log #3 DUE</b> Summary Hrs. Log DUE <b>Final Supervisor Eval DUE</b>	

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](mailto:titleix@gmu.edu).

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

## **Seminar Guidelines**

### **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)

### 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>

<b>Multicultural &amp; Social Justice Competency</b>	<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>
<b>Self-Awareness</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 (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>

**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)**

<b>Area Assessed</b>	<b>%</b>	<b>Exceeds Standards 4 A [100-97]; A- [96-94]</b>	<b>Meets Standards 3 B+ [93-91]; B [90-87]</b>	<b>Approaching Standards 2 B- [86-84]; C [83-80]</b>	<b>Below Standards 1 F [79 and below]</b>
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 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**

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

	<b>Item 1: Client satisfaction with counseling process</b>	<b>Item 2: Client satisfaction with progress on counseling goals</b>	<b>Item 3: Client's report of feeling understood by counselor</b>	<b>Item 4: Client satisfaction with counseling relationship</b>	<b>Item 5: Client's report of life improvement as a result of counseling</b>
Client 1					
Client 2					
Client 3					
<b>Average score for each item</b>					