

George Mason University
College of Education and Human Development
Counseling Program

EDCD 750.002 – Practicum in Mental Health Counseling
3 Credits, Spring 2023
Tuesdays, 7:20 – 10:00 PM
Fairfax Campus – Peterson Hall, Room 2411

Faculty

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Prerequisites/Corequisites

B or better in all completed counseling coursework except 628, 652, 658, and electives.; 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. Provides opportunities to practice counseling skills related to ethics, supervision, self-care, decision-making, and professional identity and relationships.

Course Overview

This course provides supervised practice for a minimum of 100 hours in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class or “seminar” with an emphasis on the counseling process.

The Practicum course is an arranged, supervised experience in counseling. The course is designed to serve as an introduction to students’ professional work in counseling. This includes an orientation to the clinical mental health setting; the establishment of appropriate and effective relationships with supervisors, colleagues, and clients; and the application of relevant counseling skills. Also, students will gain skills in working towards social justice, developing multicultural counseling intervention skills, developing skills in leadership and advocacy, 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 Program mission, e.g., multiculturalism, advocacy, leadership, and social justice.

During the semester, students will present, discuss, and conceptualize their counseling work. 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 Delivery Method

This course will be delivered using a HYBRID (in-person and online format). In person dates will be the 1st and last dates of class. Online class will begin at 8pm.

Course Objectives

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

1. Practice counseling competencies developed throughout the graduate training program.
2. Become familiar with a community agency counseling setting, including organizational structure, protocols, relationships among staff and clients, and working conditions.
3. Begin forming professional identity and understanding of a counselor's role, including relationships with human service and integrated behavioral health care systems, as well as interagency and interorganizational collaboration and consultation (CACREP 2.F.1.b)
4. Understand the nature of the changing role of the counselor that includes advocacy, leadership, multiculturalism, and social justice.
5. Practice utilizing counseling strategies that are effective for individuals, groups, and families from diverse backgrounds.
6. Understand the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others (CACREP 2.F.2.d.)
7. Understand multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2.F.2.a.)
8. Internalize high standards of professional ethics of professional counseling organizations and credentialing bodies, and apply ethical decision-making and legal considerations in professional counseling (CACREP 2.F.1.i)
9. Gain self-awareness regarding how counselor characteristics and behaviors influence the counseling process (CACREP 2.F.5.f.)
10. Develop and refine a personal model of counseling (CACREP 2.F.5.n.)
11. Develop personal and professional self-care strategies (CACREP 2.F.1.l)
12. Understand the role of supervision and engage in supervised practice (CACREP 2.F.1.m)
13. Apply legal and ethical considerations specific to clinical mental health counseling (CACREP 5.C.2.l)

Professional Standards

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

CACREP Standard	Course Objective Coverage	Course Activities
the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation (CACREP 2.F.1.b)	This Standard is part of Course Objective #3, which is addressed in Classes 1 and 2 on "Practicum and Internship expectations"	Assigned readings that discuss this Standard include: Chapter 2 of Cavanaugh & Levitov (2002) Additionally, this Standard is measured as part of the Final Site Supervisor Evaluation, which assesses KPI A.1.a.2

<p>ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling (CACREP 2.F.1.i)</p>	<p>This Standard is part of Course Objective #8, which is addressed in Class 4 on “Ethical Concerns”</p>	<p>Assigned readings that discuss this Standard include: ACA Code of Ethics (2014), and Chapter 8 in <i>Practicum and internship: Textbook and resource guide for counseling and psychotherapy</i></p> <p>Additionally, this Standard is measured as part of the Final Site Supervisor Evaluation, which assesses KPI A.1.a.2</p>
<p>self-care strategies appropriate to the counselor role (CACREP 2.F.1.l)</p>	<p>This Standard is part of Course Objective #11, which is addressed in Classes 3 and 11, on “Self-care and counselor burnout” and “Self-care, wellness, and boundaries”</p>	<p>Course activities that discuss this Standard include: lecture and class discussion on self-care and counselor burnout, developing a self-care plan, and self-care assessment.</p> <p>Assigned readings that discuss this Standard include Nelson et al. (2017), Lee et al. (2018)</p>
<p>the role of counseling supervision in the profession (CACREP 2.F.1.m)</p>	<p>This Standard is part of Course Objective #12, which is addressed in Class 5 on “Utilizing supervision”</p>	<p>Assigned readings that discuss this Standard include: Chapter 7 in <i>Practicum and internship: Textbook and resource guide for counseling and psychotherapy</i>, Akkurt et al. (2018)</p>
<p>multicultural and pluralistic characteristics within and among diverse groups nationally and internationally (CACREP 2.F.2.a)</p>	<p>This Standard is part of Course Objective #7, which is addressed in Class 10 on “Diversity”</p>	<p>Course activities that discuss this Standard include: lecture and class discussion on diversity and assessing students’ experiences with diversity in practicum</p> <p>Additionally, this Standard is measured as part of the Final Site Supervisor Evaluation, which assesses KPI A.2.a.2</p>
<p>the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual’s views of others (CACREP 2.F.2.d)</p>	<p>This Standard is part of Course Objective #6, which is addressed in Class 10 on “Diversity”</p>	<p>Course activities that discuss this Standard include: lecture and class discussion on diversity and assessing students’ experiences with differing worldviews in practicum</p> <p>Assigned readings that discuss this Standard include: Day-Vines et.al (2007)</p> <p>Additionally, this Standard is measured as part of the Final Site Supervisor Evaluation, which assesses KPI A.2.a.2</p>
<p>processes for aiding students in developing a personal model of counseling (CACREP 2.F.5.n)</p>	<p>This Standard is part of Course Objective #10, which is addressed in Classes 6, 7, 8, and 9 on “Developing style and integrating theory”</p>	<p>Assigned readings that discuss this Standard include: Chapter 5 in <i>Practicum and internship: Textbook and resource guide for counseling and psychotherapy</i></p>

		Additionally, this Standard is measured as part of the Transcripts Key Assignment, which assesses KPI A.5.a.2
counselor characteristics and behaviors that influence the counseling process (CACREP 2.F.5.f)	This Standard is part of Course Objective #9, which is addressed in Classes 3, 9, and 10 on “Self-care and counselor burnout” and “Diversity”	Course activities that discuss this Standard include: lecture and class discussion on diversity and on self-care Additionally, this Standard is measured as part of the Transcripts Key Assignment, which assesses KPI A.5.a.2
legal and ethical considerations specific to clinical mental health counseling (CACREP 5.C.2.1)	This Standard is part of Course Objective #13, which is addressed in Classes 3, 4, and 13 on “Self-care and counselor burnout”, “Ethical concerns” and “Preparing for a termination/taking a break”	Assigned readings that discuss this Standard include: Skovholt (2005) and Chapter 8 in <i>Practicum and internship: Textbook and resource guide for counseling and psychotherapy</i>

This course fulfills the CACREP requirement for a 100-hour practicum over at least 10 weeks, including at least 40 direct client hours (CACREP 3.F, 3.G). 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.H, 3.I).

Required Texts

Jungers, C. M. & Scott, J. (2019). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy* (6th ed.). New York, NY: Routledge.

Additional Readings

Akkurt, M. N., Ng, K.-M., & Kolbert, J. (2018). Multicultural discussion as a moderator of counseling supervision-related constructs. *International Journal for the Advancement of Counselling*, 40(4), 455–468. <https://doi-org.mutex.gmu.edu/10.1007/s10447-018-9337-z>

Day-Vines, N., Wood, S., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling and Development*, 85(4), 401–409. <https://doi.org/10.1002/j.1556-6678.2007.tb00608.x>

Frederick J., Bego, O. J., Briscoe, E., Dionna, P., Eli, J., Haley, E., Mckenzie, J., Simpson, K. (2021). *Copeology: Exploring coping techniques*. Available on Amazon.

Lee, I., Bardhoshi, G., Yoon, E., Sandersfeld, T., Rush, R. D., & Priest, J. B. (2018). Attributional style and burnout of counselors-in-training. *Counselor Education and Supervision*, 57(4), 285–300. <https://doi-org.mutex.gmu.edu/10.1002/ceas.12117>

Nelson, J., Hall, B., Anderson, J., Birtles, C., & Hemming, L. (2017). Self-compassion as self-care: A simple and effective tool for counselor educators and counseling students. *Journal of Creativity in Mental Health*, 13(1), 121–133. <https://doi.org/10.1080/15401383.2017.1328292>

Skoyholt, T. M., & Ronnestad, M. H. (2003). Struggles of the novice counselor and therapist. *Journal of Career Development, 30*(1), 45-58. <https://doi.org/10.1023/A:1025125624919>

Course Materials

All Practicum materials are located on Blackboard under the Counseling Program Organization page. Click the Practicum and Internship link located on the left-hand side. You should print out copies of the Information for CMHC On-Site Supervisor, Supervision Agreement, Monthly Log of Hours, Summary Log of Hours, Mid-Term Evaluation and Final 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).

- **Assignments and/or Examinations**

A minimum of 100 (agency) hours in the field placement. At least forty (40) of these hours must be direct, face-to-face contact with clients. Hours spent in class may be counted toward the hour requirement, it should be recorded as group supervision. *Achieving the hours required to pass this class is the sole responsibility of the student.*

The Supervision Agreement: signed by you and your on-site supervisor is due by **January 31, 2023**. 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.

Two tapes: transcripts, written narrative, and skills

Part A. 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 CMHC Required Forms in the Practicum and Internship 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 15-20-minute segment of your tape to transcribe and identify the counseling skills and intent you are utilizing for each of your responses. (**Key Assignment: KPI A.5.a.2; CACREP 2.F.5.f, 2.F.5.n**)

The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.

Part B. Written Narrative of Session and Skills: Student will submit an analysis of their counseling skills with their tapings. 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 in the segment and the theoretical orientation from which you are working. Note case-relevant ethical and diversity considerations. Lastly, include an evaluation of your counseling skills (e.g., summarization, reflection, confrontation, encouragers, etc.). What skills did you use effectively? Which skills did you neglect? What would you do differently next time? More information will be provided in class.

Professional Wellness Project: You will be required to interview your site supervisor and one other senior clinician in your practicum site regarding their experiences as new professionals. What was their first job in the counseling field? How did they adjust to becoming new professionals? What were their

challenges, and successes? What do they wish they had known as students and new professionals? What advice do they have for you in terms of self-care, to enhance learning and thriving in the counseling profession? You will provide a summary and synthesis of your interviews in a 4-5-page paper. Include a self-care plan of your own for practicum and internship, taking into account what you have learned from these interviews and include personal ways/methods you utilize (or plan to utilize) to stay well, balanced, and strengthened.

Class Participation. Students in Counseling 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.

Case Presentation. Students will present one client during group supervision to receive feedback and consultation from the group. An outline to follow for the presentation will be provided in class. For the presentation, you are required to play a brief video or audio recording (approximately 5 minutes) of your counseling 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. You are permitted to present the client from your first taping/transcription, if desired. 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. *Presentation dates will be assigned during the first night of class.*

Final Site Supervisor Evaluation. Students are required to upload their final supervisor practicum evaluation to VIA found under the "assessment" link in Blackboard.

- **Other Requirements**

Course Expectations

APA Format: Students in Counseling 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 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 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**

Course Performance Evaluation Weighting

Students must achieve a “B” or higher in order to move on to Internship I and then Internship II. Included in the assignments is the requirement that the following must also be met to receive an adequate 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, recorded and signed on log of hours (no less than 40 direct service hours).
- Satisfactory mid-term and final evaluation from on-site supervisor.

Summary of Grading System and Course Requirements

Two tapes: transcripts, written narrative, and skills	20 points (10 each)
Professional Wellness Project	20 points

Class Participation	20 points
Case Presentation	20 points
Final Practicum Site 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:

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

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	Date	Topic	DUE	Course Obj. #
1	1/24/23	<ul style="list-style-type: none"> • Introductions (IN PERSON CLASS) • Introduction to Course and Syllabus • Practicum/Internship Expectations • Beginning the practicum • Case Presentation dates 	Review Syllabus and Seminar Guidelines Skovholt & Ronnestad (2003) TXT Chapter 6	2, 3, 4
2	1/31/23	<ul style="list-style-type: none"> • Initial client meetings • Stages of counseling • Tapings • Discussion of Wellness Project 	Cavanaugh & Levitov (2002) Chapter 2 TXT chapter 3 Supervision Agreement DUE	1, 2, 3, 4, 5
3	2/7/23	<ul style="list-style-type: none"> • Self-care and counselor burnout • Developing a self-care plan 	Self-Care Assessment Nelson, et. al (2017) Lee, et. al (2018) Self-care plan DUE	9, 11, 13
4	2/14/23	<ul style="list-style-type: none"> • Ethical concerns • What are ethical concerns at your site, and how are they handled? 	ACA Code of Ethics (2014) TXT Chapter 8 Wellness Project DUE	8, 13
5	2/21/23	<ul style="list-style-type: none"> • Utilizing supervision • What is your relationship like with your supervisor? • What are strengths, areas for improvement, and responsibilities of the relationship? 	TXT Chapter 7 Akkurt, et. al (2018)	2, 3, 12
6	2/28/23	<ul style="list-style-type: none"> • Developing style and integrating theory • What theory do you primarily use? How is it evident in your work with clients? 	TXT Chapter 5 Monthly Log #1 DUE	10
7	3/7/23	<ul style="list-style-type: none"> • Case presentations 	Midterm evaluation DUE	1, 5, 10
8	3/14/23	SPRING BREAK (NO CLASS)		
9	3/21/23	<ul style="list-style-type: none"> • Case presentations 		
10	3/28/23	<ul style="list-style-type: none"> • NO CLASS MEETING • Meet for individual supervision with Dr. Frederick. 	Consent for taping DUE Transcript/Tape #1 DUE	9, 10, 11, 12
11	4/4/23	<ul style="list-style-type: none"> • Diversity • What is your experience with diversity and differing worldviews so far in your practicum? 	Monthly Log #2 DUE Day-Vines, et. al (2007)	5, 6, 7, 9
12	4/11/23	<ul style="list-style-type: none"> • Self-care, wellness, and boundaries How well have you adhered to your self-care plan? How can it be updated/improved? 	Transcript/Tape #2/Consent DUE	11
13	4/18/23	<ul style="list-style-type: none"> • NO CLASS MEETING Meet for individual supervision with Dr. Frederick 		1, 13
14	4/25/21	<ul style="list-style-type: none"> • Preparing for termination/taking a break How are you preparing yourself and your clients for holidays/time away from practicum? IN PERSON CLASS 	Skovholt (2005)	

15	5/2/23	<ul style="list-style-type: none"> • Wrapping up and transitioning • Reflecting on the practicum experience 	All paperwork DUE: Final Summary Log, Final Supervisor Eval, Monthly Log #3, Break Agreement	
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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.

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)

Tape Review Assignment (Key Assignment: KPI A.5.a.2; CACREP 2.F.5.f, 2.F.5.n)

Area Assessed	%	Exceeds Standards 4	Meets Standards 3	Approaching Standards 2	Below Standards 1
1. Core conditions [KPI A.5.a.2; CACREP 2.F.5.f; 2.F.5.n]	10	Core conditions including positive regard, empathy, and genuineness are apparent and communicated to the client at all times	Core conditions including positive regard, empathy, and genuineness are apparent and communicated to the client most of the time	Core conditions including positive regard, empathy, and genuineness are apparent and communicated to the client some of the time	Core conditions including positive regard, empathy, and genuineness are not apparent nor communicated to the client most of time
2. Minimal encouragers [KPI A.5.a.2; CACREP 2.F.5.f]	15	Minimal encouragers are utilized appropriately and effectively at all times	Minimal encouragers are utilized appropriately and effectively most of time	Minimal encouragers are utilized appropriately and effectively some of the time	Minimal encouragers are not utilized appropriately or effectively most of the time
3. Counseling relationship [KPI A.5.a.2; CACREP 2.F.5.f; 2.F.5.n]	15	Appropriate and professional counseling relationship with client is established and maintained throughout the entire session	Appropriate and professional counseling relationship with client is established and maintained throughout most of the session	Appropriate and professional counseling relationship with client is established and maintained throughout some of the session	Appropriate and professional counseling relationship with client is not established nor maintained throughout most of the session

4. Counseling skills use	15	Counseling skills (summarization, reflections, confrontations, clarifying, open/closed questioning) are utilized appropriately and effectively throughout the entire session	Counseling skills (summarization, reflections, confrontations, clarifying, open/closed questioning) are utilized appropriately and effectively throughout most of the session	Counseling skills (summarization, reflections, confrontations, clarifying, open/closed questioning) are utilized appropriately and effectively throughout some of the session	Counseling skills (summarization, reflections, confrontations, clarifying, open/closed questioning) are not utilized appropriately or effectively throughout most of the session
5. Intentionality	15	Counseling skills (summarization, reflections, confrontation, clarifying, open/closed questioning) are utilized intentionally and demonstrate exceptional case understanding	Counseling skills (summarization, reflections, confrontation, clarifying, open/closed questioning) are usually utilized intentionally and demonstrate appropriate case understanding	Counseling skills (summarization, reflections, confrontation, clarifying, open/closed questioning) are sometimes utilized intentionally and sometimes demonstrate case understanding	Counseling skills (summarization, reflections, confrontation, clarifying, open/closed questioning) are usually not utilized intentionally and usually don't demonstrate case understanding
6. Diversity	15	Demonstrates an exceptional understanding of the client's background and thorough attention to diversity and between/within group differences and similarities	Demonstrates an understanding of the client's background and attention to diversity and between/within group differences and similarities	Demonstrates some limited understanding of the client's background and some limited attention to diversity and between/within group differences and similarities	Demonstrates little or no understanding of the client's background and little or no attention to diversity and between/within group differences and similarities
7. Self-Awareness [KPI A.5.a.2; CACREP 2.F.5.f KPI A.5.a.1	15	Counselor demonstrates an exceptional ability to recognize and acknowledge their own personal characteristics and behaviors that influence the counseling process	Counselor demonstrates the ability to recognize and acknowledge most of their own personal characteristics and behaviors that influence the counseling process	Counselor demonstrates the ability to recognize and acknowledge some of their own personal characteristics and behaviors that influence the counseling process	Counselor fails to demonstrate the ability to recognize or acknowledge key personal characteristics and/or behaviors that influence the counseling process

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.

	4	3	2	1	N/A
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. [<i>Final Site Supervisor Evaluation in 750/751: KPI A.1.a.2; CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.1 (CMHC) or 5.G.2.n (SC)</i>]	4	3	2	1	N/A
6. The student seeks supervision regarding any ethical or legal concerns. [<i>Final Site Supervisor Evaluation in 750/751: KPI A.1.a.2; CACREP 2.F.1.i; 2.F.1.b; and 5.C.2.1 (CMHC) or 5.G.2.n (SC)</i>]	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 [<i>Final University Supervisor Evaluation in 750/751: KPI A.2.a.2; CACREP 2.F.2.a; 2.F.2.d</i>]	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. [<i>Final University Supervisor Evaluation in 750/751: KPI A.2.a.2; CACREP 2.F.2.a; 2.F.2.d</i>]	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. [<i>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</i>]	4	3	2	1	N/A
20. The student demonstrates characteristics and functions of effective group leaders for leading diverse groups. [<i>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</i>]	4	3	2	1	N/A