

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

EDCD 792.DL3 Internship in Mental Health Counseling 1  
3 Credits, Fall 2024  
Mondays, 4:30 – 7:10 PM  
Synchronous Online

**Faculty**

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**Prerequisites/Corequisites**

Pass 750 and B or better in all completed Counseling program coursework; permission of advisor. Students are permitted to take EDCD 628, EDCD 619, and electives during Internship I and II. Any exceptions MUST be reviewed with program advisor.

**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 at least 200 hours in a clinical mental health setting based on student LPC licensure needs. This is a weekly graduate class with an emphasis on the counseling process.

The internship course is an arranged, supervised experience in counseling. The course aims to provide skills in working towards social justice, developing advanced multicultural counseling intervention skills, developing skills in leadership and advocacy, and developing ways to improve theoretical conceptualizations of applied counseling 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 must see at least two (2) clients for at least four 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, and personal reactions to clients.

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 a synchronous format via Mason’s Learning Management System (LMS). You will log in to the course site using your Mason email name (everything before @gmu.edu) and email password. The course site will be available on Monday August 26th

- To access your course in Blackboard Learn: <https://mymasonportal.gmu.edu/>

**Under no circumstances may students participate in online class sessions while operating motor vehicles.**

**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**

***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; see class schedule for specific classes	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 (assignment # 2), 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; see class schedule for specific classes	Course activities that discuss this Standard include: lecture and class discussion on developmentally relevant counseling treatment, student presentations of treatment plan.  Additionally, this Standard is measured as part of the Case Conceptualization (assignment # 2), which assesses KPI A.5.b.1
theories and models related to clinical mental health counseling (CACREP 5.C.1.b)	This Standard is part of Course Objective #6; see class schedule for specific classes	Assigned readings that discuss this Standard include: article or book chapter on selected theory.  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 (assignment # 2), 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; see class schedule for specific classes	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 (assignment # 2), 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

N/A

### Recommended Texts

- Jungers, C. M. & Scott, J. (2019). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy* (6<sup>th</sup> ed.). New York, NY: Routledge.
- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed., text rev.).
- Gill, C. S., Dailey, S. F., Karl, S., & Barrio-Minton, C. A. (2024). *DSM-5-TR learning*

## 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., Mckenizie, 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 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.

## Technical Requirements

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

- High-speed internet access with updated browsers.
  - Blackboard Learn supported browsers: [https://help.blackboard.com/Learn/Student/Ultra/Getting\\_Started/Browser\\_Support](https://help.blackboard.com/Learn/Student/Ultra/Getting_Started/Browser_Support)
  - Canvas supported browsers: <https://guides.instructure.com/a/720329>
- Consistent and reliable access to GMU email and the course LMS, as these are the official methods of communication for this course.

- Speakers and a microphone or a microphone-enabled headset for use with the synchronous web conferencing tools.
- Note that 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.

## 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 LMS 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, if any.
- 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.

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor.

- **Assignments and/or Examinations**

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. **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 the 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.

### **Course Requirements**

*Failure to adhere to, or successfully complete, these requirements may result in course failure.*

1. **At least 200 hours in the field placement.** The monthly log of hours (Bb) must be maintained by the student-counselor, include both direct (face to face) and indirect site hours and signed by the site and university supervisor each month. Direct hours include face-to-face client contact (intakes/assessment; individual, group, and family counseling or conjoint counseling) and case consultation outside of supervision. Case consultation includes discussions with other professionals or stakeholders that directly affect the treatment of the client(s). The remaining hours are indirect hours. Indirect activities include group/individual supervision, documentation, training, and more (see log of hours). Hours spent in class are considered group supervision and should be logged as such. The final log of hours (Bb) must be signed by the student and on-site supervisor and submitted to the university supervisor (see due dates on syllabus). ***Achieving the hours required to pass this class is the sole responsibility of the student; failure to meet the hours requirement may result in course failure.***
2. **Supervision Agreement (Bb).** The supervision agreement must be signed by the student-counselor and the on-site supervisor and is due to the university supervisor for signature by **Sept. 2nd**. On-site Supervisors (OS) will then be contacted directly by the University Supervisor (US) to initiate the collaborative supervisory relationship and answer any questions about the Supervision Agreement. A site-visit (via phone or Zoom) with the On-site Supervisor and University Supervisor will be scheduled at a time of mutual convenience with follow up correspondence as needed throughout the semester.

4. **Satisfactory Mid Semester Evaluation.** Students are required to send a link for their site supervisor to complete the mid-semester evaluation online.
5. **Satisfactory final evaluation.** Students are required to send a link for their supervisor to fill out the final evaluation online.

## Required Documentation

All documents are required unless otherwise noted. **Students cannot pass the class without the required paperwork.**

### **1. Beginning of Semester Paperwork** – must be signed and submitted to Bb organization:

- Copy of Liability Insurance
- Practicum/Internship Supervision Agreement

### **2. End of Semester Paperwork** – must be signed and submitted to Bb organization:

- Monthly Log of Hours (signed by both site and university supervisor)
- Practicum Summary Log of Hours (signed by both site and university supervisor)
- P&I Checklist

## **Assignments**

**1. Counseling Session Recording and Written Narrative.** Students will conduct **two** audio or video recordings of their counseling sessions and complete a written narrative to accompany each recording.

You will submit the following for both assignments:

- a. **20-minute audio or video recording to password protected OneDrive folder** provided by instructor. You may clip the recording at 20 minutes or provide a note about which 20 minutes the instructor should review; otherwise the instructor will review the first 20 minutes.
- b. **Consent to record (signed) to password protected OneDrive folder** provided by instructor. Assignment cannot be graded without this.
- c. **Written narrative to Blackboard under Assignments** (identifying information removed). The written narrative will be about 3 pages and should include:
  - a. A brief description of the client and their presenting issue
  - b. The primary focus that you are working on with your client
  - c. The theoretical orientation from which you are working and why
  - d. At least two interventions you used, if they were effective/ineffective, and how you assessed their effectiveness
  - e. Relevant ethical and diversity considerations
  - f. An evaluation of your strengths and weaknesses as a counselor with evidence/examples

### **Guidance on recordings:**

- Make sure that the student-counselor and client can be clearly understood in the recording.
- We strongly recommend that student-counselors begin recording early in the semester, so that recording becomes an integral part of your therapy sessions. By recording regularly, you will have several recordings to choose from for the assignments.
- No recordings can be viewed or shared without the signed consent.
- All recordings and consents must be submitted to the secure OneDrive folder provided by your instructor.
- Recorded counseling sessions should be deleted at the end of the semester.
- The instructor may request additional recordings from students based on overall assessments by the instructor and the Site Supervisor.
- Recordings are not to be played in the presence of others as this violates the client's informed consent.
- Students in the course are expected to maintain confidence about cases that others present as well as about what other students share about their own experiences.

### **2. Written Case Conceptualization and Presentation with Recording Clip**

(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 develop a case conceptualization for a client. They will present a summary of this case conceptualization along with a short recording clip of the client session in class.

Students will:

- Submit the written case conceptualization to Blackboard** under Assignments. Use the Case Conceptualization and Treatment Plan (CCTP) rubric included in the syllabus. Submit this to VIA as well.
- Submit the consent to record (signed) to password protected OneDrive folder** provided by instructor. Assignments cannot be graded without this.
- Prepare a 5-minute recording clip** of the client to play in class. Select a clip that you would like to receive feedback on.
- Prepare a short oral summary based** on the case conceptualization to share with the class (about 5 minutes). 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 class.*

**3. Group Leadership or Development.** Internship students must gain experience with group leadership and development. To this end, student counselors have two options during Internship I:

- Option A:** Lead or co-lead a counseling group at their site. The group should be a minimum of 6 sessions. Students selecting this option will:
  - Lead or co-lead 6 group counseling sessions** at their site.



- ii. **Submit a 2-page reflection paper to Blackboard** describing (1) their experience leading the group, (2) their strengths as a group leader, and (3) their growth areas as a group leader.
- b. **Option B:** If there is no opportunity for group leadership at the student-counselor's site, they will develop a group counseling curriculum (six sessions) that would address the needs of the target population at their site. Students selecting this option will:
  - i. **Submit a written curriculum to Blackboard** that includes (1) the overall purpose and target population for the group, (2) the goals and interventions for each of the six sessions, and (3) at least 3 citations from the professional literature to support the proposed curriculum.
  - ii. **Present the group curriculum to the site supervisor** at the end of the Internship I semester in order to plan for delivery of the group during Internship II.

**4. Mid Semester Site Supervisor Evaluation.** Students will send a link to their site supervisor to complete the mid-semester evaluation online. Remediation may be provided if evaluation is not satisfactory. Note: The instructor, student, and site supervisor will schedule a meeting (~20-30 minutes) to review the student's progress following the mid semester evaluation.

**5. Final Site Supervisor Evaluation.** Students will send a link to their site supervisor to complete the mid-semester evaluation online. Remediation may be provided if evaluation is not satisfactory.

**6. Class Participation.** Students enrolled in internship courses are expected to demonstrate a high level of participation in class. Students must be in a quiet/confidential space for class meetings. Due to the sensitive nature of the class discussion, you may not participate from a communal space. Cameras must be on during the entire class meeting.

**Students are expected to:**

- be on time for class and present for the duration of the class
- demonstrate engagement during *every* class meeting; you will be asked to give feedback on and discuss case presentations, discuss the course readings, and be active in all class discussions.
- demonstrate preparedness for each class meeting
- be respectful and attentive

**The following rubric will be used to grade participation:**

- 10: Attends all classes, arrives on time, and actively participates in most classes
- 9: Attends all classes, arrives on time, and moderately participates in most classes  
OR misses one class (unexcused), arrives on time, and actively participates in most classes
- 8: Attends all classes, arrives on-time, and moderately participates in most classes
- 7: Misses one class, arrives on-time, and moderately participates in most classes
- 6: Misses one class and/or several times late to class and/or low participation in most classes
- 5-below: Misses one class and/or chronic lateness and/or minimal participation in most classes.

### **Other Requirements**

### **Course Expectations**

APA Format: Students in Counseling & Development courses are expected to use APA style (7<sup>th</sup> 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 Program. The GMU English Department has developed the following statement regarding plagiarism: <https://writingcenter.gmu.edu/writing-resources/citing-sources/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 the Internship. Students will be evaluated on the course requirements as listed on the previous pages of this syllabus. It is expected that all students will demonstrate skills through class participation, presentations, evaluations, and assigned projects and papers. Consultation with university and on-site supervisors regarding the student-counselor’s performance will occur during the semester and scores lower than a three on your final evaluation from your on-site supervisor could result in course failure. 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, (total of 200 hours [indirect and direct] based on licensure needs). **There are no exceptions to this rule. Students must complete all required hours to pass this course.**
- Satisfactory mid-term and final evaluation from on-site supervisor.

Recording & Written Narrative (2)	30
Case Conceptualization & Presentation	15
Group Leadership or Development	15
Mid Semester Site Supervisor Evaluation	15
Final Site Supervisor Evaluation	15
Participation	10
	100

**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]

**Passing grade = B or better**

### **Use of Generative AI**

Use of Generative AI tools should be used following the fundamental principles of Mason’s Academic Standards. This includes being honest about the use of these tools for submitted work and including citations when using the work of others, whether individual people or Generative AI tools.

**Use only with prior permission** – Counseling students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Dall-E 2) on assignments in this course **if instructor permission is obtained 7 days in advance of the assignment due date and if that use is properly documented and cited.** Unless given permission to use those tools and citations provided, each student is expected to complete each assignment without substantive assistance from others, including automated tools.

### **Professional Dispositions (CEHD Student Guide)**

Throughout study in the College of Education and Human Development, students are expected to demonstrate behaviors that reflect the positive dispositions of a professional. See <https://cehd.gmu.edu/current-students/cehd-student-guide>.

### **Professional Dispositions (PD) Assessment**

Professional Dispositions Assessments are completed by instructors in all required courses. 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. Students in “advanced or internship level” courses should

demonstrate the dispositions always or almost always. The courses are assigned to levels as follows:

<i>Course Level</i>	<i>Courses</i>
<b>Basic (Pre-Practicum)</b>	Core: 602, 601, 525, 603, 609, 606, 604, 656 CMHC: 654, 652, 658 SC: 613, 611, 626
<b>Intermediate (Practicum)</b>	Core: 608, 660, 628, 619, 610, 797 CMHC: 750 SC: 751
<b>Advanced (Internship)</b>	CMHC: 792, 794 SC: 793, 795

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. #
Class 1 8/26/24	If approved by site, students may start at site one week prior to semester if supervision agreement and liability insurance are in place. <b>Students may record only indirect hours if starting at site one week before the start of the semester.</b> <ul style="list-style-type: none"> <li>● Introductions</li> </ul>	Review Syllabus and Seminar Guidelines	<b>Monthly logs due after the last day of each month</b>  <b>Supervision Agreement</b> <b>Liability Insurance</b> <i>*No client interactions until these are submitted and semester has started.</i>	

	<ul style="list-style-type: none"> <li>● Introduction to Course and Syllabus</li> <li>● Practicum/Internship Expectations</li> <li>● Beginning the practicum</li> </ul> <p>How are you showing up? Site norms and professional behaviors</p>		<p><i>*Univ. Sup. will contact Site sup. to discuss agreement and answer questions</i></p> <p>Review Syllabus and Seminar Guidelines</p>	
Class 2 9/2/24	Labor Day-No class			
Class 3 9/9/24	<p>Check in</p> <ul style="list-style-type: none"> <li>● Initial client meetings</li> <li>● Stages of counseling/Intake and initial client meeting process (breakouts)</li> <li>● Recordings</li> </ul>	Skovholt & Ronnestad (2003) TXT Chapter 6		2,3,4
Class 4 9/16/24	<ul style="list-style-type: none"> <li>● Discussion of Wellness Project &amp; Self-Care Plan</li> <li>● Assign Case Presentation dates</li> </ul>	Cavanaugh & Levitov (2002) Chapter 2  TXT chapter 3		1, 2, 3, 4, 5
Class 5 9/23/24 No Class	<ul style="list-style-type: none"> <li>● Self-care, counselor burnout, boundaries, and limits to self- disclosure</li> <li>● Ethical concerns <ul style="list-style-type: none"> <li>● What are ethical concerns at your site, and how are they handled?</li> </ul> </li> </ul>	TXT Chapter 8	Self-Care Assessment Nelson, et. al (2017) Lee, et. al (2018) ACA Code of Ethics (2014)	
Class 6 9/30/24	<ul style="list-style-type: none"> <li>● Utilizing Supervision/Supervision Models <ul style="list-style-type: none"> <li>● What is your relationship like with your supervisor?</li> <li>● What are your strengths, areas for improvement and responsibilities in the supervisory relationship?</li> </ul> </li> </ul>	TXT Chapter 7 Akkurt et al. (2018)	<b>September monthly log (#1) should be uploaded to Bb under assignments</b>	8,13
Class 7 10/7/24	<ul style="list-style-type: none"> <li>● Developing style and integrating theory</li> <li>● What theory do you primarily use? How is it evident in your work with clients?</li> <li>● Practice applying theory to cases</li> </ul>	TXT Chapter 5 Theory section of CCTP Theory text chapter or article on theory	<i><b>*Send mid-semester eval link to supervisors</b></i>	2,3,12
Class 8 10/14/24	Fall Break-No class			
Class 9 10/21/24	Case Presentations		<p>Midterm evaluation DUE</p> <p><b>Counseling Session Recording and Written Narrative DUE;</b> <b>When presenting, CCTP and consent form DUE (see assignment #2)</b></p>	4, 5, 6, 7, 9

Class 10 10/28/24	Case Presentations		<b>Counseling Session Recording and Written Narrative DUE; When presenting, CCTP and consent form DUE (see assignment #2)</b>	
Class 11 11/4/24			October monthly log due	1, 5, 9, 1
Class 12 11/11/24	Individual supervisor meetings with university supervisor this week			1, 5, 10, 11
Class 13 11/18/24	Case Presentations <ul style="list-style-type: none"> <li>• Diversity</li> </ul> What is your experience with diversity and differing worldviews so far in your practicum?			5,6,7,9
Class 14 11/25/24	Case Presentations <ul style="list-style-type: none"> <li>• Diagnosis</li> </ul> Evaluate client diagnosis or provide provisions diagnosis; rule outs and rationale			11
Class 15 12/2/24	<ul style="list-style-type: none"> <li>• Preparing for termination</li> <li>• Self-care</li> </ul>		November monthly log due	1, 13
Class 16 12/9/24	<ul style="list-style-type: none"> <li>• Wrapping up and transitioning</li> <li>• Reflecting on the internship experience</li> </ul> Growth areas and peer feedback			
Class 17 12/16/24			<b>Final paperwork is due one week after last class:</b> <ul style="list-style-type: none"> <li>• Final Summary Log</li> <li>• Final Supervisor Eval</li> <li>• December Monthly Log Due ( #3)</li> <li>• Term Break Agreement (optional)</li> </ul>	

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

### **Counseling Program Mission Statement**

Mason’s Counseling Program infuses values integral to the preparation of professional counselors—social justice, multiculturalism, internationalism, advocacy, and leadership—into its celebrated curriculum. Graduates are prepared to assume leadership roles; be proactive change agents; and become advocates for social, economic, and political justice. By working through interdisciplinary teams as well as infusing teaching, research, service, and professional practice, the Mason

counseling program will prepare the next generation of counselors to serve the collective needs of individuals through local, national, and international contexts.

### **CEHD Commitments**

The College of Education and Human Development is committed to fostering collaboration and community, promoting justice and equity, and advancing research-informed practice. Students are expected to adhere to, and contribute to, these commitments, the CEHD Mission, and Core Values of George Mason University. More information can be found here:

<https://cehd.gmu.edu/about/culture/>

### **GMU Policies and Resources for Students**

#### *Policies*

- Students must adhere to Mason’s Academic Standards (see <https://catalog.gmu.edu/policies/academic-standards/>)
- 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*

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments>.
- Questions or concerns regarding use of your LMS should be directed to:
  - Blackboard Learn: <https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/>
  - Canvas: <https://its.gmu.edu/service/canvas/>
- For information on student support resources on campus, see: <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>
  - TimelyCare: <https://caps.gmu.edu/timelycare-services/>
  - Writing Center: <https://writingcenter.gmu.edu/>

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

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto: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.

### **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.

While watching or listening to client/counselor recordings, we encourage you to be an active peer observer. Think about (and be prepared to share):

- At least one thing you noticed about the client (their responses, their body language, their tone, possible incongruence, etc.).
- At least one thing the counselor did well (be specific, noting a particular question, an intervention, nonverbals, etc.).



- At least one area of growth for the counselor (e.g., You seemed to rush in a certain part. I wonder what was happening for you?).

## 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.

<b>1.</b> The student is able to develop and implement appropriate client/student conceptualizations and treatment plans.	4	3	2	1
<b>2.</b> The student integrates theory and research into clinical practice.	4	3	2	1
<b>3.</b> The student demonstrates an ability to assess and evaluate clients/students using appropriate methods	4	3	2	1
<b>4.</b> The student can justify the assessment/diagnosis based on case information.	4	3	2	1
<b>5.</b> 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
<b>6.</b> 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
<b>7.</b> The student engages in supervision appropriately, is open to the process, and asks questions.	4	3	2	1
<b>8.</b> The student is thoughtful and reflective during the supervision process.	4	3	2	1
<b>9.</b> The student demonstrates appropriate self-awareness.	4	3	2	1
<b>10.</b> The student can articulate personal and professional strengths and areas of growth.	4	3	2	1
<b>11.</b> 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
<b>12.</b> The student integrates multicultural counseling issues and appropriate interventions into clinical practice with diverse and culturally different clients/students.	4	3	2	1

[ <i>Final University Supervisor Evaluation in 750/751: KPI A.2.a.2; CACREP 2.F.2.a; 2.F.2.d</i> ]				
<b>13.</b> The student is able to articulate concerns related to social justice.	4	3	2	1
<b>14.</b> 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
<b>15.</b> The student is able to use program/school data to identify systemic concerns that impact clients/students.	4	3	2	1
<b>16.</b> The student is able to make recommendations to improve the efficacy of services for clients/students.	4	3	2	1
<b>17.</b> The student exhibits appropriate professional behavior.	4	3	2	1
<b>18.</b> The student meets professional expectations for the work setting including: timeliness, collegiality, interpersonal communication, and paperwork.	4	3	2	1
<b>19.</b> 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
<b>20.</b> 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

**Case Conceptualization and Treatment Plan (CCTP) – Assignment Details and Rubric (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	%	4 Exceeds standards	3 Meets standards	2 Approaching standards	1 Below standards
<p><b>(1) Client identifying information and background:</b>  <i>Demographic information, including age, gender, ethnicity, education, etc. Include additional relevant background information. Do not use names as to protect the confidentiality of your client.</i>                      [KPI A.5.b.1; CACREP 2.F.5.g]</p>	10	Excellent and complete description of all relevant factors	Good description of all relevant factors	Incomplete description of relevant factors	Limited or cursory description of relevant factors
<p><b>(2) Presenting Problem:</b> <i>What does the client say is the problem? How does it manifest in terms of different dimensions (e.g., school, work, physically, socially, emotionally)?</i>                      [KPI A.5.b.1; CACREP 2.F.5.g]</p>	10	Excellent and complete description of all relevant factors	Good description of all relevant factors	Incomplete description of relevant factors	Limited or cursory description of relevant factors
<p><b>(3) Theoretical Orientation:</b>  <i>What theory (or theories) will you use? What is the view human nature? What is the view of wellness (psychological health, etc.)? What is the view of psychological dysfunction (mental health problems, etc.)? What is the view of change (i.e., how does change occur)? What is the role of the counselor (i.e., how does the counselor help facilitate change)?</i>                      [KPI A.5.b.1; CACREP 2.F.5.g and 2.F.5.h]</p>	15	Excellent and complete description of all relevant factors	Good description of all relevant factors	Incomplete description of relevant factors	Limited or cursory description of relevant factors
<p><b>(4) Underlying Problem – Biopsychosocial Case Conceptualization:</b>  <i>Based on your theoretical orientation, what is the problem? For example: From a X theoretical lens, the client is experiencing X problem(s) because X (something is or is not happening, the client is or is not doing/thinking something, etc.). What are the salient</i></p>	10	Excellent and complete description of problem informed by theory	Good description of problem informed by theory	Incomplete description of problem informed by theory	Limited or cursory description of problem informed by theory

<p><i>personal/systemic/familial/cultural considerations? What is relevant in terms of a biopsychosocial framework?</i> [KPI A.9-CMHC.a.2; CACREP 5.C.1.c; 5.C.1.b].</p>					
<p><b>(5) Counselor Conceptualization:</b> <i>What are your strengths and growth areas with this client? How are transference or countertransference issues, biases, etc. impacting the relationship?</i></p>	5	Excellent and complete description of all relevant factors	Good description of all relevant factors	Incomplete description of relevant factors	Limited or cursory description of relevant factors
<p><b>(6) Social Justice, Context, and Culture:</b> <i>What are the relevant social justice, contextual, and cultural factors that you will need to address during counseling?</i> [KPI A.5.b.1; CACREP 2.F.5.g]</p>	5	Excellent and complete description of all relevant factors	Good description of all relevant factors	Incomplete description of relevant factors	Limited or cursory description of relevant factors
<p><b>(7) Goal(s) and Objectives:</b> <i>Based on your theoretical orientation, what is the overall goal for counseling? What are the specific, measurable/assessable objectives?</i> [KPI A.9-CMHC.a.2; CACREP 5.C.1.c]</p>	5	Excellent and complete description of goals and objectives	Good description of goals and objectives	Incomplete description of goals and objectives	Limited or cursory description of goals and objectives
<p><b>(8) Type and length of treatment:</b> <i>How long have you seen your client and what type of treatment (e.g., brief therapy, family, individual) have you provided? What issues have you addressed?</i> [KPI A.9-CMHC.a.2; CACREP 5.C.1.b]</p>	5	Excellent and complete description of treatment	Good description of treatment	Incomplete description of treatment	Limited or cursory description of treatment
<p><b>(9) Past Sessions:</b></p> <ol style="list-style-type: none"> <li><i>What was your goal for the session?</i></li> <li><i>What interventions did you use toward this goal?</i></li> <li><i>What was the outcome of your interventions? Did you progress towards the goal?</i></li> <li><i>What is the plan for future treatment?</i></li> </ol> <p>[KPI A.9-CMHC.a.2; CACREP 5.C.1.c].</p>	15	Excellent and complete description of all sessions	Good description of sessions	Incomplete description of sessions	Limited or cursory description of sessions
<p><b>(10) Future Sessions (at least 2):</b></p> <ol style="list-style-type: none"> <li><i>What is your goal for the session?</i></li> </ol>	15	Excellent and complete description of all sessions	Good description of sessions	Incomplete description of sessions	Limited or cursory description of sessions

<p>b. <i>What interventions will you use toward this goal?</i></p>					
<p>[KPI A.9-CMHC.a.2; CACREP 5.C.1.c].</p>					
<p><b>(11) Case Conference Reflections:</b></p> <p>a. <i>At least one thing you think you did well</i></p> <p>b. <i>At least one thing you think you'd like to work on</i></p> <p>c. <i>At least one thing you'd like to ask the class for feedback on</i></p>	<p>5</p>	<p>Excellent and complete reflection on all areas</p>	<p>Good reflection on all areas</p>	<p>Incomplete reflection on some areas</p>	<p>Limited or cursory reflections</p>