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The George Mason University
College of Education and Human Development

EDCD 755.002: Supervised Practicum in Community Agency Counseling
Mondays 7:20 - 10:00 PM, Innovation Hall 211
Fall 2011

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Office Hours: By appointment

Course Description
This course provides supervised practice in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on the counseling process.

The practicum course is an arranged, supervised experience in counseling. The course aims to provide skills in working towards social justice, developing advanced multicultural counseling intervention skills, developing skills in leadership and advocacy in order to effectively design and implement community prevention programs, and develop ways to improve theoretical conceptualizations of applied interventions. Thus the focus of the course will be on providing professional counseling within the parameters of the George Mason University Counseling and Development Program mission (e.g., multiculturalism, advocacy, leadership, and social justice).

During the semester, students will present, discuss, and conceptualize their counseling work, explore culturally relevant interventions, explore applications of social justice to their counseling work, examine countertransference as it relates to the counseling process, and plan and develop required activities which include an evaluation of their practicum site. Students will be required to see at least two (2) clients for a minimum of four (4) sessions each during the semester. Clients should consist of individual, family, and group cases. Class seminars will consist of role-plays, case processing (including application of theory), discussion of professional issues and 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 regarding work with clients, in addition to the cases themselves. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. You may not discuss cases in other classes, with friends or relatives, or in social situations since it is essential to maintain confidentiality. Violations of this principle in *any* form will be treated as a serious ethical/legal infraction. It is also imperative that you discuss cases with your on-site supervisor. If you have questions or concerns that need immediate attention, please call or email the instructor.

Course Materials
All practicum materials are located on the Blackboard Community website (https://gmucommunity.blackboard.com). You can access this website by using your GMU id and password. You should print out copies of the CA Practicum/Internship Sheet, site contract, and your mid-semester and final evaluation forms for your site supervisor. Additional readings or course materials assigned over the semester will either be posted to Blackboard or distributed in class.

Course Objectives

The objectives of this course are:

- To provide an opportunity for practicing competencies developed throughout the graduate training program.

- To provide an orientation to organizational structure, protocol, relationships, and working conditions in community agency counseling settings.

- To explore counseling strategies for individuals, groups, and families within a culturally diverse framework.

- To more effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, multiculturalism, and social justice.

- To stimulate the formulation of, and identification with, a professional role.

- To inculcate high standards of professional ethics and to give experience involving ethical decision-making and practice related to counseling.

Course Requirements

Each student will:

1. Attend each class and complete any assignments or readings for class. More than one unexcused absence will result in course failure.

2. Participate and contribute to class discussions and activities.

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

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

Assignments

1. **Session recordings and transcripts (2)** - (one from an individual session, one from a group or family session if possible). Recording 1 is the entire session. Recording 2 is a 15-20 minute segment. You will turn in the recording; typed transcript including client/counselor statements, counseling themes and interventions, and process comments with strengths/weaknesses [See P&I Bb]; signed "permission to tape" form [See P&I Bb]; and current treatment plan to your instructor for review. NOTE: Instructor may request additional counseling tapes from the student based on requests from On-Site Supervisor and/or University Supervisor.

2. **Program Evaluation Project -** This assignment is designed to encourage an in-depth evaluation of a site program (or project) that is aligned with the C&D mission statement and will be developed in conjunction with your on-site supervisor and university supervisor. This project will consist of data collection from your site through the use of interviews, surveys, observations, etc; data analysis; and a summary of your findings and recommendations.

   You will turn in a written paper to the instructor (no more than 5 pages, not including title page and reference pages) which will include a description of the problem or need, evaluation methodology, summary of findings, and recommendations based on findings. You will also present your project.

3. **Case Processing Presentations -** You will make at least two in class presentations during the semester. For each presentation, you will bring in a recording (and method of playback) from a session with your client and cue it up to an area where you want feedback on your counseling interventions. You will also provide a *succinct summary* of your case conceptualization, including theories you are using to aid your understanding of the client, and copies of your current treatment plan for the class [See P&I Bb]. The presentations 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.

4. **Case Analysis -** You will be required to complete an individual case analysis during the latter half of the semester. This case analysis assignment has been designed to serve as a comprehensive assessment of your academic experiences in our program, and will require you to provide a written comprehensive case analysis/conceptualization of a client. Further instructions will be given in class. Failure to pass this assignment may result in your inability to continue on with your internship.

5. **Reflective Journals -** An important part of becoming a good clinician is improving your ability to be mindful of and reflect on your own experience in the room with clients, at your site, and to the work in general. You will be asked to complete 5 reflective journals over the course of the semester (1-2 typed pages, no need for APA) to be submitted electronically directly to your practicum instructor for review. See Course Schedule for due dates. You may focus on any part of your experience to reflect on but the content should be restricted to *your* reactions to your experience, *your* learning and growth, etc.

Grading
EDCD 755 is a graded course. Students must achieve a "B" or higher in order to successfully complete/pass the requirements of the Practicum and move on to Internship. Included in the assignments is the requirement that the following must also be met to receive a passing grade:
- Completion of all assignments of acceptable quality, turned in by date due.

- Attendance at all classes and at practicum site. Absences must be pre-arranged, unless due to an emergency. Please call instructor and on-site supervisor, as appropriate. Two or more unexcused absences will result in course failure. Late arrival will be considered an absence.

- Active classroom participation, including providing constructive feedback and suggestions for classmates.

- Completion of required site hours (no less than 85 hours face-to-face hours).

- Satisfactory mid-term and final evaluation from on-site supervisor. Supervisors will submit written evaluations midway through the semester and a final formal evaluation at the end of the semester.

Summary of Grading System & Course Requirements

Two Tapes/Transcripts…………………………………………………… 10 points (5 each)
Program Evaluation Project……………………………………………… 20 points
Case Analyses………………………………………….......................... 10 points
Class Participation/Journals……………………………………………… 10 points
Case Presentations………………………………………….................. 20 points
On-site Supervisor Evaluation…………………………………………… 30 points

Due at the Last Class (required to complete practicum):
- Log of Activities (Signed by Student and On-site Supervisor)
- On-Site Supervisor Evaluation (Signed by On-Site Supervisor)

Grading
In accordance with the George Mason University Grading Policy, the following grades may be achieved:
A [100-97]; A- [96-94]; B+ [93-81]; B [90-87]; B- [86-84]; C [83-80]; F [79 and below]

Counseling & Development Program Professional Dispositions Professional Performance Criteria (Effective February 25, 2003)
The American Counseling Association (ACA) code of ethics requires counselors and counselor trainees to maintain standards of professional competence and possess good moral character. The Counseling and Development Program in the Graduate School of Education at George Mason University has adopted a set of professional performance criteria that is consistent with the ACA code of ethics. Please refer to the dispositions found on the C & D Homepage at:
http://gse.gmu.edu/programs/counseling/professional_performance.htm

Student Expectations
- Students must adhere to the guidelines of the George Mason University Honor Code [See http://academicintegrity.gmu.edu/honorcode/].
- Students with disabilities who seek accommodations in a course must be registered with the George Mason University Office of Disability Services (ODS) and inform their instructor, in writing, at the beginning of the semester [See http://ods.gmu.edu/].
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/1301gen.html].
- Students are responsible for the content of university communications sent to their George Mason University 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 must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources
- The George Mason University Counseling and Psychological Services (CAPS) staff consists of professional counseling and clinical psychologists, social workers, and counselors who offer a wide range of services (e.g., individual and group counseling, workshops and outreach programs) to enhance students' personal experience and academic performance [See http://caps.gmu.edu/].
- The George Mason University Writing Center staff provides a variety of resources and services (e.g., tutoring, workshops, writing guides, handbooks) intended to support students as they work to construct and share knowledge through writing [See http://writingcenter.gmu.edu/].
- For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/].

Plagiarism Statement

Plagiarism means using the exact words, opinions, or factual information from another person without giving that person credit. Writers give credit through accepted documentation styles, such as parenthetical citation, footnotes, or endnotes; 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 for this include factual information which can be obtained from a variety of sources, the writers' own insights or findings from their own field research, and what has been termed common knowledge. What constitutes common knowledge can sometimes be precarious; what is common knowledge for one audience may not 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, it will almost certainly ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University)

COURSE SCHEDULE

August 29	Introduction to Course/Practicum Expectations/Review of Syllabus Site Visit Scheduling/Case Presentation Scheduling Site Program Evaluation Project Review of Theories
September 5	No Class 9/5: Labor Day Holiday **Site Visits This Week!** **DUE 9/6: Reflective Journal #1**
September 12	*Class starts at 8pm to accommodate mandatory Town Hall Mtg.* Check-In Regarding Site Activities Review of Theories, cont'd Review of Ethics/Initial Assessment/First Interviews **DUE: Site Program Evaluation Project Proposal; Site Contract**
September 19	Case Presentations (2) **DUE 9/23: Reflective Journal #2**
September 26	Case Presentations (2)
October 3	Case Presentations (2) **DUE: First Recording/Transcript; site log of hours to evaluate hours;** ****mid-term written evaluation by on-site supervisor**
October 10	No Class: Columbus Day Holiday **DUE 10/11: Reflective Journal #3**
October 17	Case Presentations (2)
October 22 & 24	Individual Supervision (45 minutes); No Class 10/24
October 31	Case Presentations (2) **DUE: Case Analyses** **DUE 11/1: Reflective Journal #4**
November 7	Case Presentations (2)
November 14	Case Presentations (2) **DUE: Second Recording/Transcript**
November 21	Case Presentations (2) Review of Case Analyses **DUE: Reflective Journal #4**
November 28	Case Presentations (make-up) Site Evaluation Presentations

December 5   Site Evaluation Presentations
Closing/ Class Evaluations
DUE: Site Program Evaluation Papers

December 12   No Class
DUE: Log of hours and activities; Final on-site supervisor evaluation

**On-site supervisors will be asked to provide a written mid-term evaluation of your progress at the site. This evaluation must be signed by your direct supervisor and should consist of a brief statement indicating whether or not you are displaying appropriate professional and counseling skills at your site, and noting any areas where improvement is needed.