

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDCD 791 (): Supervised Internship in Community Agency Counseling
Mondays 7:20 – 10:00 PM
Fall, 2012, Section __
Location: Innovation Hall 139

PROFESSOR: Stuart Andrews, Ph.D., LMHC

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COURSE DESCRIPTION:

Prerequisites: Admission to the Counseling and Development Program; completion of the graduate program except for the internship; permission of advisor; overall GPA of 3.0; no grade of C in any skills courses (EDCD 603, EDCE 608; EDCE 609] no more than two grades of C in any other graduate coursework required by the counseling and Development program.

The internship course is an arranged, supervised experience in counseling. The course is designed to provide students with advanced counseling skills to work with individuals, groups, and families, prevention program planning and development skills, and greater competency in using data to evaluate intervention and prevention programs.

This course also 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 specific interventions, explore applications of social justice to their counseling work, examine countertransference as it relates to the counseling process, and plan and develop required activities which include an evaluation of their practicum site. Students will be required to see at least two (2) clients for a minimum of four (4) sessions each during the semester. Clients should consist of individual, family, and group cases. Class seminars will consist of role-plays, case processing, discussion of professional issues, personal reactions to clients, and program evaluation and development.

Because of the serious nature of this work, it is essential that students discuss their reactions and feelings. Such discussions, however, cannot take place outside the context of a supervised class or appropriate site circumstance. You may not discuss cases in other classes, with friends or relatives, or in social situations since it is essential to maintain confidentiality. Violations of

this principle in *any* form will be treated as a serious ethical/legal infraction. It is also imperative that you discuss cases with your on-site supervisor. If you have questions or concerns that need immediate attention, please call or email the instructor.

If you have questions or concerns that need immediate attention, please contact your site or faculty supervisor. Do not wait for the weekly class meeting or weekly site supervision in case of an emergency with a client.

Course Materials:

Recommended Reading: McCullough, L., Kuhn, N., Andrews, S., Kaplan, A., Wolf, J., Lanza Hurley, C. (2003). *Treating Affect Phobia: A Manual for Short-term Dynamic Psychotherapy*. New York: Guilford Press.

All other 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.

Course Objectives

The objectives of this course are:

- To provide an opportunity for practicing competencies developed throughout the graduate training program.
- To explore counseling strategies for individuals, groups, and families within a culturally diverse framework.
- To develop the ability to formulate cases from multiple theoretical orientations.
- To learn how to analyze videotapes to assess clients' moment-by-moment response to therapeutic interventions.
- To stimulate the formulation of, and identification with, a professional role.
- To provide an orientation to organizational structure, protocol, relationships, and working conditions in community agency counseling settings.
- To more effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, multiculturalism, and social justice.
- To inculcate high standards of professional ethics; to give experience involving ethical decision-making and practice related to counseling.

Course Requirements/Assignments

Each student will:

1. Attend each class and complete any assignments or readings for class. Two or more unexcused absences will result in course failure.
2. Participate and contribute to class discussions and activities.

All written assignments must be typed and must follow APA format unless indicated by instructor. Grading on written work will take into account the following factors: quality of written work and adherence to requirements of assignment.

1. **Class Participation**. Class participation and attendance are of **critical** importance for internship. Students are expected to fully participate in all classes and take the initiative for presenting their work for evaluation, as well as engaging in critical analysis and providing feedback of classmates' work.

2. **A minimum of 300 hours in the field placement.** *One hundred and twenty (120) of your field placement hours must be face-to face counseling hours that include work with individuals, groups, and families.* 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. Site contract is due by September 8th (if you have not already handed one in signed for both semesters during your practicum class). Also, if you have a different instructor from your practicum class you should provide your current instructor with a copy of your contract.

3. **Two transcripts and videotapes.** Students should have two tapes and tape process notes to be handed in during the semester. On each of the tape process notes, counseling themes and interventions should be summarized and analyzed including a discussion on whether the interventions were effective or ineffective. These transcripts should be from a portion of a tape approximately 15-20 minutes in length. All tapes and notes should be submitted to the instructor. You must include a signed "permission to tape" form [See P&I Bb].

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

4. **Program Evaluation Project.** In collaboration with the site and university supervisor, students should develop a short-term prevention program addressing one problem facing their community agency site. (This project can build on or be the implementation of the program evaluation project that you began during your Practicum Course). This assignment is designed to encourage an in-depth exploration of a special interest or area needing special attention at your training site. Programs should target a specific issue of concern. A five (5) page final prevention program summary will be required. This paper will include: a) a description of the problem, or your needs assessment; b) a description of the project; c) the outcome or implementation of the project; d) future recommendations for the site. Students will present their projects in class.

5. **Case Presentations.** You will make at least four presentations during the semester. For each case you will bring in an audio or videotape (videotape is strongly encouraged!) from a session with your client and cue it up to an area where you want feedback from your counseling interventions.

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.

I understand that will be times when it is not possible or appropriate to tape a client; it's fine to make a presentation on occasion without audio or videotape. However, the emphasis in this class will be on reviewing videotapes as a routine part of supervision. Even experienced clinicians find sharing videotapes of sessions to supervisors and colleagues to be a terrifying process. We often tell ourselves that it's our client's discomfort that prevents us from videotaping, whereas it is usually our own. As we share our work in this class our goal is to be as compassionate as we possibly can, both to ourselves and to each other. In your career as a

therapist, your clients will be the beneficiaries of your willingness to continuously scrutinize your work in this way.

6. **Supervision.** Weekly supervisory sessions with your individual supervisor at your placement site are required. You will also meet individually with your university supervisor one time this semester. Site supervisors will complete mid-semester and final evaluations of each student. Students must pass these evaluations (receive a B or better) to pass the internship course.

Grading

EDCD 755 is a pass or fail course. Students must achieve a passing grade in order to successfully complete/pass the requirements of the 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. **There are no exceptions to this rule. Students must complete all required hours to pass the course.**
- Satisfactory mid-term and final evaluation from on-site supervisor. Supervisors will submit an informal written evaluation midway through the semester and a final formal evaluation at the end of the semester.

Summary of Grading System & Course Requirements

Class Participation	30%
Taped Sessions/Transcripts	20%
On-Site Supervisor's Evaluation	30%
Short-term Prevention Program/Paper	20%

INTERNSHIP VERIFICATION FORM REMINDERS:

All students who are planning to pursue licensure should have their internship instructor fill out their verification of internship forms by the end of the semester. Failure to do so could result in delaying your LPC application process, since you must have your internship professor and site supervisor complete these forms. Verification of internship forms can be downloaded from the VA Board of Counseling website.

GRADUATION/EXIT INTERVIEW SURVEY REMINDERS:

Students who plan to graduate in January, 2013 should apply online for graduation by _____. Please visit the Registrar's office at _____ for additional information regarding graduation procedures. In addition, all graduating students should complete a C&D exit interview online survey. A link for this online survey will be emailed to you by the C&D faculty/staff towards the end of the semester. All exit interviews will be anonymous.

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/>].

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.

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)

**PROPOSED CLASS SCHEDULE
Fall/2012**

Date	Topic/Learning Experiences	Readings and Assignments
8/27	Introduction to Course/Internship Expectations/Review of Assignments, including Site Program Evaluation Project/Assignment of Case Presentations	
9/10	Discussion of Site Programs/Case Presentations (2)*	Due: Site Program Proposals (or status report if Program is ongoing)
9/17	Case Presentations (2)*	Due: Site Contract (if necessary)
9/24	Case Presentations (2)	Turn in tape #1/process notes
10/1	Case Presentations (2)	
10/8	Case Presentations (2)	
10/15		Mid-Semester evaluations/Log of Hours; Turn in tape #2/process notes
10/22	Individual Supervision Meeting**	
10/29	Case Presentations (2)	
11/5	Case Presentations (2)	
11/12	Case Presentations (2)	
11/19	Case Presentations (2)	
11/26	Case Presentations (2)	
12/3	Case Presentations (2)	Site Program Papers Due
12/10	Final Class/Case Wrap Ups**	Log of Hours, Final Supervisor Evaluations/Verification of Internship forms; C&D program online exit survey

. * Two students will be assigned to present video or audiotapes each week. In addition to these informal presentations/supervisions, there will also be time for processing personal and professional identity issues as they arise throughout the semester.

** Individual supervision will be arranged on the first night of class and can be scheduled on October 22nd or during the week of 10/22 – 10/26

*** Final signed logs will be due in to Dr. Andrews no later than 7 p.m. on December 17th, 2012. Students will NOT receive a grade for this class if their logs and site evaluation forms are not turned in by the due date.