The George Mason University
College of Education and Human Development
Counseling and Development Program
72212-EDCD 755-001: Supervised Practicum in Community Agency Counseling
Mondays 4:30 – 7:10pm – Robinson Hall A109
Fall 2013 – 3 credits

Instructor: Adrienne Douglass, Psy.D.   **Office Phone: (703) 993-2157**
Email: adougla5@gmu.edu   **Office: Krug 201D**
Office Hours: By appointment

Course Description
Catalog - Prerequisites: *Completion of Counseling and Development Program except for EDCD 610, 628 or electives [total credits cannot exceed three credit hours]; permission of advisor; overall GPA of 3.00; no grade lower than B in skills courses EDCD 603, 606/609, and 608; no more than two grades of C in any other graduate course work required by Counseling and Development Program.*
This course provides supervised practice for a minimum of 200 hours (for school counseling students) and 300 hours (for community agency students) in a counseling setting similar to the setting in which the student may work. This is a weekly graduate class with an emphasis on the counseling process.

The practicum course is an arranged, supervised experience in counseling. The course aims to provide skills in working towards social justice, developing advanced multicultural counseling intervention skills, developing skills in leadership and advocacy in order to effectively design and implement community prevention programs, and 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.

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; to give experience involving ethical decision-making and practice related to counseling.

Relationship to Program Goals and Professional Organization:
EDCD 755 is a culminating course for master's degree students in the Counseling and Development Program. The experience is designed to enhance counseling skills and to provide students with site-based community agency counseling experiences.
EDCD 755 fulfills the requirements of the following professional organizations:
Commonwealth of Virginia Board of Counseling requirement for Supervised internship of 600 hours to include 240 hours of face-to-face direct client contact.
Council for the Accreditation of Counseling and Related Educational Programs (CACREP) 2009 Standards that require counselor education programs include the study of helping relationships in a multicultural society; and
CACREP-Section II. Professional Identity and CACREP-Section III. Professional Practice.
American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

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.

There is not a required textbook for this course, but the instructor reserves the right to assign supplemental readings while the semester is in progress.

Course Requirements/Assignments

Each student will:

1. Attend each class and complete all assignments and readings. Per C&D Program Attendance Policy, more than one unexcused absence will result in course failure.
2. Participate and contribute to class discussions and activities.

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

1. A minimum of 300 (agency) hours in the field placement. If you entered the C&D program after summer 2007 and/or are planning to pursue licensure as an LPC in the state of VA, you will need to complete 300 site hours per semester, 120 hours of these hours should be direct (face-to-face) client hours. Given that this is your first semester at your site, the program will allow a minimum of 85 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 hour requirement. Supervision Agreement signed by you and your on-site supervisor is due by Monday, September 9th. 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.

2. **Two individual transcripts and tapes** (one from an individual session, one from a group or family session if possible). You must include a signed "permission to tape" form [See CA Required Forms in the Community Agency P&I tab on Bb]. Tape 1 is the entire session. Tape 2 is a 15-20 minute segment. You will turn in the tape and the write-up to your instructor for review. Both tapes must include a typed transcription with:
• client/counselor statements,
• counseling themes and interventions, and
• process comments with strengths/weaknesses [see 755 course Bb].
NOTE: Instructor may request additional counseling tapes from the student based on requests from On-Site Supervisor and/or University Supervisor.

3. 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) will include description of the problem or need, evaluation methodology, summary of findings, and recommendations based on findings. You will also present your project.

4. Case Presentation. For the presentation, you will bring in a tape (and tape recorder) from a session with your client and cue it up to an area where you want feedback from your counseling interventions. You will also provide copies of your case conceptualization and treatment plan to members of the class (template will be provided by instructor). 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.

5. 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.

6. Class Participation. You are expected to be involved during class discussions. You will be asked to give feedback and discuss each other's case presentations, discuss the course reading(s), and be active in other class discussion.

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 notify instructor and on-site supervisor, as appropriate. Two or more unexcused absences will result in course failure. Late arrival will impact class participation grade.
- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Completion of required site hours (no less than 85 direct service hours).
- Satisfactory mid-term and final evaluation from on-site supervisor. Supervisors will submit an informal written evaluation midway through the semester and a final formal evaluation at the end of the semester.

Summary of Grading System & Course Requirements

Two Tapes – transcripts & analyses	20 points (10 each)
Program Evaluation Project	20 points
Case Analyses	10 points
Class Participation	20 points
Supervisor Evaluation	30 points

Due on 12/16/13 (Required to complete practicum):
Site hours log (Signed by Student and On-site Supervisor)
On-Site Final Evaluation of Student Counselor (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+ [93-91]   B [90-87]   B- [86-84]   C [83-80]   F [79 and below]

TASKSTREAM REQUIREMENTS
Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment to TaskStream (regardless of whether a course is an elective, a onetime course or part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete(IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester. http://cehd.gmu.edu/api/taskstream

GMU POLICIES AND RESOURCES FOR STUDENTS
a. Students must adhere to the guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/honor-code/].
b. Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/]
c. 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.
d. 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/].
e. 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/].
f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
g. 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/].

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

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)

CORE VALUES COMMITMENT
The College of Education & 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/

For additional information on the College of Education and Human Development, Graduate School of Education, please visit our website [See http://gse.gmu.edu/]

COURSE SCHEDULE

DATE	TOPIC	DUE / READINGS
August 26	-Introductions / Site sharing -Introduction to Course / Practicum Expectations -Review Syllabus -Establishing and maintaining a safe space -Exploring the C&D Mission Statement and site culture	
September 2	Labor Day Holiday – NO CLASS	
September 9 Class will end at 6:40 tonight due to C&D Town Hall Meeting 6:45-7:45pm Mason Hall D003	-General Processing	**DUE:** Supervision Agreement (signed by on-site supervisor and student)
September 16	-General Processing -Discussion of Site Evaluation Projects	
September 23	-General Processing	**DUE:** Program Evaluation Project Proposal
September 30 Class will end at 6:40 tonight due to University Supervisors meeting	-General Processing -Case Presentation:_____	**DUE:** Site Hours Log
October 7	-General Processing -Case Presentation:_____	
October 14	****MONDAY IS COLUMBUS DAY- NO CLASS**** **According to the GMU schedule, class is suppose to be held Tuesday, October 15 this week due to Columbus Day. To alleviate the burden of this schedule change, we will not be having class this week. Instead, individual supervision meetings (45 minutes) with Dr. Douglass (to be scheduled in advance) will be held in lieu of class.**	

October 21	-General Processing -Case Presentation:_____	**DUE:** Transcript/Tape #1; Mid-term written evaluation by on-site supervisor
October 28	-General Processing -Case Presentation:_____	
November 4	-General Processing -Case Presentation:_____ -Review of Case Analyses	**DUE:** Case Analysis; Site Hours Log
November 11	-General Processing -Case Presentation:_____	
November 18 Class will end at 6:40 tonight due to University Supervisors meeting	-General Processing	**DUE:** Transcript/Tape #2
November 25	-General Processing -Share Program Evaluations	**DUE:** Program Evaluation Paper
December 2	-Reflecting on Practicum -Wrap-up -Course Evaluations	**DUE:** Final Site Hours Log; Final on-site supervisor evaluation***

***Reminder: All practicum forms are located in the CA Required Forms folder under the Community Agency P&I tab on Blackboard.

***Final signed log of hours and final on-site supervisor evaluation must be submitted to Dr. Douglass by Monday, December 16, 2013. The two required performance-based assessments must also be uploaded to Taskstream by 12/16/13.

Assessment Rubrics

Community Agency Field Experience Rubric

	Excellent (4)	Above Average (3)	Average (2)	Below Average (1)	Poor (0)
Counseling Skills	-Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately (4)	-Develops strong therapeutic relationships with some clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision (3)	-Develops adequate therapeutic relationships with most clients -Some evidence of case conceptualization skills -Some evidence of assessment skills (2)	-Develops adequate therapeutic relationships with some clients -Relies on clinical supervision to assist with case conceptualization -Relies on clinical supervision to assist with assessment (1)	-Does not develop adequate therapeutic relationships with any clients -No evidence of case conceptualization skills -No evidence of assessment skills (0)
Professional Disposition	-Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely (4)	-Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate (3)	-Improvement needed in one of the areas (2)	-Improvement needed in two of the areas (1)	-Improvement needed in three or more of the areas (0)
Utilization of Clinical Supervision	-Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision (4)	-Engaged in supervision most of the time -Prepared for supervision most of the time -Thoughtful and reflective in supervision most of the time -Open to feedback in supervision most of the time (3)	-Improvement needed in one of the areas (2)	-Improvement needed in two of the areas (1)	-Improvement needed in three or more of the areas (0)
Multicultural & Social Justice Competency	-Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies social justice issues and advocates accordingly for all clients (4)	-Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients (3)	-Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision (2)	-Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions -Some identification of social justice issues, but difficulty advocating for clients (1)	-Unable to identify multicultural issues -Unable to identify social justice and advocacy issues (0)
Self-Awareness	-High levels of self-awareness -Demonstrates insight into impact on others at all times -Ability to clearly articulate strengths and weaknesses at all times (4)	-Good self-awareness -Demonstrates insight into impact on others most the time -Ability to articulate strengths and weaknesses most of the time (3)	-Moderate levels of self-awareness -Some insight into impact on others -Some awareness of strengths and weaknesses (2)	-Limited evidence of self-awareness -Limited evidence of insight into impact on others -Limited evidence of awareness of strengths and weaknesses (1)	-No evidence of self-awareness -No evidence of insight into impact on others -No evidence of awareness of strengths and weaknesses (0)

CA Client Feedback Rubric: 20 points total
Student Effect on Client PBA

CATEGORY /POINTS	Exceeds standards (4 points)	Meets standards (3 points)	Approaching standards (2 points)	Below standards (0 points)
Client satisfaction with counseling process	Majority of client responses fall in "strongly agree" category on client feedback forms	Majority of client responses fall in "mostly agree" category on client feedback forms	Majority of client responses fall in "neutral" category on client feedback forms	Majority of client responses fall in "mostly disagree" or "strongly disagree" category on client feedback forms
Client satisfaction with progress being made towards identified counseling goals	Majority of client responses fall in "strongly agree" category on client feedback forms	Majority of client responses fall in "mostly agree" category on client feedback forms	Majority of client responses fall in "neutral" category on client feedback forms	Majority of client responses fall in "mostly disagree" or "strongly disagree" category on client feedback forms
Client's degree of feeling understood by student counselor	Majority of client responses fall in "strongly agree" category on client feedback forms	Majority of client responses fall in "mostly agree" category on client feedback forms	Majority of client responses fall in "neutral" category on client feedback forms	Majority of client responses fall in "mostly disagree" or "strongly disagree" category on client feedback forms
Client satisfaction with counseling relationship	Majority of client responses fall in "strongly agree" category on client feedback forms	Majority of client responses fall in "mostly agree" category on client feedback forms	Majority of client responses fall in "neutral" category on client feedback forms	Majority of client responses fall in "mostly disagree" or "strongly disagree" category on client feedback forms
Client report that life has improved as a result of counseling	Majority of client responses fall in "strongly agree" category on client feedback forms	Majority of client responses fall in "mostly agree" category on client feedback forms	Majority of client responses fall in "neutral" category on client feedback forms	Majority of client responses fall in "mostly disagree" or "strongly disagree" category on client feedback forms