EDCD 755-001: Practicum in Counseling (3:3:0)
Fall 2015
Monday, 4:30 pm – 7:20 pm
Innovation Hall 338

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Course Description
Prerequisites: *Completion of CNDV program course work except for EDCD 610, or electives [total credits cannot exceed three credit hours]; 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 CNDV program; permission of advisor.*

University Catalog Course Description
Provides supervised practice in a counseling setting similar to the setting in which the student may work with an emphasis on the counseling process.

Expanded Course Description
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 developing ways to improve theoretical conceptualizations of applied interventions. Thus the focus of the course will be on providing professional counseling within the parameters of the George Mason University Counseling 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
This course is designed to enable students to:

- 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.

Recommended Text

None. Readings as assigned.

Required Readings

Skovholt, T. M., & Rønnestad, M. H. (2003). Struggles of the novice counselor and therapist. *Journal of Career Development, 30,* 45-58.

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.

All written assignments should be submitted via the Blackboard website.

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 direct 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. *Achieving the hours required to pass this class is the sole responsibility of the student.*

   Supervision Agreement signed by you and your on-site supervisor is due by Monday, September 14. 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. **Transcripts and Tapes**.** Students will hand in two video or audio tapes and accompanying transcripts. Note, you must include a signed "permission to tape" form [See CA Required Forms in the Community Agency P&I tab on Bb]. It is important to make sure your video or audiotape quality is of good enough quality for review. As with the case presentations, videotape is strongly encouraged. I strongly recommend that you begin taping from Week 1 so that taping is an integral part of your therapy process. By taping regularly you will have plenty of tapes to choose from for this assignment. Choose a 15-20 minute segment of your tape to transcribe. ****The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.**

   Written Narrative
   Student will submit the process notes. Please provide a brief description of your client and his or her presenting issue. In addition, state the primary focus that you are working on with your client in the segment and the theoretical orientation from which you are working. On each of the tapes you should summarize and analyze process notes, counseling themes and interventions. You should also include a discussion on whether the interventions were effective or ineffective. Note case-relevant ethical and diversity considerations. Lastly, include an evaluation of your strengths and weaknesses as a clinician.

3. **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. (For students who began developing programs during the practicum class, this project can be the continuation and implementation of the program you began during that semester.) This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at your training site. This program should address a need in the surrounding community and target a specific issue of concern. Students begin with a needs assessment, develop a proposal based on the needs assessment and research topic of interest, and submit a 5-7 page summary of the project and the project outcome. Students typically implement this project during their internship semester. This summary will include: (a) a description of the problem (your needs assessment); (b) a brief review of the literature; and (c) a description of the project. You will present your project in class.

4. **Case Analysis. (Practicum Students Only)** 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. Please explain how your theoretical orientation helps you understand the presenting issues with which your client is struggling. How does your theory inform the interventions you use with your client? Further instructions will be given in class.

    Independent Project. (Internship Students Only) You are expected to produce an independent project in an area of special interest to you. (to be developed in coordination with the instructor)

5. **Class Participation and Case Presentations.** 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.

    For the presentation, you are required to provide video or audio recordings of your therapy session. Videotape is strongly recommended due to the importance of learning to observe nonverbal responses of patients to therapeutic interventions. You will bring in a tape (and tape recorder) from a session with your client. Before class, you will cue it up to an area where you want feedback from your counseling interventions. You are to describe your case conceptualization and plans for treatment. 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.*

6. **Performance Based Assessment.** Students are required to complete three Counseling Surveys with their clients during the semester. The Counseling Survey can be accessed on Blackboard in the Community Agency Required Forms folder.

Grading
EDCD 755 is a pass/fail 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 (or Independent Project)	10 points
Class Participation and Case Presentation	30 points
Supervisor Evaluation	20 points

Overall Grades

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]

ASSESSMENT REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment to Blackboard (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 Blackboard. Failure to submit the assessment to Blackboard will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Blackboard submission, the IN will convert to an F nine weeks into the following semester.

George Mason University Policies and Resources for Students

- Academic integrity (honor code, plagiarism) – Students must adhere to guidelines of the George Mason University Honor Code [See http://oai.gmu.edu/the-mason-honor-code/].
- Mason Email – 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, division, and program will be sent to students solely through their Mason email account.
- Students must follow the university policy for Responsible Use of Computing [See http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/].
- Counseling and Psychological Services – 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/].
- Office of Disability Services – 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 http://ods.gmu.edu/].
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

- - The Writing Center (Optional Resource) – 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/].
  - University Libraries (Optional Resource) – The George Mason University Libraries provide numerous services, research tools, and help with using the library resources [See http://library.gmu.edu/].

Professional Dispositions

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
1	8/31/15	• Introductions • Introduction to Course • Practicum/Internship Expectations • Review Syllabus • Beginning the practicum • Case Presentation dates	Review Syllabus and Seminar Guidelines Skovholt & Ronnestad (2003)
2	9/7/15	LABOR DAY- No class	
3	9/14/15	• Initial client meetings • Stages of counseling • Tapings • Discussion of Prevention Projects	Cavanaugh & Levitov (2002) Ch. 1 & 2 **Supervision Agreement DUE**
4	9/21/15	• Self-care and counselor burnout • Developing a self-care plan	Reading TBA
5	9/28/15	• Ethical concerns • What are ethical concerns at your site, and how are they handled?	ACA Code of Ethics (2014) **Program Evaluation Proposal DUE**
6	10/5/15	Utilizing supervision What is your relationship like with your supervisor? What are strengths, areas for improvement, and responsibilities of the relationship?	Reading TBA **Transcript/Tape #1 DUE** **Consent for taping DUE**
7	10/12/15	COLUMBUS DAY- No class	
8	10/19/15	• Diversity • What is your experience with diversity and differing worldviews so far in your practicum? • Case presentations 1 & 2	Reading TBA **Mid-term evaluation DUE** **Hours check DUE**
9	10/26/15	• Developing style and integrating theory • What theory do you primarily use? How is it evident in your work with clients? • Case presentations 3 & 4	Reading TBA
10	11/2/15	• Case presentations 5, 6, & 7	
11	11/9/15	• Self-care, wellness, and boundaries • How well have you adhered to your self-care	Reading TBA
12	11/16/15	• TBA	**Transcript/Tape #2 DUE** **Case Analysis DUE**
13	11/23/15	• Preparing for termination/taking a break • How are you preparing yourself and your clients for holidays/time away from practicum?	Skovholt (2005)
14	11/30/15	• Program evaluation presentations	**Program Evaluation Paper DUE**
15	12/7/15	• Wrapping up and transitioning	**Final Site Hours Log DUE** **Final Supervisor Eval DUE** **Blackboard Rqmts DUE**

SEMINAR GUIDELINES

Privacy and Confidentiality: Seminar Discussions

1. It is expected that fellow students are provided the same level of confidence that is afforded counseling clients.
2. What is discussed within the seminar forum remains within the forum and is NOT discussed outside the seminar. Students need to feel that they are able to freely discuss in seminar both the successes and the trials they experience with their clients and with their newly-developing supervisory relationships.
3. It is expected that all students will honor the privacy of their peers as well as that of their clients.

Privacy and Confidentiality: Taping and Discussion of Cases

When tapes are used:

1. Students must provide the seminar leader with a copy of the client's informed consent for audio/videotaping and/or discussion or individual counseling sessions.
2. Students must always use pseudonyms and make sure that no identifying information is exposed during presentations, in write-ups or on audio or videotapes.
3. Presenters are responsible for ensuring that handouts or other information used in presentations are collected after class and destroyed as soon as practicable.
4. Under no circumstances will students bring to class original material or forms from the client's file at the practicum/internship site.
5. Tapes are not to be played in the presence of other students, professors, friends, relatives, etc., as this violates the client's informed consent. When finished, tapes must be erased completely and promptly. Tapes are never to be left in mailboxes or in public places where they could be lost or be reviewed by others.
6. Students in the seminar are expected to maintain confidence about cases that others present as well as about what other students share about their own experiences. Students need to feel that they are able to discuss freely both successes and trials they experience.

Peer Feedback

Each student brings to the seminar, and to her or his clients, a unique personal style informed by theory, by skills classes, and by their own experience. We also bring with us our insecurities about our abilities, as well as a strong desire to help our clients. What we need in the way of feedback from peers is good active listening, **NOT advice**. We all need to develop a sense of confidence in our instincts and our ability to interact therapeutically with our clients. As peers, we can facilitate the development of confidence in each other by drawing out each other's best reflective thoughts about the work we do. A good way to do this is to encourage each other to think more deeply or more creatively about our individual clients, to allow us to draw on our own developing resources to problem solve.

Giving advice, such as "I had a client like yours, you should read this great book on working with depression" or "you need to confront the discrepancies in your client's story" or "maybe you should try x or y" do not draw out the counselor's resources, they tell the counselor that we have the solution to their problem with a client. They are a covert way of imposing our own opinion on another. When we give advice, we mean well, but it isn't the most productive feedback.

In reality, when it comes down to it, the counselor is the one in the room with the client; what better support can we give the counselor than to strengthen her or his confidence in her own abilities. Do offer feedback that challenges the counselor to draw out his best. "You seem discouraged about client x. Has it been that way all along" is a good opener. "When did you first feel as though you were at a stuck point?" "What was that like for you?" are open questions that promote self-discovery and can lead the counselor to understanding more about themselves and their clients.

Community Agency Field Experience Rubric

	Excellent (4)	Above Average (3)	Average (2)	Below Average (1)	Poor (0)
Counseling Skills	-Develops strong therapeutic relationship with most clients -Independently develops thorough case conceptualization -Independently assesses most clients appropriately	-Develops strong therapeutic relationship with some clients -Develops thorough case concept.with clinical supervision -Appropriately assesses most clients with supervision	-Develops adequate therapeutic relationship with most clients -Some evidence of case concept. skills -Some evidence of assessment skills	-Develops adequate therapeutic relationship with some clients -Relies on clinical supervision to assist with case concept. and assessment	-Does not develop adequate therapeutic relationships with any clients -No evidence of case conceptualization -No evidence of assessment skills
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	-Collegial most of the time -On time for most appointments /meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate	-Improvement needed in one of the areas	-Improvement needed in two of the areas	-Improvement needed in three or more of the areas
Utilization of Clinical Supervision	-Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision	-Engaged in supervision most of the time -Prepared for supervision most of the time -Thoughtful and reflective in supervision most of the time -Mostly open to feedback in supervision	-Improvement needed in one of the areas	-Improvement needed in two of the areas	-Improvement needed in three or more of the areas
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	-Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients	-Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision	-Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions -Some identification of social justice issues, but difficulty advocating for clients	-Unable to identify multicultural issues -Unable to identify social justice and advocacy issues

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	-Good self-awareness -Demonstrates insight into impact on others most the time -Ability to articulate strengths and weaknesses most of the time	-Moderate levels of self-awareness -Some insight into impact on others -Some awareness of strengths and weaknesses	-Limited evidence of self-awareness -Limited evidence of insight into impact on others -Limited evidence of awareness ofstrength and weakness	-No evidence of self-awareness -No evidence of insight into impact on others -No evidence of awareness of strengths and weaknesses

COMMUNITY AGENCY COUNSELING OUTCOME RUBRIC

(4) Client Response of Strongly Agree	(3) Client response of Mostly Agree	(2) Client response of Neutral	(1) Client response of Mostly Disagree	(0) Client response of Strongly Disagree

	Item 1: Client satisfaction with counseling process	Item 2: Client satisfaction with progress on counseling goals	Item 3: Client's report of feeling understood by counselor	Item 4: Client satisfaction with counseling relationship	Item 5: Client's report of life improvement as a result of counseling
Client 1					
Client 2					
Client 3					
Average score for each item					

Blackboard CA Client Feedback Rubric
Student Effect on Client Performance Based Assessment

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
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
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
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