EDCD 754: Supervised Practicum in Community Agency Counseling
Wednesdays 4:30– 7:10 PM, Enterprise 77
Spring 2004

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Office Hours: Mondays, 3:30-4:30; Wednesdays, 2:30-4:30 or by appointment

Course Description

Catalog - Prerequisites: Completion of the counseling and development program except for practicum and internship; permission of advisor; overall GPA of 3.000; no grade of C in any skills courses [EDCD 603, 605, 607, 608, 609, 610]; no more than two grades of C in any other graduate course work required by the counseling and development program. 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 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 Materials

Required Texts:

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.

**Course Requirements/Assignments** – See P/I Manual for detailed instructions/expectations.

Each student will:
1. Attend each class and complete reading assignments 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.**

Grading on written work will take into account the following factors: quality of written work, knowledge of content area, 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 is subject to a penalty of 10% of the award for every day it is overdue.

1. **A minimum of 200 (Agency) hours in the field placement.** Fifty percent of your counseling hours should be face-to-face hours. Hours spent on off site training experiences (no more than 10) may be counted towards your 200-hour minimum. Hours spent in class or at home preparing GMU assignments may not be counted toward the 100 or 200 hours. Site contract due by January 28th or after site visit by university supervisor.

2. **Two individual transcripts and tapes (one from an individual session, one from a group or family session).** Include "permission to tape" form [See Manual – Appendix]. Remember: You must have written permission prior to taping session with a minor. Both tapes must include:
   1. A typed transcription of the entire session.
   2. Highlight and label all specific interventions and rationale for use of interventions.
      An analysis of the counseling interventions – strengths and areas for growth

**NOTE:** Students will need to provide their own recording equipment. Instructor has the prerogative to request additional counseling tapes from the student based on requests from On-Site Supervisor and/or University Supervisor.

3. **Site 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 interviews, surveys, observations, etc, data analysis, summary of findings and recommendations. You will present your information in class during a 20-minute presentation as well as provide a written copy to the instructor. Written paper (no more than 5 pages) will include needs assessment, evaluation methodology, summary of findings, and recommendations based on findings.

4. **Case Processing Presentations.** This is an informal presentation of your client—discuss presenting client concerns, personal reactions to client, difficulties with client, etc. 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. This tape should be different from the tape you use for your transcript assignments. Dates will be assigned during the first night of class.

5. **Treatment Plan.** The purpose of this assignment is to understand how to effectively write and use a treatment plan. One (1) treatment plan will be submitted. Follow this format:
   - Describe client’s background and presenting client concerns
   - Describe goals/objectives of counseling and projected timeline
   - Describe interventions provided
   - Describe challenges including transference/countertransference issues
6. Professional Role Statement Paper. A written 3-page personal statement that examines your personal reflections regarding what makes you identify with the counseling profession, your theoretical counseling framework, and focus for the future. This paper is to help me understand who you are as a counselor, how and why you want to work with others, and your counseling strengths and areas for growth.

Grading
EDCD 754 is a graded course. Students must achieve a “B” or higher in order to successfully complete/pass the requirements of the Practicum. 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.
- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Completion of required site hours.
- Satisfactory evaluation from on-site supervisor.

Summary of Grading System & Course Requirements

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Treatment Plan</td>
<td>10</td>
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<tr>
<td>Two Tapes – transcripts &amp; analyses</td>
<td>30</td>
</tr>
<tr>
<td>Case Processing Presentation</td>
<td>15</td>
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<tr>
<td>Site Evaluation Project</td>
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<tr>
<td>Role Statement Paper</td>
<td>10</td>
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<tr>
<td>Class Participation</td>
<td>10</td>
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<tr>
<td>Supervisor Evaluation</td>
<td>10</td>
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Due at the Last Class (Required to complete practicum):
- Log of Activities (Signed by Student and On-site Supervisor)
- On-Site Evaluation of Student Counselor (Signed by On-Site Supervisor)
- Evaluation of Clinical Field Experience (Signed by Student)

Grading
In accordance with the George Mason University Grading Policy, the following grades may be achieved:


HONOR CODE
To promote a stronger sense of mutual responsibility, respect, trust, and fairness among all members of George Mason University and with the desire for greater academic and personal achievement, we, the members of George Mason University, have set forth the following code of honor. Any individual who is caught in the act of cheating, attempting to cheat, plagiarizing, or stealing will be brought forth before a council of their peers. In the even that the individual is found guilty, he or she will be punished accordingly. For further information, please refer to the university catalog or website at www.gmu.edu.
Professional Performance Criteria
(effective February 25, 2003)

The American Counseling Association code of ethics requires counselor and counselor trainees to maintain standards of professional competence and possess good moral character. Therefore, the Counseling and Development Program has developed Professional Performance Criteria to clarify its expectations for M.Ed. and Ph.D. counseling students. These criteria, as well as procedures for identifying and remediating students who may need assistance fulfilling them, are listed below. See the Counseling and Development website for additional information.

Student Professional Performance Criteria

Communication Skills
- Clear presentation and demonstration of multicultural competencies in counseling skills
- Clear oral communication
- Clear written communication
- Clear ability to demonstrate effective and supportive helping skills
- Clear ability to demonstrate effective listening skills

Professionalism
- Commitment to multiculturalism and diversity
- Commitment to social justice as it relates to counseling
- Respect of multiculturalism and diverse cultures
- Demonstration of openness, willingness to learn, and positive attitude about multiculturalism and diverse cultures
- Commitment to the psychological well-being, health, and wellness for all people
- Sound judgment
- Integrity and honesty
- Ability to accept personal responsibility
- Ability to receive and reflect upon constructive criticism
- Positive attitude
- Ability to meet deadlines
- Ability to maintain confidentiality with clients, students, and colleagues
- Appropriate assertiveness
- Ability to manage stress
- Ability to meet requirements as stated in course syllabi
- Adherence to ACA ethical guidelines

Collaboration
- Respect for the opinion and dignity of others
- Ability to collaborate with others
- Ability to demonstrate effective interpersonal skills
- Ability to participate as a colleague and team member in all aspects of professional training

NOTE: The university is committed to complying with the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 by providing reasonable accommodations for applicants for admission, students, applicants for employment, employees, and visitors who are disabled. Applicants for admission and students requiring specific accommodations for a disability should contact the Disability Resource Center at 993-2474, or the University Equity Office at 993-8730.

EDCD 754
January 21
Introduction to Course / Practicum Manual
Exploring the C&D Mission Statement
Review of Ethics
Review of Assignments
Bring: P/I Manual
January 28  Exploring Site Culture
Review of Theories/First Interviews (Role Plays)
**DUE:** Site Contracts/Payment forms for site supervisors/ Class Goals
Bring: P/I Manual

February 4  No Class (Site Visits)

February 11  Professional Issues-Licensure Regulations (Dr. Diana Gibb)
Site Evaluation Guidelines

February 18  Case Processing
Discussion of Site Evaluation Projects
**DUE:** Site Evaluation Project Proposal

February 25  Professional Issues: Racial Identity Models
**DUE:** Treatment Plan

March 3  Case Processing
**DUE:** Hand in transcript/ 1st tape

March 10  No Class (Spring Break)

March 17  Individual supervision meeting (60 minutes) with University supervisor (to be scheduled in advance)

March 24  Case Processing
**DUE:** Bring Logs in

March 31  No Class (ACA Conference)

April 7  Case Processing
**DUE:** Hand in transcript/ 2nd tape

April 14  Professional Issues: Termination in Counseling (Role Plays)
Case Processing
**DUE:** Role Statement Paper

April 21  Site Evaluation Presentations
**DUE:** Site Evaluation Papers Due

April 28  No class (International Association of Counseling Conference)

May 5*  Class Wrap Up/Evaluations
**DUE:** 1. Log of hours and activities. 2. Written evaluation of intern from on-site supervisor. 3. Written evaluation of site from GMU student.

*FINAL SIGNED LOG OF HOURS MUST BE SUBMITTED TO DR. TALLEYRAND BY MAY 12<sup>th</sup>.

**AGENCY AND HIGHER ED INTERNSHIP APPLICATIONS ARE DUE BY March 15th. YOU MUST GO ONLINE TO COMPLETE AN APPLICATION EVEN THOUGH YOU ARE REMAINING AT THE SAME SITE.**