

The George Mason University
Graduate School of Education

EDCD 755.002: Supervised Practicum in Community Agency Counseling
Mondays 4:30– 7:10 PM
Fall 2010

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Course Description

Catalog - Prerequisites: *Completion of the Counseling and Development program coursework except for EDCC 610 or 611 or electives [total credits cannot exceed 3 credit hours]; permission of advisor; overall GPA of 3.0; no grade lower than B in skills courses EDCC 603,606,608, and 609; 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

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.

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

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 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 are planning to pursue a LPC license in the state of Virginia and/or entered the C&D program after summer 2007, 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. Site contract will be due by Monday, September 20th or after I have met with you and your supervisor at your site.**

2. Two individual transcripts and tapes (one from an individual session, one from a group or family session if possible). Include "permission to tape" form [See website]. 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.
3. An analysis of your strengths and areas for growth.

NOTE: Instructor has the prerogative to 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; a summary of your 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 where you will be able to discuss your client's concerns, personal reactions to your client, difficulties with your 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. Presentation dates will be assigned during the first night of class.

5. Case Analysis. You will be required to complete an individual case analysis at the end of the semester. Further instructions will be given in class.

6. Journal. You will be expected to journal your reflections following your site and class experiences. Further instructions will be given in class.

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.
- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Completion of required site hours (no less than 85 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

Journal	5 points
Two Tapes – transcripts & analyses	20 points (10 each)
Program Evaluation Project	15 points
Case Analyses	20 points
Class Participation	20 points
Supervisor Evaluation	20 points
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)	

Grading

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

A [100-96] A- [95-92] B+ [91-87] B [86-82] C [82-78] F [77 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

College of Education and Human Development Statements of Expectations

The College of Education and Human Development (CEHD) expects that all students abide by the following:

Students are expected to exhibit professional behavior and dispositions. See

http://gse/gmu.edu/programs/counseling/professional_performance.htm for a listing of these dispositions.

Students must follow the guidelines of the University Honor Code. See

http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.

Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.

Students with disabilities who seek accommodations in a course must be registered with the GMU Disability Resource Center (DRC) and inform the instructor, in writing, at the beginning of the semester. See www.gmu.edu/student/drc or call 703-993-2474 to access the DRC.

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 OUTLINE

August 30	Introduction to Course / Practicum Manual Exploring the C&D Mission Statement and Site Culture Review of Ethics Review of Assignments
September 6	No Class (Labor Day)
September 13	Town Hall Meeting (6:30-8:00) Review of Theories/First Interviews (Role Plays) Site Evaluation Guidelines and Procedures
September 20	Case Processing/Review of Case Analysis Discussion of Site Evaluation Projects DUE: Site Evaluation Project Proposal/Site contracts
September 27	Case Processing
October 4	Case Processing DUE: Journal
October 11	Columbus Day Holiday: No class
October 18	Case Processing DUE: Hand in transcript/ 1st tape; Site log of hours to evaluate hours, *mid-term written evaluation by site supervisor
October 25	Individual supervision meeting (60 minutes) with Tanya Clausen (to be scheduled in advance)
November 1	Case Processing DUE: Hand in Journal
November 8	Case Processing DUE: Case Analyses
November 15	Termination/ Licensure DUE: Hand in transcript/ 2nd tape
November 22	Case Processing Review of Case Analyses
November 29	Site Evaluation Presentations DUE: Site Evaluation Papers; Journals
December 6	Case Wrap Ups/ Class Evaluations DUE: 1. Log of hours and activities**. 2. Written evaluation of intern from on-site supervisor.

***SUPERVISORS WILL BE ASKED TO PROVIDE A WRITTEN MID-TERM EVALUATION OF YOUR PROGRESS AT THE SITE. THIS EVALUATION MUST BE WRITTEN AND SIGNED BY YOUR DIRECT SUPERVISOR AND SHOULD CONSIST OF A BRIEF WRITTEN STATEMENT INDICATING WHETHER OR NOT YOU ARE DISPLAYING APPROPRIATE PROFESSIONAL AND COUNSELING SKILLS AT YOUR SITE. **FINAL SIGNED LOG OF HOURS MUST BE SUBMITTED TO TANYA CLAUSEN BY 7pm MONDAY, DECEMBER 14th.**