

The George Mason University
Graduate School of Education

EDCD 755.002: Supervised Practicum in Community Agency Counseling
Mondays 7:20 PM – 10:00 PM, Robinson Hall A 349
Fall 2010

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Course Description

Catalog – Prerequisites: *Completion of the counseling and development program coursework except for EDCD 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 EDCD 603, 606, 608, and 609; no more than two grades of C in any other graduate course work required by counseling and development program.* 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 conceptualization 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:

George Mason University. (2001). Practicum/Internship Manual. Fairfax, VA: Author.

The instructor may assign additional readings

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 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 200 (Agency) hours in the field placement.** Fifty percent (100) of your counseling hours should be direct (face-to-face) client hours. If you are planning to pursue an LPC license in the state of VA, you will need to complete 300 site hours, 120 should be direct 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 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 February 9th 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 if possible).** 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.
 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 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 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. **Treatment Plan.** The purpose of this assignment is to demonstrate effective treatment plan writing skills. 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. **Case Analysis.** You will be required to complete an individual and group or family case analysis at the end of the semester. Further instructions will be given in class.
7. **Journal.** You will be expected to journal your reflections following your site and class experiences. These entries will not be graded, however you will hand them in three times during the semester. Keep a separate notebook for journaling that should accompany you to your site and to class. These entries may be helpful when you write your counselor reflection paper.

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 classes and 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

Treatment Plan	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)	
Evaluation of Clinical Field Experience (Signed by Student)	

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 703-933-2474 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 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 that 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 ensure that writers will never be guilty of plagiarism. (Statement of English Department at George Mason University.)
