

GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
EDCD 755: Supervised Practicum in Community Agency Counseling
Mondays 4:30 – 7:10 PM
Spring 2013, Section 002
Location: Thompson Hall 2022

PROFESSOR: Stuart Andrews, Ph.D., LMHC
Office phone: 703-598-0036
Office hours: By appointment
Email address: stuart@drstuartandrews.com

COURSE DESCRIPTION:

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 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, videotape analysis, 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

Reading: McCullough, L., Kuhn, N., Andrews, S., Kaplan, A., Wolf, J., Lanza Hurley, C. (2003). *Treating Affect Phobia: A Manual for Short-term Dynamic Psychotherapy*. New York: Guilford Press.

All other 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. You should print out copies of the CA Practicum/Internship Sheet, site contract, and your mid-semester and final evaluation forms for your site supervisor.

Course Objectives

The objectives of this course are:

- To explore counseling strategies for individuals, groups, and families within a culturally diverse framework.
- To develop case ability to formulate cases from multiple theoretical orientations.
- To learn how to analyze videotapes to assess clients' moment-by-moment response to therapeutic interventions.
- To stimulate the formulation of, and identification with, a professional role.
- 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 more effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, multiculturalism, and social justice.
- To inculcate high standards of professional ethics; to give experience involving ethical decision-making and practice related to counseling.

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Course Requirements/Assignments

Each student will:

1. Attend each class and complete any assignments or readings 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 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 hours requirement. Site contract will be due by Monday, February 4th or after I have met with you and your supervisor at your site.**

2. Two individual transcripts and videotapes (one from an individual session, one from a group or family session if possible). You must include a signed "permission to tape" form [See P&I Bb]. Both Tape 1 and Tape 2 will be of 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 (around 5 pages, not including title page and reference pages) which will include a description of the problem or need, your evaluation methodology, a summary of your findings, and your recommendations based on your findings. You will also present your project in class.

4. Case Presentations. You will make at least four presentations during the semester. For each presentation, you will bring in an audio or videotape (videotape is strongly encouraged!) from a session with your client and cue it up to an area where you want feedback from your counseling interventions. For at least one of these presentations you will write up your case conceptualization and treatment plan (with copies to members of the class) (see 755 course Bb).

Presentations 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: 1) a description of your primary theoretical orientation and the major theorists and therapy models upon which your understanding is based; 2) a written comprehensive case analysis/conceptualization of a client. I would suggest focusing on one main theoretical orientation, even if you consider yourself to be integrative in the way you think about counseling approaches. Further instructions will be given in class. Failure to pass in this assignment may result in your inability to continue on with your internship.

6. Counseling Survey. You will be required to turn in 3 counseling surveys that you have provided to your clients at termination. These surveys can also be used throughout the counseling (e.g., after session 1, 3, 6 and termination) as a way to get feedback from clients. However, only the 3 surveys at termination are required. You can either verbally ask your clients the questions in session and record the responses or give them a paper survey. The counseling surveys are an effort on the part of the department to gather data on client outcomes. Brief feedback surveys such as this one are also becoming more common in counseling practices as a way of monitoring client progress, and minimizing treatment dropout and treatment failure. The Counseling Survey is on Blackboard in the Community Agency Required Forms folder. Please check with your supervisor to gain permission to use the form in your agency.

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. Late arrival will be considered an absence.
- Active classroom participation, including providing constructive feedback and suggestions for classmates.
- Completion of required site hours (no less than 85 hours face-to-face 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 – Analyses of transcripts 10 points (5 each)

Program Evaluation Project 20 points

Case Analysis 20 points

Class Participation and Case Presentations 30 points

On-site Supervisor Evaluation 20 points (Due at the Last Class and required to complete practicum):

Log of Activities (Signed by Student and On-site Supervisor)

On-Site Supervisor Evaluation (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+ [93-81]; B [90-87]; B- [86-84]; C [83-80]; F [79 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

Student Expectations

- Students must adhere to the guidelines of the George Mason University Honor Code [See <http://academicintegrity.gmu.edu/honorcode/>].
- 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/>].
- Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].
- 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.
- Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.
- Students are expected to exhibit professional behaviors and dispositions at all times.

Campus Resources

- 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/>].

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

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)

**PROPOSED CLASS SCHEDULE
Spring/2013**

Date	Topic/Learning Experiences	Readings and Assignments
1/28	Introduction to Course/Review of Assignments, including Site Program Evaluation Project/Review Overview/First Sessions	
2/4	First Sessions – Developing a Session Focus/Affect Phobia and Malan’s Two Triangles/Review of Ethics	Due: Site Program Evaluation Project Proposal/ Treating Affect Phobia (TAP) – Chapters 1 & 2 (Site Visits take place during this week)
2/11	Case Presentations (2)/Discussion of Site Program Evaluation Projects/Using Malan’s Triangles to Formulate a Core Conflict	Due: Site Contract TAP – Chapter 3 & 4
2/18	Case Presentations (2)/Defense Recognition	TAP – Chapter 5
2/25	Case Presentations (2)/Discussion of Defense Relinquishing	TAP – Chapter 6
3/4	Case Presentations (2)/Discussion of Affect Experiencing	TAP – Chapter 7/Hand in Transcript/tape #1
3/11	Spring Break – No Class	
3/18	Individual Supervision Meeting (50 minutes) with Dr. Andrews (to be scheduled in advance)	
3/25	Case Presentations (2)/ Pathways of Anxiety	Site log hours to evaluate hours, mid-term written evaluation by on-site supervisor
4/2	Case Presentations (2)	Due: Case Analysis
4/9	Case Presentations (2)	
4/16	Case Presentations (2)	Hand in transcript/2nd tape
4/23	Case Presentations (2) Termination Issues	TAP: Chapter 12
4/30	Case Presentations (2) Site Program Evaluation Presentations	DUE: Site Program Evaluation Papers\
5/6	Case Presentations (2)	
5/13	Closing/Class Evaluations	Due: 1. Log of hours and activities; 2. On-site Supervisor Final Evaluation

*On-site 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.