

George Mason University
College of Education and Human Development
80831-EDCD 755-004:
Supervised Practicum in Community Agency Counseling
7:20-10:00 p.m., Mondays, Innovation Hall, Room 338
Spring 2013

Instructor: Karen D. Bagley, Ph.D.
Email: kbagley@gmu.edu
Office Hours: By appointment

Office Phone:
Office:

Course Description

Catalog 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, 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. To access the site, go to www.gmu.edu, click on MyMason and log in, then click on the Organizations tab and click on the Counseling and Development link. If you are unable to access the Counseling and Development link, contact Ms. O'Neill (soneill@gmu.edu) and request access. You should print out copies of the CA Practicum/Internship Sheet, site contract, your mid-semester and final evaluation forms for your site supervisor, and any other relevant materials.

Required Text

None; Additional readings may be assigned by the instructor.

Course Objectives

The objectives of this course are:

- To provide an opportunity to practice 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 and to provide experience involving ethical decision-making and practice related to counseling.

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 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 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 4 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). You must include a signed "permission to tape" form [See P&I Bb]. Tape 1 is the entire session. Tape 2 is 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 (no more than 5 pages, not including title page and reference pages) that will include a description of the problem or need, evaluation methodology, summary of findings, and recommendations based on findings. You will also present your project.

4. Case Presentation.

You will make at least two presentations during the semester. For each case 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). The presentation and discussion will provide you the opportunity to discuss your clients' 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 semester. This case analysis assignment has been designed to serve as a comprehensive assessment of your academic experiences in our program; it will require you to provide a written comprehensive case analysis/conceptualization of a client. Further instructions will be given in class. Failure to pass this assignment may result in your inability to continue on with your internship.

6. Journal. Starting the first day of class, you should keep an ongoing record of your experience at your practicum site. Rather than just chronicling the details of your activities, journal entries should focus on *your thoughts and feelings about the experience*, which may include reactions to clients, supervisors, site policies, your counseling work, etc. Journals (no more than 1-2 double-spaced pages) should be submitted **each week before 5p on Sunday** and should be maintained as a collection of entries over the course of the semester.

7. Class Participation. 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.

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 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 (10 points; 5 for each)
- Program Evaluation Project (10 points; 5 points for the evaluation, 5 points for the presentation)
- Case Presentations (10 points)
- Case Analysis (15 points)—**This is the performance based assessment for this course**
- Journals (10 points)
- Class Participation (15 points)
- Supervisor Evaluation (30 points)
- Due on 5/6/13 (Required to complete practicum):
 - Log of Hours and Activities (Signed by student and on-site supervisor)
 - On-Site Evaluation of Student Counselor (Signed by on-site supervisor)
- **Total of 100 points**

Grading

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]

Taskstream Requirements

Every student registered for any (INSERT NAME OF PROGRAM HERE) course with a required performance-based assessment is required to submit this assessment, (Case Analysis) to TaskStream (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 TaskStream. Failure to submit the assessment to TaskStream will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required TaskStream submission, the IN will convert to an F nine weeks into the following semester.

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

1. GMU Policies and Resources for students

a. Students must adhere to the guidelines of the George Mason University Honor Code [See <http://oai.gmu.edu/honorcode/>].

b. Students must follow the university policy for Responsible Use of Computing [See <http://universitypolicy.gmu.edu/1301gen.html>].

c. 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.

d. 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/>].

e. 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/>].

f. Students must follow the university policy stating that all sound emitting devices shall be turned off during class unless otherwise authorized by the instructor.

g. 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/>].

2. Professional Dispositions

Students are expected to exhibit professional behaviors and dispositions at all times.

3. 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/>]

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)

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DATE	TOPIC
January 28	Introductions Introduction to Course/Practicum Expectations Review Syllabus Establishing and maintaining a safe space Exploring the C&D Mission Statement and site culture Multicultural Supervision Guidelines
February 4	Review of Theories/First Interviews Culture, Context, and Individual Differences Discussion of Site Evaluation Project DUE: Site Contract
February 11	General Processing A Brief Introduction to Intervention DUE: Site Evaluation Project Proposal
February 18	General Processing Case Presentations (2): _____; _____
February 25	General Processing Case Presentations (2): _____; _____ DUE: Site Hours Log
March 4	General Processing Case Presentations (2): _____; _____ DUE: Transcript/Tape #1; Mid-term written evaluation by on-site supervisor*
March 11	*****NO CLASS***** (SPRING BREAK)
March 18	General Processing Case Presentations (2): _____; _____ DUE: Case Analysis
March 25	*****NO CLASS***** ACA Conference
April 1	*****NO CLASS***** Individual supervision meeting (60 minutes) with Dr. Bagley (to be scheduled in advance) in lieu of class
April 8	Review Case Analyses General Processing Case Presentations (2): _____; _____

April 15 General Processing
Case Presentations (2): _____; _____
DUE: Transcript/Tape #2

April 22 General Processing
Case Presentations (2): _____; _____

April 29 **Site Evaluation Presentations**
DUE: Site Evaluation Project

May 6 Closing/ Class Evaluations
DUE: 1. Log of hours and activities. 2. On-site supervisor
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.

****Final signed log of hours** must be submitted to Dr. Bagley by Monday, May 6.

ASSESSMENT RUBRIC: CASE ANALYSIS

	Does not meet standards 1	Approaches meeting standards 2	Meets standards 3	Exceeds standards 4	SCORE
CRITERIA					

Comments