

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
GRADUATE SCHOOL OF EDUCATION
Counseling and Development Program**

EDCD 755 Section 1: Supervised Practicum in Community Agency Counseling
3 Credits, Fall 2014
Monday 4:30 – 7:10 p.m.; Innovation Hall 139

PROFESSOR(S):

Name: Jay Stuart Andrews, Ph.D.

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COURSE DESCRIPTION:

A. Prerequisites/Corequisites

Completion of Counseling and Development Program except for EDCE 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 EDCE 603, 606/609, and 608; no more than two grades of C in any other graduate course work required by Counseling and Development Program.

B. University Catalog Course Description

Provides supervised practice for a minimum of 300 hours in a counseling setting similar to setting in which student may work.

C. Expanded Course Description

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.

LEARNER OUTCOMES or OBJECTIVES:

This course is designed to enable students to:

- To explore counseling strategies for individuals, groups, and families within a culturally diverse framework.
- To develop 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.

PROFESSIONAL STANDARDS (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.

REQUIRED TEXTS:

Reading:

Frederickson, J. (2013). Co-creating change: Effective dynamic therapy techniques. Seven Leaves Press: Kansas City, MO.

RECOMMENDED TEXTS AND SKILL BUILDING EXERCISES:

McCullough, L., Kuhn, N., Andrews, S., Kaplan, A., & Wolf, J. (2003). *Treating affect phobia: A treatment manual for short-term dynamic psychotherapy*. New York: Guilford Publications.

Skill Building Exercises. <http://istdpinstitute.com/resources/20-skills-to-overcome-defenses-academic-version/> (Please note that the ISTDP Institute is offering these tapes to students for a discount of \$45)

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 ASSIGNMENTS AND EXAMINATIONS:

COURSE REQUIREMENTS

1. **Class Participation and Case Presentations.** Class participation and attendance are of **critical** importance for internship. Students are expected to fully participate in all classes and take the initiative for presenting their work for evaluation, as well as engaging in critical analysis and providing feedback of classmates' work. As part of your participation grade, you are required to give three case presentations over the course of the semester. You are encouraged to provide video or audio recordings of the therapy session (**Videotape is strongly recommended due to the importance of learning to observe nonverbal responses of patients to therapeutic interventions**). In addition to these formal presentations of cases, it is strongly encouraged that you bring up cases on an informal basis as the need arises. **30 points.**
2. **A minimum of 300 hours in the field placement.** One hundred and twenty (120) of your field placement hours must be face-to-face counseling hours that include work with individuals, groups, and families. **Achieving the hours required to pass this class is the sole responsibility of the student.** It is encouraged that you work with at least one group and/or family during the internship.
3. **Short-term Prevention Program.** In collaboration with the site and university supervisor, students should develop a Short-term Prevention Program addressing one problem facing their community agency site. This assignment is designed to encourage in-depth exploration of a special interest or area needing special attention at your training site. This program should be developed in conjunction with your university and site supervisors and address a need in the surrounding community. Programs should target a specific issue of concern. Students begin with a needs assessment, develop a proposal based on the needs assessment and research topic of interest, and submit a 5-7 page summary of the project. Students typically implement this project during their internship semester. This summary will include: (a) a description of the problem (your needs assessment); (b) a brief review of the literature; and (c) a description of the

project you intend to implement. The paper will be due on the week of November 24th. **20 points.**

- 4. Tapes and Transcripts.**** Students will hand in two video or audio tapes and accompanying process notes during the semester. **(Make sure your video or audiotape quality is of good enough quality for review. As with the case presentations, videotape is strongly encouraged.)** I would strongly recommend that you begin taping from the first couple of weeks of your practicum so that taping is an integral part of your therapy process. By taping regularly you will have plenty of tapes to choose from for this assignment. Choose a 15-20 minute segment of your tape to transcribe. In addition to the process notes, please provide a brief description of your patient and his or her presenting issue. In addition, state the primary focus that you are working on with your patient in the segment and the theoretical orientation from which you are working. On each of the tape process notes, counseling themes and interventions should be summarized and analyzed. What was your client's response to each particular intervention? Strengths and weaknesses should also be included. All tapes and notes will be submitted to the instructor. **20 points.**

****The instructor may request additional counseling tapes from students based on overall assessments by the instructor and the Site Supervisor.**

- 5. Case Analysis.** You will be required to complete an individual case analysis during the latter half of the semester. This case analysis 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. You should focus on one major 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. **30 points.**
- 6. Performance Based Assessment.** Students are required to complete three Counseling Surveys with their clients during the semester. The Counseling Survey can be accessed on Blackboard on the Community Agency Required Forms folder.
- 7. Supervision.** Weekly supervisory sessions with your individual supervisor at your placement site are required. You will also meet with your University Supervisor for individual supervision at some point during the semester. Please cue the tape to a part of the session that you would like process with your University Supervisor. Site supervisors will complete mid-semester and final evaluations of each student.

TASKSTREAM REQUIREMENTS

Every student registered for any Counseling and Development course with a required performance-based assessment is required to submit this assessment, (Final Evaluation of Supervisor and three Counseling Surveys), 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.

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/honor-code/>).
- b. Students must follow the university policy for Responsible Use of Computing (See <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- 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/>).

PROFESSIONAL DISPOSITIONS

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

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 <http://gse.gmu.edu/>.

PROPOSED CLASS SCHEDULE:

Fall/2014

Date	Topic/Learning Experiences	Readings and Assignments
8/25	Introduction to Course/Review of Assignments, including Short-term Prevention Project/First Sessions	
9/8	First Sessions – Developing a Session Focus/Triangle of Conflict/Review of Ethics/Discussion of Prevention Projects	Co-Creating Change (CCC) - Chapter 1
9/15	Case Presentations (2)/Developing a Session Focus/Anxiety	Due: Site Contract Due: Short-term Prevention Project Proposal CCC – Chapter 2
9/22	Case Presentations (2)/Continuation of Anxiety Discussion	Site Visits
9/29	Case Presentations (2)/Defenses	CCC – Chapter 3 Site Visits
10/6	Case Presentations (2)/Defenses: Tactical and Repressive	Due: Transcript/tape #1 CCC – Chapter 4
10/14	Individual Supervision Meeting (50 minutes) with Dr. Andrews (to be scheduled in advance)	
10/21	Case Presentations (2)/Psychodiagnosis	Due: Site log hours; Mid-term written evaluation by on-site supervisor. CCC - Chapter 5
10/28	Case Presentations (2)	Site log hours to evaluate hours; Mid-term written evaluation by on-site supervisor
11/3	Case Presentations (2)/Creating a Therapeutic Alliance	Due: Case Analysis CCC – Chapter 6
11/10	Case Presentations (2)	Due: Transcript/2nd tape
11/17	Case Presentations (2)/Treating Fragility, Depression, and Somatization	CCC – Chapter 7
11/24	Site Program Evaluation Presentations	DUE: Site Program Evaluation Papers
12/1	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.

ASSESSMENT RUBRIC(S):

**COMMUNITY AGENCY FIELD EXPERIENCE RUBRIC
SITE SUPERVISOR EVALUATION**

	Excellent (4)	Above Average (3)	Average (2)	Below Average (1)	Poor (0)
Counseling Skills	<ul style="list-style-type: none"> -Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately 	<ul style="list-style-type: none"> -Develops strong therapeutic relationships with some clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision 	<ul style="list-style-type: none"> -Develops adequate therapeutic relationships with most clients -Some evidence of case conceptualization skills -Some evidence of assessment skills 	<ul style="list-style-type: none"> -Develops adequate therapeutic relationships with some clients -Relies on clinical supervision to assist with case conceptualization -Relies on clinical supervision to assist with assessment 	<ul style="list-style-type: none"> -Does not develop adequate therapeutic relationships with any clients -No evidence of case conceptualization skills -No evidence of assessment skills
Professional Disposition	<ul style="list-style-type: none"> -Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely 	<ul style="list-style-type: none"> -Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate 	<ul style="list-style-type: none"> -Improvement needed in one of the areas 	<ul style="list-style-type: none"> -Improvement needed in two of the areas 	<ul style="list-style-type: none"> -Improvement needed in three or more of the areas
Utilization of Clinical Supervision	<ul style="list-style-type: none"> -Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision 	<ul style="list-style-type: none"> -Engaged in supervision most of the time -Prepared for supervision most of the time -Thoughtful and reflective in supervision most of the time -Open to feedback in supervision most of the time 	<ul style="list-style-type: none"> -Improvement needed in one of the areas 	<ul style="list-style-type: none"> -Improvement needed in two of the areas 	<ul style="list-style-type: none"> -Improvement needed in three or more of the areas

Multicultural & Social Justice Competency	<ul style="list-style-type: none"> -Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies social justice issues and advocates accordingly for all clients 	<ul style="list-style-type: none"> -Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients 	<ul style="list-style-type: none"> -Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision 	<ul style="list-style-type: none"> -Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions -Some identification of social justice issues, but difficulty advocating for clients 	<ul style="list-style-type: none"> -Unable to identify multicultural issues -Unable to identify social justice and advocacy issues (0)
Self-Awareness	<ul style="list-style-type: none"> -High levels of self-awareness -Demonstrates insight into impact on others at all times -Ability to clearly articulate strengths and weaknesses at all times 	<ul style="list-style-type: none"> -Good self-awareness -Demonstrates insight into impact on others most the time -Ability to articulate strengths and weaknesses most of the time 	<ul style="list-style-type: none"> -Moderate levels of self-awareness -Some insight into impact on others -Some awareness of strengths and weaknesses 	<ul style="list-style-type: none"> -Limited evidence of self-awareness -Limited evidence of insight into impact on others -Limited evidence of awareness of strengths and weaknesses 	<ul style="list-style-type: none"> -No evidence of self-awareness -No evidence of insight into impact on others -No evidence of awareness of strengths and weaknesses

COMMUNITY AGENCY COUNSELING OUTCOME RUBRIC

(4) Client Response of Strongly Agree	(3) Client response of Mostly Agree	(2) Client response of Neutral	(1) Client response of Mostly Disagree	(0) Client response of Strongly Disagree
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	Item 1: Client satisfaction with counseling process	Item 2: Client satisfaction with progress on counseling goals	Item 3: Client's report of feeling understood by counselor	Item 4: Client satisfaction with counseling relationship	Item 5: Client's report of life improvement as a result of counseling
Client 1					
Client 2					
Client 3					
Average score for each item					