

**George Mason University**  
**College of Education and Human Development**  
Counseling and Development

EDCD 755 (007) - Practicum in Counseling  
3 Credits, Fall 2016  
Mondays, 7:20 – 10:00 pm  
Innovation Hall Room 338

**Faculty**

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**Prerequisites/Corequisites**

Completion of CNDV program course work except for EDCE 610 or electives (total credits cannot exceed 3 credits); overall GPA of 3.00; no grade lower than B in skills courses EDCE 630, 606/609 and 608; no more than two grades of C in any other graduate course work required by CNDV program; permission of advisor.

**University Catalog Course Description**

Provides supervised practice in a counseling setting similar to the setting in which the student may work with an emphasis on the counseling process.

**Course Overview**

This course provides supervised practice for a minimum of 200 hours (for school counseling students) and 300 hours (for community agency students) 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.

This 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 developing 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 Delivery Method**

This course will be delivered using a seminar format.

### **Learner Outcomes or Objectives**

This course is designed to enable students to do the following:

- Gain opportunity for practicing competencies developed throughout the graduate training program;
- Receive an orientation to organizational structure, protocol, relationships, and working conditions in community agency counseling settings;
- Explore counseling strategies for individuals, groups, and families within a culturally diverse framework;
- Effectively understand the nature of the changing role of the professional counselor that includes advocacy, leadership, multiculturalism, and social justice.
- Formulate and identify a professional role.
- Uphold high standards of professional ethics; gain experience involving ethical decision-making and practice related to counseling.

### **Professional Standards (CACREP)**

EDCD 755 is one of the culminating courses for master's degree students in the Counseling and Development Program. The experience is designed to enhance counseling skills and to provide students with site-based community agency counseling experiences. EDCCD 755 fulfill the requirements of the following professional organizations:

Commonwealth of Virginia Board of Counseling requirement for Supervised internship of 600 hours to include 240 hours of face-to-face direct client contact.

Council for the Accreditation of Counseling and Related Educational Programs

(CACREP) 2009 Standards that require counselor education programs include the study of helping relationships in a multicultural society; and

CACREP-Section II. Professional Identity and CACREP-Section III. Professional Practice.

American Counseling Association Code of Ethics requirement that counselors establish counselor education and training programs that integrate academic study and supervised practice.

### **Required Texts**

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

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

### **Course Performance Evaluation**

Students are expected to submit all assignments on time in the manner outlined by the instructor (e.g., Blackboard, Tk20, hard copy).

- **Assignments and Examinations**

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 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 hour requirement. *Achieving the hours required to pass this class is the sole responsibility of the student.*

Supervision Agreement signed by you and your on-site supervisor is due by Monday, September 8th. On-site Supervisors will then be contacted directly by the University Supervisor to initiate the collaborative supervisory relationship and answer any questions about the Supervision Agreement. A site-visit with the On-site Supervisor, University Supervisor, and student will be scheduled around the time of the mid-term evaluation.

2. **Transcripts and Tapes\*\*.** (Practicum Students only) Students will hand in two video or audiotapes and accompanying transcripts. Note, you must include a signed “permission to tape” form [See CA Required Forms in the Community Agency P&I tab on Bb]. If possible, select one sample from an individual session and one sample from a group or family session. (Make sure your video or audiotape quality is of good enough quality for review. As with the case presentations, videotape is strongly encouraged.) I strongly recommend that you begin taping from Week 1 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.

Please provide a brief description of your client and his or her presenting issue. In addition, state the primary focus that you are working on with your client in the segment and the theoretical orientation from which you are working. In a column next to the transcript note the main counseling themes and interventions you are using. In a third column discuss whether the interventions were effective or ineffective and any reactions you are having to your client (e.g., countertransference). Note case-relevant ethical and diversity considerations. If you choose, the tapes you use for your transcripts can be used for case presentations.

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

3. **Performance-Based Assessment: Program Evaluation Project.** 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 address a need in the surrounding community and 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 4-5 page summary of the project and the project outcome. 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 will present your project in class.

4. **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 a written comprehensive case analysis/conceptualization of a client. Please explain how your theoretical orientation helps you understand the presenting issues with which your client is struggling. How does your theory inform the interventions you use with your client? Further instructions will be given in class.
5. **Class Participation and Case Presentations.** 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.

Students are expected to make two case presentations during the semester. For the presentation, you are encouraged to provide video or audio recordings of your therapy session. Videotape is strongly recommended due to the importance of learning to observe nonverbal responses of patients to therapeutic interventions. You will bring this in the form of a thumb drive, a dvd, or an audio tape. If you choose to bring an audiotape, the recording must be audible and clear. Before class, you will cue it up to an area where you want feedback from your counseling interventions. You are to describe your case conceptualization and plans for treatment. The presentation 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 early in the semester.*

6. **Counseling Surveys.** Students are required to complete three Counseling Surveys with their clients during the semester. The Counseling Survey can be accessed on Blackboard in the Community Agency Required Forms folder. The paper copies of these surveys will be submitted to Dr. Andrews; students will complete a client feedback report averaging scores from all surveys and upload this to TK20.
7. **Performance-Based Assessment: Final Supervisor Evaluation.** Students are required to upload their final supervisor practicum evaluation to TK20, which can be found under the "assessment" link in Blackboard.

[Descriptions, including the notation "This is a Performance Based Assessment," if applicable (with rubric at end of syllabus)]

- **Other Requirements**

- **Course Performance Evaluation Weighting**

EDCD 755 is a Pass/Fail 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	20 points
Program Evaluation Project	20 points
Case Analysis	10 points
Class Participation and Case Presentation	30 points
Supervisor Evaluation	20 points

Due on December 12, 2016 (Required to complete practicum):

Site hours log (Signed by Student and On-site Supervisor)

On-Site Final Evaluation of Student Counselor (Signed by On-Site Supervisor)

### Overall Grades

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]

[Percentages, points]

### Grading Policies

A = 95-100 A- = 90-94 B+ = 87-89 B = 83-86 B- = 80-82 C = 70-79 F = < 70

All CEHD undergraduate and graduate students are held to the university grading policies as described in the Academic Policies section of the current catalog, which can be accessed at <http://catalog.gmu.edu>. Those students enrolled in a CEHD Licensure Graduate Certificate program, however, must earn a B- or better in all licensure coursework. A degree-seeking graduate student will be dismissed after accumulating grades of F in two courses or 9 credits of unsatisfactory grades (C or F) in graduate courses. A 3.0 grade point average is required for completion of the graduate degree.

### Professional Dispositions

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

### Core Values Commitment

The College of Education and 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/>.

### GMU Policies and Resources for Students

#### *Policies*

- Students must adhere to the guidelines of the Mason Honor Code (see <http://oai.gmu.edu/the-mason-honor-code/>).

- Students must follow the university policy for Responsible Use of Computing (see <http://universitypolicy.gmu.edu/policies/responsible-use-of-computing/>).
- Students are responsible for the content of university communications sent to their Mason 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 with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see <http://ods.gmu.edu/>).
- Students must follow the university policy stating that all sound emitting devices shall be silenced during class unless otherwise authorized by the instructor.

### *Campus Resources*

- Support for submission of assignments to Tk20 should be directed to [tk20help@gmu.edu](mailto:tk20help@gmu.edu) or <https://cehd.gmu.edu/api/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.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/>).
- 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 Office of Student Support staff helps students negotiate life situations by connecting them with appropriate campus and off-campus resources. Students in need of these services may contact the office by phone (703-993-5376). Concerned students, faculty and staff may also make a referral to express concern for the safety or well-being of a Mason student or the community by going to <http://studentsupport.gmu.edu/>, and the OSS staff will follow up with the student.

**For additional information on the College of Education and Human Development, please visit our website <https://cehd.gmu.edu/>.**

## Class Schedule

DATE	TOPIC	DUE / READINGS
August 29	<ul style="list-style-type: none"> <li>- Introductions</li> <li>- Introduction to Course</li> <li>- Practicum/Internship Expectations</li> <li>- Review Syllabus</li> <li>- Triangle of Conflict</li> </ul>	
September 5 Labor Day (no class)		
September 12	<ul style="list-style-type: none"> <li>- Theoretical orientations</li> <li>- Initial client meetings</li> <li>- Developing a Session Focus</li> <li>- Ethical concerns</li> <li>- Discussion of Prevention Projects</li> </ul>	Co-Creating Change (CCC) Chapter 1 <b>Supervision Agreement            DUE</b>
September 19	Anxiety: The First Detour from Feelings  Check-in/Case Processing	CCC – Chapter 2
September 26	Anxiety Discussion (continued)  Check-in/Case Processing	<b>Program Evaluation Proposal Due</b>
October 3	Defenses  Check-in/Case Processing  Case Presentation: _____	CCC: Chapter 3  <b>DUE: Transcript/Tape #1</b>  <b>Mid-term Evaluation DUE</b>
October 11 (Tuesday)	Individual Supervision Meetings	
October 17	Defenses (Continued)  Check-in/Case Processing  Case Presentation: _____	Mid-term written evaluation by on-site supervisor*
October 24	Check-in/Case Processing  Case Presentation: _____	
October 31	Check-in/Case Processing  Case Presentation: _____	
November 7	Check-in/Case Processing  Case Presentation: _____	<b>Due: Case Analysis</b>

November 14	Check-in/Case Processing Case Presentation: _____	<b>DUE: Transcript/Tape #2</b>
November 21	Preparing for Termination Check-in/Case Processing Case Presentation: _____	
November 28	Program Evaluation Presentations	<b>Due: Site Program Evaluation Papers</b>
December 5	Closing/Class Evaluations	<b>DUE: Final Site Hours Log; Final on-site supervisor evaluation** Blackboard Requirements</b>



Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

**Assessment Rubric(s)**

**Community Agency Field Experience Rubric**

	<b>Excellent (4)</b>	<b>Above Average (3)</b>	<b>Average (2)</b>	<b>Below Average (1)</b>	<b>Poor (0)</b>
<b>Counseling Skills</b>	-Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately (4)	-Develops strong therapeutic relationships with some clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision (3)	-Develops adequate therapeutic relationships with most clients -Some evidence of case conceptualization skills -Some evidence of assessment skills (2)	-Develops adequate therapeutic relationships with some clients -Relies on clinical supervision to assist with case conceptualization -Relies on clinical supervision to assist with assessment (1)	-Does not develop adequate therapeutic relationships with any clients -No evidence of case conceptualization skills -No evidence of assessment skills (0)
<b>Professional Disposition</b>	-Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely (4)	-Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate (3)	-Improvement needed in one of the areas (2)	-Improvement needed in two of the areas (1)	-Improvement needed in three or more of the areas (0)
<b>Utilization of Clinical Supervision</b>	-Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision (4)	-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 (3)	-Improvement needed in one of the areas (2)	-Improvement needed in two of the areas (1)	-Improvement needed in three or more of the areas (0)
<b>Multicultural &amp; Social Justice Competency</b>	-Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies social justice issues and advocates accordingly for all clients (4)	-Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients (3)	-Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision (2)	-Some identification of multicultural issues, but difficulty integrating culturally appropriate interventions -Some identification of social justice issues, but difficulty advocating for clients (1)	-Unable to identify multicultural issues -Unable to identify social justice and advocacy issues (0)

Self-Awareness	<ul style="list-style-type: none"> <li>-High levels of self-awareness</li> <li>-Demonstrates insight into impact on others at all times</li> <li>-Ability to clearly articulate strengths and weaknesses at all times (4)</li> </ul>	<ul style="list-style-type: none"> <li>-Good self-awareness</li> <li>-Demonstrates insight into impact on others most of the time</li> <li>-Ability to articulate strengths and weaknesses most of the time (3)</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate levels of self-awareness</li> <li>-Some insight into impact on others</li> <li>-Some awareness of strengths and weaknesses (2)</li> </ul>	<ul style="list-style-type: none"> <li>-Limited evidence of self-awareness</li> <li>-Limited evidence of insight into impact on others</li> <li>-Limited evidence of awareness of strengths and weaknesses (1)</li> </ul>	<ul style="list-style-type: none"> <li>-No evidence of self-awareness</li> <li>-No evidence of insight into impact on others</li> <li>-No evidence of awareness of strengths and weaknesses (0)</li> </ul>
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Taskstream CA Client Feedback Rubric  
Student Effect on Client Performance Based  
Assessment

<b>CATEGORY /POINTS</b>	<b>Exceeds standards (4 points)</b>	<b>Meets standards (3 points)</b>	<b>Approaching standards (2 points)</b>	<b>Below standards (0 points)</b>
<b>Client satisfaction with counseling process</b>	Majority of client responses fall in “strongly agree” category on client feedback forms	Majority of client responses fall in “mostly agree” category on client feedback forms	Majority of client responses fall in “neutral” category on client feedback forms	Majority of client responses fall in “mostly disagree” or “strongly disagree” category on client feedback forms
<b>Client satisfaction with progress being made towards identified counseling goals</b>	Majority of client responses fall in “strongly agree” category on client feedback forms	Majority of client responses fall in “mostly agree” category on client feedback forms	Majority of client responses fall in “neutral” category on client feedback forms	Majority of client responses fall in “mostly disagree” or “strongly disagree” category on client feedback forms
<b>Client’s degree of feeling understood by student counselor</b>	Majority of client responses fall in “strongly agree” category on client feedback forms	Majority of client responses fall in “mostly agree” category on client feedback forms	Majority of client responses fall in “neutral” category on client feedback forms	Majority of client responses fall in “mostly disagree” or “strongly disagree” category on client feedback forms
<b>Client satisfaction with counseling relationship</b>	Majority of client responses fall in “strongly agree” category on client feedback forms	Majority of client responses fall in “mostly agree” category on client feedback forms	Majority of client responses fall in “neutral” category on client feedback forms	Majority of client responses fall in “mostly disagree” or “strongly disagree” category on client feedback forms
<b>Client report that life has improved as a result of counseling</b>	Majority of client responses fall in “strongly agree” category on client feedback forms	Majority of client responses fall in “mostly agree” category on client feedback forms	Majority of client responses fall in “neutral” category on client feedback forms	Majority of client responses fall in “mostly disagree” or “strongly disagree” category on client feedback forms

**COMMUNITY AGENCY COUNSELING OUTCOME RUBRIC**

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