

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

EDCD 755.007 – Practicum in Counseling
3 Credits, Fall 2017

Mondays, 7:20 – 10:00 PM, Innovation Hall Room 338, Fairfax Campus

Faculty

Name: Dr. Stuart Andrews
Office Hours: By Appointment
Office Location:
Office Phone:
Email Address:

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. EDCE 755 fulfills 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

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

Full citations in format required for all assignments in course (e.g., APA, AMA, Chicago, MLA)]

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).

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 11th. 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.

- **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.

- **Assignments and/or Examinations**

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| - 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 11, 2017 (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) | |

- **Grading**

(A = 97 – 100) (A- = 94 – 96) (B+ = 91-93) (B = 87-90) (B- = 84-86) (F = Below 79)

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

See <https://cehd.gmu.edu/students/policies-procedures/>

Class Schedule

DATE	TOPIC	DUE / READINGS
August 28	- Introductions - Introduction to Course - Practicum/Internship Expectations - Review Syllabus	
September 4 Labor Day (no class)		
September 11	- Theoretical orientations - Initial client meetings - Developing a Session Focus - Malan's Triangles	Co-Creating Change (CCC) Chapter 1 Supervision Agreement DUE
September 18	Anxiety: The First Detour from Feelings Check-in/Case Processing Case Presentation: _____	CCC – Chapter 2
September 25	Anxiety Discussion (continued) Check-in/Case Processing Case Presentation: _____	Program Evaluation Proposal Due
October 2	Defenses Check-in/Case Processing Case Presentation: _____	CCC: Chapter 3 DUE: Transcript/Tape #1

October 10 (Tuesday)	Individual Supervision Meetings	
October 16	Defenses (Continued) Check-in/Case Processing Case Presentation: _____	Mid-term Evaluation by On-Site Supervisor DUE
October 23	Check-in/Case Processing Case Presentation: _____	
October 30	Check-in/Case Processing Case Presentation: _____	Due: Case Analysis
November 6	Check-in/Case Processing Case Presentation: _____	
November 13	Check-in/Case Processing Case Presentation: _____	DUE: Transcript/Tape #2
November 20	Preparing for Termination Check-in/Case Processing Case Presentation: _____	
November 27	Program Evaluation Presentations	Due: Site Program Evaluation Papers

December 4	Closing/Class Evaluations	DUE: Final Site Hours Log; Final on-site supervisor evaluation** Blackboard Requirements
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Note: Faculty reserves the right to alter the schedule as necessary, with notification to students.

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 or <https://cehd.gmu.edu/aero/tk20>. Questions or concerns regarding use of Blackboard should be directed to <http://coursessupport.gmu.edu/>.
- For information on student support resources on campus, see <https://ctfe.gmu.edu/teaching/student-support-resources-on-campus>

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