

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

EDCD 755.002 - Practicum in Counseling
3 Credits, Fall 2016
Mondays, 4:30 – 7:10 pm
Innovation Hall Room 211 Fairfax

Faculty

Name: Dr. Jami Murray
Office Hours: By Appointment
Office Location:
Office Phone:
Email Address:

Prerequisites/Corequisites

Completion of CNDV program course work except for EDCD 610 or electives (total credits cannot exceed 3 credits); overall GPA of 3.00; no grade lower than B in skills courses EDCD 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.

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 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 lecture format.

Learner Outcomes or Objectives

This course is designed to enable students to:

- 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 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; to give experience involving ethical decision-making and practice related to counseling.

Professional Standards

EDCD 755 is a culminating course 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

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

Additional readings may be assigned by the instructor.

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/or Examinations**

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 direct 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 Dr. Murray to initiate the collaborative supervisory relationship and answer any questions about the Supervision Agreement.

2. **Class Participation (20 points).** 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 a case presentation as noted below.

Case Presentation. You will make a case presentation to the class in which you will provide a brief background and conceptualization of your client, therapy goals, work to date with the client, and questions you have for the audience. An outline with the format for the presentation will be provided. Although not formally graded, this presentation is included as part of your class participation and will allow you the opportunity to receive feedback and assistance from your peers and instructor for both personal and professional growth.

Presentation dates will be selected during the first night of class.

3. **Recordings and Process Notes (20 points).** ** Students should have two recordings and process notes to be handed in during the semester (these should be two different clients; please see Dr. Murray if this poses a challenge for you). You must include a signed "permission to tape" form [See P&I Bb]. For the first recording, student will include a transcription of the first 10-15 minutes of the session as well the information noted below: a.) brief (socio-demographic) description of the client, b.) summary of the client's presenting concerns, c.) session overview and outcome d.) questions for the instructor/particular areas of recording intern would like feedback on. Due October 16th

For the second recording, the student will submit a process note. An outline for the format of these submissions will be provided. All recordings and notes will be submitted to the instructor. Due Nov 14th.

**Dr. Murray may request additional recordings and/or transcriptions/process notes from students based on overall assessments by the instructor and the Site Supervisor.

4. **Case Analysis (10 points).** You will be required to complete an individual case analysis that has been designed to serve as a comprehensive assessment of your academic experiences in the C&D 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. This assignment will be due Nov 20th.

5. **Supervision (30 points; on-site supervisor evaluation).** Weekly supervisory sessions with your individual supervisor at your placement site are required. Site supervisors will complete midsemester (due Oct 23rd) and final (due by Dec 4th) evaluations of each student. Students must pass these evaluations (receive a B or better) to pass the internship course. Final supervisor evaluations must be uploaded to Blackboard. You will also meet with your University Supervisor for individual supervision on two occasions to be scheduled.
6. **Short-term Prevention Program (30 points).** 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. A proposal outlining the nature of the project, the proposed methodology, and proposed outcomes is due on Oct 23rd. A five-page final prevention program summary will be required (one page on needs assessment, two pages describing the project, two pages describing the outcome). Students begin with a needs assessment, develop a proposal based on the needs assessment and research topic of interest, implement the prevention program, and submit a written five-page summary of the project and the project outcome on Dec 4th. Presentations will be made in class regarding the prevention program on Dec 4th.

7. **Counseling Survey.** Students must turn in a minimum of 3 counseling surveys completed with clients by the end of the semester. Surveys can be found on the course blackboard site, and the C&D blackboard site. The paper copies of these surveys will be submitted to Dr. Murray; students will complete a client feedback report averaging scores from all survey and hand this in with the end of semester documentation]

- **Other Requirements**

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.

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 internship site. **More than one unexcused absence will result in not receiving credit for the course. Late arrivals to class count toward an unexcused absence.**
 - Active classroom participation, including providing constructive feedback and suggestions for classmates.
 - Satisfactory mid-term and final evaluation from on-site supervisor. Supervisors will submit a formal evaluation midway through the semester and a final formal evaluation at the end of the semester. **Students who receive unsatisfactory supervisory evaluations (below average scores) may not pass the course.**
 - Completion of the required field placement hours. **There are no exceptions to this rule. Students must complete all required hours to pass this course.**
- **Course Performance Evaluation Weighting**

Two Recordings – transcripts & analyses	20 points
Program Evaluation Project	20 points
Case Analyses	10 points
Class Participation	30 points
Supervisor Evaluation	20 points

- **Grading Policies**

EDCD 791 is a pass or fail course. Students must achieve a passing grade in order to successfully complete/pass the requirements of the Internship. Students will be evaluated on the course requirements as listed above. It is expected that all students will demonstrate skills through class participation, presentations, evaluations, and assigned projects and papers. Consultation with university and on-site supervisors regarding the intern’s performance will occur during the semester and scores lower than a three on your final evaluation from your on-site supervisor could result in course failure.

In addition, students **MUST complete the** hours requirement, counseling surveys, and supervisions to pass.

TK20 PERFORMANCE-BASED ASSESSMENT SUBMISSION REQUIREMENT

Every student registered for any Counseling & Development course with a required performance-based assessment is required to submit this assessment, On-Site Supervisor Final Evaluation; and Client Feedback Report, to Tk20 through Blackboard (regardless of whether the student is taking the course as an elective, a onetime course or as part of an undergraduate minor). Evaluation of the performance-based assessment by the course instructor will also be completed in Tk20 through Blackboard. Failure to submit the assessment to Tk20 (through Blackboard) will result in the course instructor reporting the course grade as Incomplete (IN). Unless the IN grade is changed upon completion of the required Tk20 submission, the IN will convert to an F nine weeks into the following semester.

Course Materials:

All practicum materials are located on Blackboard under the Counseling and Development Organization page. Click the Community Agency P&I link located on the left-hand side. You should print out copies of the Information for CA On-Site Supervisor, Supervision Agreement, Mid-Term Evaluation and Final Evaluation forms for your site supervisor, and any other relevant materials.

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 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/> .

Class Schedule

<u>Date</u>	<u>Topic</u>	<u>Assignments Due</u>
August 28 th	Welcome/Introductions Review of Syllabus Practicum Expectations Schedule Supervision and Presentations	
September 4 ^h		No class
September 11 th	Discuss: site expectations and identify roles of a new counselor Discuss: Skovholt, T. M., & Rønnestad, M. H. (2003). Struggles of the novice counselor and therapist. Journal of Career Development, 30, 1, 44-58. Check-in and Case Processing	Supervisor Agreement Read: Skovholt, T. M., & Rønnestad, M. H. (2003). Struggles of the novice counselor and therapist.
September 18 th	Workshop: Prevention Program Proposal Discuss: Initial client meetings and reflect on your thoughts and feelings about meeting a client for the first time Discuss: Cavanagh & Levitov (2002). Stages of Counseling Chap. 1 & 2	Read: Cavanagh & Levitov (2002) Chap. 1 & 2
September 25 th	Discuss: Ethics of Counseling (ACA Code of Ethics) Discuss: Cultural diversity observations and concerns (AMCD Multicultural Counseling Competencies) Check-in and Case Processing	Review and bring to class: ACA Code of Ethics and AMCD Multicultural Counseling Competencies
October 2nd	Review Case presentation: expectations and outline Discuss: Developing personal style and integrating theory. What is the theory you primarily use? How is it evident in your work with clients? Check-in and Case Processing	Read about a theoretical perspective from your counseling theory book.
October 10 th (Tuesday)	Open Class	
October 16 th	Discuss: How to utilize supervision effectively Discuss: Counseling Supervision Article Supervision with Dr. Murray 5:30pm: 6:00pm: 6:30pm:	Find, read, and prepare to discuss a journal article on Counseling Supervision Turn in recording #1/transcription notes

October 23rd	Check-in and Case Processing Supervision with Dr. Murray 5:30pm: 6:00pm: 6:30pm:	Mid-Semester evaluations & Log of Hours Due Prevention Program Proposal Due
October 30 th	Discussion: Self-Care, wellness, and boundaries Case presentations: 1. 2. 3.	Find, complete, and prepare to discuss a self-care assessment
November 6 th	Discussion: Termination Case presentations: 4. 5. 6.	
November 13 th	Discuss: Termination Check-in and Case Processing	
November 20 th	Workshop: Prevention Program Check-in and Case Processing	Case Analysis Due
November 27 th	Group Supervision: Group A: 4:30 – 5:45 Group B: 5:45 – 7:00	Turn in recording #2/process notes
December 4 th	Prevention Program Presentations 4:00pm 4:30pm: 5:00pm: 5:30pm: 6:00pm: 6:30pm:	Prevention Program Papers Log of Hours, Final Supervisor Evaluations

** Final signed logs will be due to Dr. Murray by December 4th. Students will NOT receive a grade for this class if their logs and site evaluation forms are not turned in by the due date. The two-required performance-based assessments (i.e., final supervisor evaluation and client feedback report) must also be uploaded to Blackboard by 12/4/17.*

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

Assessment Rubric(s)

EDCD 755 (CA) Program Evaluation Project- Proposal (Rev. 11.15)

	Exceeds Standards 5 (94-100)	Meets Standards 4 (87-93)	Approaching Standards 3 (80-86)	Below Standards 2-1 (79 and below)	Score/Level
Prevention Program Goal (Research - G.8.b.)	Goal set meets SMART goal format (specific, measurable, attainable, realistic/relevant, and time-bound)	Goal mostly follows SMART goals format but needs some improvement/ specifications	Goal is reasonable, but does not follow SMART goal format	Goal is inappropriate, irrelevant, or absent	
Prevention Program Proposal (Research - G.8.b.; G.8.d.)	Proposal is well thought out and researched, relevant to the stated goal, and addresses a need of the community agency site	Proposal is fairly well thought out and/or researched, relevant to the stated goal, and addresses a need of the community agency site	Proposal is not particularly well thought out, or is not relevant to the goal, or is an inappropriate community counseling intervention (not relevant to site needs)	Proposal is not well thought out, is not relevant to the goal, and/or is an inappropriate community counseling intervention	
Needs Assessment (Research - G.8.d.; G.8.e.)	A needs assessment was conducted. Data were collected and clearly identified, and were used to inform goals of the prevention plan	A needs assessment was conducted. Data were either presented in a confusing way, or were not used to inform goals of the prevention plan	A needs assessment was not conducted, or data were irrelevant to goals of the prevention plan	A needs assessment was not conducted, and outcome data were irrelevant to the goal	
Literature review	Relevant literature is analyzed and logically presented. Multiple peer-reviewed sources are utilized. There are no grammatical, formatting, or APA errors.	Relevant literature is presented in a logical manner with some analysis. Some peer-reviewed sources are utilized and there are minimal grammatical, formatting, or APA errors.	Relevant literature is presented, but may be illogical or lack analysis. Few peer-reviewed sources are utilized and there are moderate grammatical, formatting, or APA errors.	Literature presented is irrelevant, illogical, and lacks analysis. Peer-reviewed sources are not utilized and there are many writing and APA errors.	

EDCD 755 (CA) Practicum Site Supervisor Evaluation (Rev. 11.15)

	Exceeds Standards 4 (94-100)	Meets Standards 3 (87-93)	Approaching Standards 2 (80-86)	Below Standards 1 (79 and below)	Score/Level
Counseling Skills (Professional Orientation and Assessment- G.5.b.; G.5.d. G.7.f.; G.7.g.)	-Develops strong therapeutic relationships with most clients -Independently develops thorough case conceptualizations -Independently assesses most clients appropriately	-Develops strong therapeutic relationships with most clients -Develops thorough case conceptualizations with clinical supervision -Appropriately assesses most clients with clinical supervision	-Develops adequate therapeutic relationships with some clients -Some evidence of case conceptualization skills -Some evidence of assessment skills	-Does not form adequate therapeutic relationship clients -No evidence of case conceptualization skills -No evidence of assessment skills	
Professional Disposition (Professional Orientation - G.1.b.)	-Collegial at all times -On time for all appointments/meetings -Displays effective interpersonal communication at all times -Paperwork is well-written and timely	-Collegial most of the time -On time for most appointments/meetings -Displays effective interpersonal communication most of the time -Paperwork is adequate	-Improvement needed in one area of this category	-Improvement needed in two or more of the areas of this category	
Utilization of Clinical Supervision (Professional Orientation - G.1.b.)	-Always engaged in supervision -Always prepared for supervision -Always thoughtful and reflective during supervision -Always open to feedback in supervision	-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	-Improvement needed in one area of this category	-Improvement needed in two or more areas of this category	
Multicultural & Social Justice Competency (Social and Cultural Diversity- G.2.d. G.2.e.)	-Identifies multicultural issues and integrates culturally appropriate interventions with all clients -Identifies social justice issues and advocates accordingly for all clients	-Identifies multicultural issues and integrates culturally appropriate interventions with most clients -Identifies social justice issues and advocates accordingly for most clients	-Identifies multicultural issues and can integrate culturally appropriate interventions with clinical supervision -Identifies social justice and advocacy issues with clinical supervision	-Unable to identify multicultural issues -Unable to identify social justice and advocacy issues	
Self-Awareness (Professional Orientation - G.5.b.)	-High levels of self-awareness -Demonstrates insight into impact on others at all times -Ability to clearly articulate strengths and weaknesses at all times	-Good self-awareness -Demonstrates insight into impact on others most the time -Ability to articulate strengths and weaknesses most of the time	-Moderate levels of self-awareness -Some insight into impact on others -Some awareness of strengths and weaknesses	-No evidence of self-awareness -No evidence of insight into impact on others -No evidence of awareness of strengths and weaknesses	