

Western Kentucky University
Department of Counseling and Student Affairs

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Office Hours: Wednesday 10- 4:30; Thursday 1-3:45 & by appointment

Course:

CNS 590 Practicum (Spring, 2020)

Prerequisite: 15 hours in counseling courses including the following courses: CNS 550, 554, 555, 558, and 559. Supervised experiences in a setting related to area in which individual plans to seek certification or employment.

Purpose of the course: The practicum course is the initial clinical experience for the school counseling student, and provides an opportunity for the student to apply clinical counseling skills, under close supervision, in an actual counseling setting. The practicum is a planned, supervised counseling experience, with 40 direct hours (i.e., direct service with client or clients) and the remaining hours spent in preparation, supervision, and other support activities. This course meets criterion set forth by CACREP of 100 supervised clinical hours.

Course Objectives:

This course is designed to achieve learning outcomes consistent with the 2016 CACREP Accreditation Standards, as well as the Kentucky Education Professional Standards Board (EPSB) as noted below. Students are assessed on the standards noted with an asterisk*.

KY EPSB

2.6 COUNSELING AND HELPING RELATIONSHIPS

2.6.e. Integration of technological strategies and applications within counseling and consultation processes*.

Course Texts:

Guide to Practicum and Internship (available on Blackboard)

Video recorder

WKU School Counseling Practicum Manual

ASCA and/or ACA Ethical Codes

Consent forms for taping

Log Sheets to document hours

Additional readings as the students identify topics of interest.

- The text(s) below are not required, but are recommended as resources for supplemental readings to enrich required course readings:

American School Counselor Association (2012). The ASCA National Model:

A framework for school counseling programs, 4th ed. Alexandria, VA: Author

Shapiro, D. (2007). Your body speaks your mind: Understanding how your emotions and thoughts affect you physically (Rev. and updated ed.). London: Piatkus.

Myss, C (2017). Anatomy of the Spirit: The Seven Stages of Power and Healing. New York: Penguin Random House LLC.

- Additional assigned and supplemental course readings and resources are available on the WKU Blackboard site for this course. Check weekly reading assignments in this syllabus and on the course Blackboard site.
- Assigned Readings Expectation: Students are expected to complete reading assignments for the scheduled class meeting and be prepared for class learning activities.

Methods of Instruction

Class content will be presented using lecture format, power-point presentations, class discussion, reflecting teams, case conceptualizations, student presentations, audio &/or video tapes, peer supervision, individual supervision and possibly guest speakers.

Course Requirements:

1. Practicum Requirements: The majority of practicum requirements are found in your practicum manual. We will review these in class the first night, and regularly during supervision. Due dates for specific assignments will be found on the schedule.
2. Clinical:
 - a. 40 hours of direct service with clients
 - Direct client contact may come from a variety of areas. Any activities common to a school counseling position where you are working directly with a student, or on behalf of a student, with another person – in person (e.g., administrator, teacher, parent) would count. As part of these hours, you will be required to provide video-taped individual sessions with students, group counseling sessions or classroom guidance lessons. Twenty of the 40 hours should be group or individual counseling.
 - b. 60 hours of indirect, or other counseling duties not requiring direct client contact. These duties vary depending on your placement.
3. Supervision:
 - a. Site Supervision: Students are expected to meet with each site supervisor on a weekly basis. Supervision and consultation with site supervisors should equal one hour of contact time per week.
 - b. Group/Peer Supervision: Practicum will meet weekly for 1.5 hours of group/peer supervision. Each week students will be required to be prepared to present a session as well as other client cases.

4. Class:

- a. Attendance: Class attendance is required because a primary means of learning in this course will occur during class/supervision activities. In order to meet the hours required by the department, any absence will require making up the time missed. You must contact the instructor before class prior to an absence. Missing more than once during the semester will cause a deduction of 5% from your final grade total.
- b. Case Presentations: You will be responsible for presenting one formal case presentation during the semester. This will require a tape of your counseling session, and a written client conceptualization (CASE CONCEPTUALIZATION FORM will be provided on blackboard). Worth 28 points.
- c. Counseling Skills Scale: It is important that you begin a practice of self-evaluation/self-study of your counseling skills. You will be responsible for completing a counseling skills scale for each counseling session you conduct. The scale is comprised of 18 specific micro- skills divided into five sections. Below each section is a comment box – in this box you will go analyze your work further. I will provide the COUNSELING SKILLS SCALE on blackboard. Worth 16 points.
- d. Classroom Counseling Activity or Small Group Counseling Session
You will complete and present a detailed outline of one classroom counseling lesson or small group counseling session demonstrating how you have given attention to diversity/advocacy and inclusion (of special education students).
The chosen activity should be based on M.E.A.S.U.R.E.: Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals and design, implement, and evaluate an intervention (classroom lesson or group counseling). See MEASURE outline format. Be sure to follow the format in the presentation outline. UPLOAD TO ELECTRONIC PORTFOLIO SYSTEM –THERE ARE TWO SEPARATE PORTIONS TO THIS ASSIGNMENT You are only required to complete the first portion for this assignment
 - i. M.E.A.S.U.R.E PRESENTATION PART I
 - ii. M.E.A.S.U.R.E. PRESENTATION PART IIBe sure to follow the format located in the APPENDIX A
Worth 25 points.
- e. Personal Reflection Weekly Journal
The Personal Reflection Weekly Journal will reflect the following items: (a) description and synthesis of ongoing feedback from supervisors; (b) specific responses about how the ongoing feedback is being incorporated into practice; (c) plans for further development that is responsive to the feedback; (d) a characterization of personal experiences as a student counselor, as well as relational experiences with clients; (e) reflection on providing treatment from a multicultural perspective; (f) personal challenges that need to be addressed to further develop as a counselor; (g) how you will know when to seek supervision or refer a client; (h)

strategies you employ and plan to employ for self-care; and (i) description of the development of theoretical perspective. This section should discuss the reflections and decisions students are making as they identify a counseling theory. Correct grammar and APA formatting are required.

Weekly journals are to be posted on Black Board by Tuesday evenings at 11:59 p.m. before group meetings. Worth 16 points

5. Records: Students must keep a chronological log of all practicum activities. Preparation and supervision times are included in these hours. Students should bring their logs to group and individual supervision.
6. Video Recordings: Interns are expected to record, review (as part of preparation) and share one video-recorded interaction during each individual supervision session and each presentation for group supervision whenever possible.

Evaluation

Case Presentation	28 points
Counseling Skills Scale	16 points
Self – Care	16 points
Small Grp/Classroom	25 points
<u>Attendance/Participation</u>	<u>15 points</u>
	100 points

Grading Scale:

A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	>59

Attendance Policy:

Attendance is required at all scheduled class meetings; an absence for any reason is an absence and will require making up the time missed. Students are required to contact the professor to discuss any absence from regularly scheduled class meetings.

Use of current research:

Students are expected to use literature reviews to define the most contemporary information on all course research assignments. Course content is continuously revised to include the most recent relevant research. The instructor will post references for relevant current research on the course Blackboard Site.

Use of technology in course delivery:

This course will use Blackboard for discussions, to distribute reading materials, and for submission of papers; email for communication and submission of papers via attachments; and require internet searches as components of research assignments.

Students with Disabilities Who Require Accommodations:

Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services, DUC A200. The OFSDS telephone number is (270)745-5004; TTY is 745-3030. Please DO NOT request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.”

Academic Integrity

Academic integrity is an essential component of an academic community. Every student is responsible for fostering and maintaining a culture of academic honesty by making a commitment to the academic values of honesty, integrity, responsibility, trust, respect for self and others, fairness, and justice. In addition, students are expected to abide by the code of ethics for their profession and the student code of conduct for the university.

Violations of academic integrity include cheating, plagiarism, or lying about academic matters. Plagiarism is defined as any use of another writer's words, concepts, or sequence of ideas without acknowledging that writer properly. This includes not only direct quotations of another writer's words, but also paraphrases or summaries of another writer's concepts or ideas without acknowledging the writer properly (i.e., citing them). Cheating includes behaviors such as giving or receiving data or information under any circumstances not permitted by the instructor. Lying about academic matters includes falsification of data or information as part of an academic exercise, or knowingly providing false information to a faculty member.

Academic dishonesty is a profoundly serious offense because it involves an act of fraud, jeopardizing genuine efforts by faculty and students to teach and learn together. Students who are determined to have plagiarized an assignment or otherwise cheated in their academic work or examination may expect an "F" for the assignment in question or an "F" for the course, at the discretion of the instructor. All incidents of cheating or plagiarism, reported by the instructor, will follow the Student Remediation Process as described in the departmental handbook. Please note: The University does use web-based products to detect plagiarism.

Academic Performance:

As a graduate student and professionals-in-training, your graduate studies should be viewed from the prospective of professional development and graduate students should learn how to apply what they have learned to their respective area of study and social problems. All graduate students are expected to develop standards of professional performance. Review the rubric used to evaluate students' professional performance in each course at:

http://edtech.wku.edu/~counsel/downloads/CNS_Graduate_Student_Handbook.pdf.

Most courses will include in their syllabus a statement on attendance. You should be well aware of the policy for each course and of the consequences of not following it. If there is no statement on attendance in the course syllabus, you should ask the professor for a formal statement to the class of the policy. Even if a course does not require attendance, you should clearly understand that there is an expectation that you should attend class regularly.

Understand that students' academic performance (grades) is monitored. See the graduate catalog and Department of Counseling & Student Affairs Graduate Student Handbook for more details.

Some courses have a policy about late or missing assignments. You should be well aware of the policy for each course and of the consequences of not following it.

Specific directions for your assignments might become less clear. For example, some of your instructors may not provide specific rubrics for particular assignments. This is to encourage your creativity, as well as to generate reflective thought and some degree of ownership in the final product of the assignment.

Many of your graduate professors will require your assignments to be written in APA format, a professional writing style.

Classes in Elizabethtown are in the Eastern Time zone. Therefore, Elizabethtown is one hour ahead of central time. If you are traveling to E-town for classes or taking ITV courses, you must be aware of the time zone differences.

Electronics Policy:

The use of laptops, PDAs, and cell phones during class is prohibited.

Accommodations for Religious Observances: If any student will require academic accommodations for a religious observance, please provide me with a written request to consider a reasonable modification for that observance by the end of the second week of the course. Contact me after class, during my office hours, or by individual appointment to discuss the issue.

Flexibility Clause:

The aforementioned requirements, assignments, policies, evaluation procedures, etc are subject to change. Candidates' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus. In addition, extenuating circumstances may contribute to modification in course requirements and schedule.

Graduate Student Handbook:

Students are responsible for understanding the content and procedures contained in the most recent version of the Department of Counseling and Student Affairs Graduate Student Handbook. The handbook is found on the department's web site. Included in that document is the process that requires all students to be routinely evaluated using the Professional Performance Review process and rubric. The handbook discusses this and other important information.

Consultation or Crisis in Practicum: When a practicum student has a concern, it should first be discussed with the site supervisor – if possible. If you feel it is necessary, you may contact me between supervision meetings if you have a concern requiring more timely consultation. For urgent situations, you may contact me on my cell phone (231-638-6169). I will be unable to take phone calls during teaching and supervision times or other obligations or appointments.

PLEASE NOTE:

Critical Performances:

Counseling Interview Transcript/Conceptualization – upload Case Presentation Conceptualization paper

Self-care Reflection Paper – upload Counseling Skill Scale

These must be entered onto the University's Electronic Portfolio System before grades are posted – May 2020 deadline.

Go to WKU's Homepage – select Colleges and Departments under Academics – select College of Education and Behavioral Sciences – select Educational Technology under Other Units at top of page; then, select

Electronic Portfolio System on left – select Student Login – follow directions

Appendix A
(EPSB 2.6.e)
M.E.A.S.U.R.E. Plan Format

Using the M.E.A.S.U.R.E. concept, each SCIT will construct an intervention plan (Classroom or Small Group) for the school in which you are placed (if at two sites, please choose one). Under the direction of the site supervisor, you will identify a particular issue related to the school improvement goals (**design, implement, and evaluate** the intervention) and present the intervention in class to demonstrate competence. You will follow the **Classroom Counseling/Small Group Counseling Activity outline for the presentation.**

PART I – Complete as Part I

Step I

M – Mission

- *Connect your plan to the school's mission.*

Step II

E – Element

- *Examine the school data and determine what critical data element you want to impact. What is the baseline data, and where do you hope to move it (i.e., your goal)?*

Review the school improvement goals and examine *the achievement data, attendance information, behavior referrals, number of suspensions, promotion rates, graduation rates, postsecondary attending, standardized test results*, etc. You also need to examine demographic information relevant to the school (number of children, gender, race, number of teachers, etc.) and information about the community in which the school is located.

Step III

A – Analyze

- *Conduct an analysis of the school data by aggregating and disaggregating the data (by grade level, gender, ethnicity, SES, etc.). Use raw scores, percentages, graphs, charts, etc.*

Step IV

S – U – Stakeholders-Unite

- *Identify who are the stakeholders that will help you address the movement of critical element you proposed in Step II. (e.g., teachers, parents, students, administrator, community partners, etc.).*

After this step and before the next step, you will design and implement your intervention based on Steps I – IV.

Your intervention MUST address student academic success, social/emotional development, and/or career preparedness. The intervention will include:

- a. A rationale for the counseling program
- b. Pretest and posttest

A detailed description of the guidance unit or small group lesson activities program (include at least 4 sessions).

Classroom Counseling/Small Group Counseling Activity

Objectives: Decide what you would like the students to learn or do as a result of the lesson before developing the lesson.

Make sure to indicate ASCA competencies

Grade Level Suggested for Activity

Time of Activity: Provide an approximate time the activity will take.

Materials: What materials will you need for this activity?

Anticipatory Set/Focus Activity: This is an introduction to the lesson. It may be in the form of a question, picture, or story to get the students motivated to learn.

Teaching: Write a summary or outline of what you will teach. What information will you provide to the students? How will the information be provided (discussion, video, etc.)? How will you check for understanding?

Make sure to include any materials used such as questions, web site addresses, pictures, worksheets, etc.

Guided Practice: Not every lesson will have a guided practice activity. What activity will you provide to allow students an opportunity to learn the information?

RTI/Modifications: How can this activity be modified to meet the needs of children with special needs?

Closure: This is an opportunity to summarize the information that was presented. This may be in the form of questions such as: What did you learn that surprised you? Or what did you learn that was new? Reviewing the material presented allows a chance to highlight specific information and clarify other important points made.

