Course:
CNS 590 Practicum
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 following 2009 CACREP Accreditation Standards:

G. Core Curriculum Knowledge Outcomes:
1. PROFESSIONAL ORIENTATION AND ETHICAL PRACTICE—studies that provide an understanding of all of the following aspects of professional functioning:
   d. self-care strategies appropriate to the counselor role

School Counseling Program Area Knowledge Standards

FOUNDATIONS
B. Skills and Practices
   1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling

D. Skills and Practices
   1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.

F. Skills and Practices
   1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.

H. Skills and Practices
   1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
5. Assesses barriers that impede students’ academic, career, and personal/social development.

Course Texts:
There is no required text for this course currently.
Tape recorder, preferably digital
WKU School Counseling Practicum Manual
ASCA and/or ACA Ethical Codes
Consent forms for taping
Log Sheets to document hours
Other readings and handouts as assigned by instructor
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:
  

• 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, 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 audio or 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. We will use the Reflecting Teams model for presentation and feedback. (Please refer to the Reflecting Teams instruction included in the syllabus). Each week students will be required to be prepared to present a tape (when possible) as well as other client cases.
   c. Individual Supervision: One hour of weekly individual or triadic supervision is required. Students must schedule a time with me that will accommodate our schedules.

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 presentations during the semester. This will require a tape of your counseling session, and a written client conceptualization (to be handed out to all members in class). Worth 100 points.
c. **Tape Transcript:** You will be responsible for choosing one 12 minute segment of an individual counseling session to transcribe. You are required to transcribe verbatim the segment chosen in the format required (column one). Next, in the second column you are to label each skill you use during the session. Finally, you will analyze the tape in the third column. Please read the directions for this assignment and review the grading rubric for more information. Worth 100 points.

d. **Counseling Intervention Presentation.** Each student will choose a specific counseling topic they would like to research (e.g., grief, depression, eating disorder, learning disability) and find five articles specifically related to counseling interventions for that particular issue appropriate for children or adolescents. You will write a short summary of each article – primarily reporting on the specific counseling intervention/techniques. Each student will present their counseling intervention paper to the class, and provide a copy of the paper to classmates. This assignment is worth 75 points.

e. **Self-Care Reflection Paper** – You will compose a reflection paper based on your self-care challenges as a practicum student. The first part of this assignment will be a weekly log where you note any issues you had with your own self-care needs. The second part of this assignment is to write a reflection paper that covers the following: Self care challenges, methods used to get your needs met, success of methods tried, and future questions and ideas on how to care for yourself as a future school counselor. Worth 75 points.

5. **Records:** Students must keep a chronological log of all practicum activities (recorded in .25 hour units). Preparation and supervision times are included in these hours. Students should bring their logs to group and individual supervision.

6. **Audio/Video Recordings:** Practicum students are expected to record, review (as part of preparation) and share one tape or video-recorded interaction during each individual supervision session and each presentation for group supervision whenever possible.

7. **Continuous Student Evaluation:** Students are continuously evaluated during their practicum and internship experiences. This occurs during weekly supervision meetings when students receive feedback from supervisors and peers regarding their performance and formally at midterm and at the conclusion of the semester. These evaluations are done by faculty supervisors in the practicum and in internships by site supervisors. Midterm and final evaluations involve faculty and site supervisors’ consultation. Completed evaluations are discussed with students by faculty and site supervisors, signed by students and supervisors, and placed in students’ practicum and internship files.
**Evaluation**

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<thead>
<tr>
<th>Evaluation</th>
<th>Points</th>
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<tbody>
<tr>
<td>Transcript</td>
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<tr>
<td>Case Conceptualization</td>
<td>100</td>
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<tr>
<td>Counseling Interventions</td>
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<tr>
<td>Self-Care Reflection Paper</td>
<td>50</td>
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<td></td>
<td><strong>325</strong></td>
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**Grading Scale:**

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<th>Grade</th>
<th>Range</th>
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<tr>
<td>A</td>
<td>90-100%</td>
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<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>&gt;59</td>
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**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:

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 XXXXXXXXXX. I will be unable to take phone calls during teaching and supervision times or other obligations or appointments.
CASE CONCEPTUALIZATION
SCHOOL COUNSELING PRACTICUM

Below is the format I would like you to follow when you prepare a case conceptualization. You may not always have all the information suggested below, but do your best to provide as detailed a picture of your student as possible.

1. **Identifying Information:** Include demographic information such as age, gender, ethnicity, grade level, and any other relevant physical information (e.g., physical presentation – tall, overweight, clean, unkempt, etc.)

2. **Presenting Problem:** The main concern that session, as well as original presenting problem(s) when appropriate.
   - Who referred the student (self, parent, etc.)
   - Relevant concerns that day/precipitating events
   - When there are competing concerns, try to prioritize/structure some how
   - Affect at session, behaviors, unusual presentation style, etc.

3. **Relevant History:**
   - Academics (include strengths and weaknesses)
   - Medical (health as well as physical strengths/disabilities)
   - Family of Origin (family members, who they live with, parents occupations and other relevant family information as you feel necessary)
   - Mental health background (previous counseling, meds, etc.)
   - Environmental (social support/social stressors)
   - Attendance

4. **Review of Cumulative Folder**
   - After reviewing their cumulative folder, report what information you learned that would be helpful in working with the student.

5. **Strengths and Barriers to Learning and Development**
   - Please share the personal strengths this student has, as they can be utilized to address deficits and future goals.
   - Please share personal deficits this student has, as noted by others or by you in your work with him/her
   - Please share the barriers to learning and development. These may be
     - Personal
     - Environmental
     - Familial
     - Social
     - School-based
6. **Counselor Conceptualization of the Problem**
   - Prevalent personality characteristics (they may relate to the problem, contribute to the problem, or in some cases be the basis for the problem)
   - Common themes during session or through several sessions, or both
   - Your analysis of the problem(s). Try to be clear, concrete, and support your analysis with examples when necessary.

7. **Recommendations:** Considering the case presented, what would be your recommended intervention(s). What is the appropriate course of action? How might you carry it out? What barriers do you see, if any?
**Self-Care Reflection Paper**

**Self-care log:** This can be an informal log, typed or written by hand. I want you to briefly review each week:

1. What personal self-care challenges you experienced – if any. If none just say so
2. What did you do to attempt to get your needs met – what did you try if anything. Did you ask anyone else for help/assistance/consultation
3. How did it work?
4. On a scale of 1-10 – how much did you struggle that week with your self-care management.

**Self-Care Reflection Paper:** Using APA format please write a paper reviewing the following:

1. A synthesis of your self-care challenges over the semester. What did you find difficult, personally draining, etc. What kept you up at night? What were your struggles? What things did you notice really affected you the most?
2. What methods did you use to take care of yourself?
3. How well did your methods work? What worked and what didn’t work?
4. What did you learn about yourself?
5. What surprised you?
6. What questions or concerns do you have for your future as a school-counselor in terms of self-care challenges?
7. What things do you think you might try in the future – or what might you do differently?
**Tape Transcription**

1. You will create a practice tape showing your counseling skills. You may make this tape with one of your classmates, a relative or a friend. This should be a “pretend” counseling session – not an actual counseling session.

2. You will transcribe ALL language in the tape – everything the client says and everything the counselor says. This includes minimal verbal responses such as uh huhs, etc. You are graded on the accuracy of the transcription (see the grading rubric). Place the transcription of the tape in the FIRST COLUMN of the paper. You should put both client and counselor transcription in the first column and use a different font so I can tell them apart easily.

3. Next, you should label each skill you use. The skill labels will be placed in the SECOND COLUMN of the paper. You are expected to use a wide variety of skills.

4. The final part of your assignments will be your assessment of the tape. This will be placed in the THIRD COLUMN of the paper. In your analysis you should include the following:
   a. Your opinion of the skills you used
      i. Reason for the skill choice
      ii. How well you felt it worked
      iii. What you might have done differently
   b. Client reaction to your skills and goals in the session
   c. Client analysis
      i. Your preliminary conceptualization of the client – what is going on.
      ii. What do you wonder about? What else would you like to know or pursue?
      iii. Any clinical hunches you might be forming.
## TAPE TRANSCRIPT

<table>
<thead>
<tr>
<th>Graded Area</th>
<th>Comments</th>
<th>Points</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>Client Transcription</td>
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<td>5</td>
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<tr>
<td>Counselor Transcription</td>
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<tr>
<td>Labeling of Skills</td>
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<td>15</td>
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<tr>
<td>Comments on Choice of Skills</td>
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<td>15</td>
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<tr>
<td>Comments on Client’s Reaction</td>
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<td>15</td>
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<tr>
<td>Client Conceptualization</td>
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<tr>
<td>Attending Behavior</td>
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<tr>
<td>Client Observational Skills</td>
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<tr>
<td>Skill Choice and Variety Used with Intention</td>
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<td><strong>SC B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</strong></td>
<td>Case presented demonstrates comprehensive consideration of relevant ethical and legal standards</td>
<td>Case presented demonstrates adequate application of relevant ethical and legal standards</td>
<td>Intern fails to consider some of the ethical or legal issues related to the case presented</td>
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<td><strong>SC D.1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</strong></td>
<td>Case presented demonstrates superior skills in thoughtfully considering and addressing diversity issues relevant to the student’s situation</td>
<td>Case presented demonstrates adequate skills utilized to address diversity issues relevant to the student’s situation</td>
<td>The intern lacks some personal awareness and sensitivity to the diversity issues relevant to their case presentation</td>
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<td><strong>SC F.1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</strong></td>
<td>Case presented demonstrates superior attention paid to the relevant diversity, equity and opportunity considerations as they apply to the learning and development of the student</td>
<td>Case presented demonstrates adequate consideration of the diversity, equity or opportunity-related issues as they apply to the learning and development of their student</td>
<td>The case presented lacked adequate consideration of diversity, equity or opportunity-related issues as they applied to the learning and development of their student</td>
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<tr>
<td><strong>SC H.1. Assesses and interprets students’ strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</strong></td>
<td>Case presented demonstrated advanced conceptualization of the students as a whole and included a full consideration of relevant personal variables</td>
<td>Conceptualization of student gave consideration to most of the unique personal variables relevant to the student and their situation</td>
<td>Conceptualization of student lacked thoroughness and left out important and unique personal variables relevant to the student’s situation</td>
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<td><strong>SC H.2. Selects appropriate assessment strategies that can be used to evaluate a student’s academic, career, and personal/social development.</strong></td>
<td>Case presented was comprehensive in the assessment strategies utilized to conceptualize the student and create goals to address his/her</td>
<td>Case presented demonstrated an adequate use of assessment strategies to conceptualize the student and to plan and create goals to address</td>
<td>Case presented lacked thoroughness. Some assessment strategies used were inappropriate and/or failed to assess the relevant issues for the</td>
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<tr>
<td>Requirement</td>
<td>Case Description</td>
<td>Analysis and application of assessment data lacked a clear picture of the student's needs and the program's ability to meet their needs or conclusions drawn were erroneous or inappropriate</td>
<td>Analysis and application of assessment data failed to conceptualize a clear picture of the student's needs and the program's ability to meet their needs or conclusions drawn were erroneous or inappropriate</td>
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<td>SC H.3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</td>
<td>Case presented demonstrated advanced skills in utilizing assessment data to evaluate student needs and the program's current ability to meet those needs</td>
<td>Case presented demonstrated adequate skills in utilizing assessment data to evaluate student needs and the program's current ability to meet those needs</td>
<td>Case presented did not adequately identify all the relevant barriers to the student's development</td>
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<td>SC H.5. Assesses barriers that impede students' academic, career, and personal/social development.</td>
<td>Case presented demonstrated superior consideration and identification of the barriers related to the student's development</td>
<td>Case presented demonstrated adequate consideration and identification of the barriers related to the student's development</td>
<td>Case presented failed to identify many of the relevant barriers to the student's development</td>
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Comments:

Professor's Name: ___________________________ Date: ___________________________

Student's Name: ___________________________ Date: ___________________________
**CRITICAL PERFORMANCE MEASUREMENT FOR SCHOOL PRACTICUM CNS 590**

**SELF-CARE REFLECTION PAPER**

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<td>G.1.d. self-care strategies appropriate to the counselor role;</td>
<td>Student clearly demonstrated an understanding of self-care and stress management strategies; knowledge of wellness orientation and philosophy as it pertains to one's own life and also working in the role of a professional school counselor.</td>
<td>Student provided examples to satisfactorily demonstrate an understanding of the importance of appropriate use of self-care and stress management strategies in the role of a professional school counselor.</td>
<td>Limited evidence of appropriate understanding of self-care and stress management strategies.</td>
<td>No indication of effective or consistent use of self-care strategies.</td>
</tr>
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Comments:

Professor’s Name: ___________________________ Date: _________________________

Student’s Name: ___________________________ Date: _________________________