

**MURRAY STATE UNIVERSITY****DEPARTMENT: EDUCATIONAL STUDIES, LEADERSHIP, & COUNSELING****COURSE PREFIX: CNS****COURSE NUMBER: 797****CREDIT HOURS: 3****I. TITLE: Advanced Internship II****II. COURSE DESCRIPTION AND PREREQUISITE(S):**

A continuation of CNS 796, culminating in a minimum of 600 hours at the internship setting for the total internship experience and will include the capstone oral defense. Course may be repeated for a maximum of six hours of credit.

**Prerequisite(s):** CNS 796 with a grade of A or B

**III. COURSE OBJECTIVES:**

Class activities will be centered on the attainment of the course objectives listed below. Following each objective, and enclosed in parentheses, are numbers that reference the Council for Accreditation of Counseling & Related Education Programs (CACREP) Standards addressed by that objective. Upon successful completion of this class, students will be able to

- A. articulate a thorough understanding of the therapeutic process given their counseling theory (CACREP Section II: G1d; G2d; G3a; G3d; G3h; G5d);
- B. describe the change process within the framework of their counseling theory (CACREP Section II: G1b, G3f, G5d, G5f; CACREP Section III: G3, G4, G5);
- C. illustrate the use of intentional counseling skills that are theoretically based (CACREP Section II: G1j; G2d; G3a; G3d; G3h; G5b; G5c; G5d; G8e);
- D. conceptualize client presentation from a specific theory (CACREP Section II: G2d; G3a; G3d; G3h; G5d); and
- E. provide a clear understanding of their professional goals (CACREP Section I: AA4; CACREP Section II: G1f, G1j).

The CAEP/EPBSB theme of diversity will be addressed via students engaging in experiential field activities that promote multicultural competence while working with a diverse client population in real world settings with individuals and populations whom students may not normally interact with. With regards to the CAEP/EPBSB theme of assessment, students' counseling knowledge, and skills will be assessed to determine the extent of student learning proficiency. Furthermore, this course promotes reflective decision making as students increase their self-awareness and understanding of how one's biases and judgements can affect the counseling relationship and also increases students counseling self-efficacy and understand of self within the supervisory process. This course promotes technology skills as students learn how to record their counseling sessions utilizing technology to encrypt confidential documents and to display client sessions through case presentation assignments. This course promotes written communication skills (CAEP/EPBSB theme of Literacy/Reading) via an advanced theories paper and case conceptualization papers as part of case presentation assignments.

**IV. CONTENT OUTLINE:**

- A. Services abilities
  1. individual, group, or family services
  2. research and evaluation service
- B. Counseling abilities
  1. personal-social-relational
  2. vocational-career
- C. Microcounseling competencies
  1. counseling skills
  2. consultative skills
  3. coordinating skills
  4. group counseling
- D. Case conceptualization

**V. INSTRUCTIONAL ACTIVITIES:**

- A. Individual and group supervision

**VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:**

300 clock hours of which 120 hours are direct client contact hours.

**VII. TEXT(S) AND RESOURCES:**

## A. References:

American Counseling Association. (2014). *ACA Code of Ethics*. Alexandria, VA: Author.  
 Murray State University Practicum/Internship Manual (2015-2106)  
 Password Protected USB Drive

**VIII. EVALUATION AND GRADING PROCEDURES:**

## A. Course Requirements:

Statement of Learning Goals	10
Documentation	10
Consultation paper	10
Case Presentations	20
Attendance and Participation	10
Psycho-Educational Group	15
Site-Supervisor Evaluation	
Mid-Term	10
Final	10
Faculty Supervisor Evaluation	
Mid-Term	20
Final	20
Student Evaluation of Site-Supervisor and Site	10
Final Case Presentation (Oral Defense)	60
<b>Total</b>	<b>205</b>

## B. Grading Scale:

A = 90 – 100%  
 B = 80 – 89%  
 C = 70 – 79%  
 E = Below 70

Note: You are required to earn a B or better to continue in the program. Students who do not receive a B or better will be allowed to retake CNS 794 once and continue in the program if a satisfactory grade is obtained. Additionally, it is important to note that students who demonstrate personal limitations that might impede future performance, or consciously violate ethical standards and/or are ineffective and/or harmful to clients, will not receive instructor endorsement to continue in clinical courses.

If you do not complete practicum/internship hours by the end of the semester and have achieved the minimum 80% direct contact hours, you will receive an incomplete for the course. You can start seeing clients again in the fall/spring semester and have until Oct 10/March 10 to complete those hours. If the hours are not completed at that point, you will not pass the course and will need to retake it. You CANNOT register for the next clinical experience until your incomplete is finished. Therefore, if you receive an incomplete in the fall, you can finish your hours in the spring but will not be able to register for Internship I/II until the following fall semester. You also MUST agree to stay at the site and have written permission from your site that you will only be seeing clients until Oct 10/Mar 10. You are required to attend supervision while completing hours (group for internship and group/individual for practicum). You will also be required to have your weekly site supervision. You can continue to accumulate hours until the Oct 10/Mar 10 deadline, but not after. Those hours will count towards your next internship experience. Practicum hours do not transfer over to internship. Students can stay at their sites pasts the incomplete deadline, however, they cannot count hours towards practicum/internship and will not be covered under any university insurance. In essence, you would be a volunteer under the liability of your site.

## C. Assignment Description:

- Statement of Learning Goals (= 10 points): Develop and submit a written statement of individual learning goals for internship. This will reflect the student's list of counselor attributes sought after during the internship.
- Documentation (= 10 points):
  - Weekly Logs will be submitted on a timely basis.
  - Supervision of Weekly Progress forms will be submitted on a timely basis.
  - Summary of Hours form will be submitted on the last day of class.

3. Consultation paper (at least two pages = 10 points): Students will submit a two-page consultation paper. Acting as a consultant to the site, they will identify a function/activity/approach that, if changed or added, would enable the site to meet its vision and mission more effectively. Alternatively, students may describe advocacy activities which they initiated during internship. (CACREP Section II: G5f; School Counseling Objectives: F4; CAEP: D5e).
4. Case Presentations (= 20 points): Students will make case presentations. All case presentations will be averaged together to determine the total number of points out of 20. All students will be responsible for formal case presentations of a client seen this semester (guidelines are provided below). Students will upload all videos to their password protected USB drives. A portion of the recorded session will be played during Group Supervision. For this case presentation, you should not select an initial session with a client; rather, you should strive to provide a recording of such things as a second or third session, a sample of your best work, or a sample of lesser quality work. Furthermore, your presentation must demonstrate your counseling theory. All sessions must be audible. These case presentations will be given on a rotating basis throughout the semester. In addition, you will submit the Self-Assessment and Evaluation form and transcript with each presentation. (CACREP Section III Clinical Mental Health Objectives: D9; CACREP Section III School Counseling Objectives: D5)
5. Attendance and Participation (= 10 points): Internship students will be expected to attend all group supervision sessions. They will also be expected to give appropriate feedback to their peers. Further, students are expected to behave in a professional manner which means avoiding texting or causing other distractions during group supervision, making inappropriate or judgmental comments as well as other unprofessional behavior. (CACREP Section III: G2, G3, G5, G6)
6. Psycho-Educational Group (= 10 points): Students will participate in a psycho-educational groups geared towards the promotion of optimal human development and wellness (in areas such as academic, career, and/or personal/social development) through prevention, education, and advocacy activities. Counselors will educate participants about various topics such as: (a) atypical growth and development, (b) health and wellness, (c) multicultural issues, (d) factors of resiliency on learning and development, and so forth. Upon completion of the psycho-educational group(s), students will submit a 2-3 page reflection paper on the facilitation of this group experience. Rubric to be provided in class. (CACREP Section III Clinical Mental Health Objectives: D3; CACREP Section III School Counseling Objectives: D2, D3, L1, N3).
7. Site Supervisor Midterm and Final Evaluation (10 pt each): Feedback from site supervisors via the midterm and final evaluation forms will be assessed and point values determined based on the site supervisor's formal evaluations. (CACREP Section III Clinical Mental Health Objectives: B1, D4, H3, J3, CACREP Section III School Counseling Objectives: B1, H4, L3, N1, N5)
8. Faculty Supervisor Midterm and Final Evaluation (20 pt each): The faculty supervisor will complete a midterm and final evaluation for each student. (CACREP Section III School Counseling Objectives: F1)
9. Student Evaluation of Site-Supervisor and Site (=10 points): Each student will complete the Field Placement and Field Supervisor Evaluation forms located in the Practicum/Internship Manual for each field supervisor they have for the semester. (CACREP Section I: BB)
10. Final Case Presentation / Oral Defense & Paper (= 60 points): This final case presentation will be the capstone experience in the counseling program. The presentation will be presented to the student's internship advisor and at least one other counseling faculty member, as well as possibly one additional department faculty member. The presentation will include a 20 minute video of the counselor demonstrating their counseling skills from their chosen theory. The presentation will be preceded by a 5-6 page paper. The paper should be submitted at least one week prior to the Final Case Presentation. Both the paper and the presentation should address the following:
  - a. Preferred theory of counseling and why.
  - b. View of self as a counselor with multicultural counseling competences.
  - c. View of client and client's world.
  - d. View of how clients change according to your chosen theory of counseling.
  - e. View of counseling as a profession.
  - f. Personal strengths and challenges and your professional plans for the future

## **IX. ATTENDANCE POLICY:**

Students are expected to adhere to the MSU Attendance Policy outlined in the current *MSU Bulletin*.

#### **X. ACADEMIC HONESTY POLICY:**

Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

##### **Violations of Academic Honesty include:**

**Cheating** - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

**Fabrication and Falsification** - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

**Multiple Submission** - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

**Plagiarism** - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:

- 1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
- 2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
- 3) Lowering the grade or failing the student(s) in the course.

**If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.**

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Institutional Diversity, Equity and Access. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

#### **XI. NON-DISCRIMINATION POLICY AND STUDENTS WITH DISABILITIES:**

##### Policy Statement

Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities. For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809-3155 (voice), (270) 809-3361 (TDD).

##### Students with Disabilities

Students requiring special assistance due to a disability should visit the Office of Student Disability Services immediately for assistance with accommodations. For more information, students should contact the Office of Student Disability Services, 423 Wells Hall, Murray, KY 42071. 270-809-2018 (voice) 270-809-5889(TDD).

## CACREP Counseling Program Specifics for CNS 797

<b>Clinical Mental Health Counseling Objectives:</b>		<b>Assessment</b>
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Site Supervisor Evaluations
Counseling, Prevention, & Intervention D3	Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.	Psychoeducational Group
Counseling, Prevention, & Intervention D4	Applies effective strategies to promote client understanding of and access to a variety of community resources.	Site Supervisor Evaluations
Counseling, Prevention, & Intervention D9	Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Case Presentations
Assessment H3	Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Site Supervisor Evaluations
Research and Evaluation J3	Analyzes and uses data to increase the effectiveness of clinical mental health counselling interventions and programs.	Site Supervisor Evaluations
<b>School Counseling Objectives:</b>		<b>Assessment</b>
Foundations B1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.	Site Supervisor Evaluations
Prevention & Intervention D2	Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	Psychoeducational Group
Prevention & Intervention D3	Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.	Psychoeducational Group
Counseling, Prevention, & Intervention D5	Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Case Presentations
Diversity and Advocacy F1	Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.	Faculty Supervisor Evaluations
Diversity and Advocacy F4	Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	Consultation Paper
Assessment H4	Makes appropriate referral to school and/or community resources.	Site Supervisor Evaluations
Academic Development L1	Conducts programs designed to enhance student academic development.	Psychoeducational Group
Academic Development L3	Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	Site Supervisor Evaluations
Collaboration and Consultation N1	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.	Site Supervisor Evaluations
Collaboration and Consultation N3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	Psychoeducational Group
Collaboration and Consultation N5	Uses referral procedures with helping agents in the community to secure assistance for students and their families.	Site Supervisor Evaluations

## Course Specifics for CNS 797 (Spring 2015)

### Course Schedule and Assignments

Class	Date	Topic	Assignments / Readings Due at Start of Class	CACREP Standard(s)
1	01/15/15	Introductions Syllabus Review, Course Expectations Administrative Issues Group Supervision & the Helping Relationship	<b>Provide Copy of Liability Insurance Confidentiality Form</b>	
2	01/29/15	Learning Goals	<b>Statement of Learning Goals Weekly Logs Supervision Weekly Progress Forms</b>	
3	02/12/15	Internship II Case Presentations	<b>Weekly Logs Supervision Weekly Progress Forms</b>	Clinical Mental Health Counseling: D9; School Counseling: D5
4	02/26/15	Internship II & Internship I Case Presentations	<b>Weekly Logs Supervision Weekly Progress Forms</b>	Clinical Mental Health Counseling: D9; School Counseling: D5
5	*03/05/15*	Revisit Learning Goals Mid-Term Evaluations	<b>Faculty Supervisor Mid-Term Evaluation Site Supervisor Mid-Term Evaluation Weekly Logs Supervision Weekly Progress Forms</b>	Clinical Mental Health Counseling: B1, D4, H3, J3; School Counseling: B1, F1, H4, L3, N1, N5
6	03/26/15	Internship II & Internship I Case Presentations	<b>Weekly Logs Supervision Weekly Progress Forms</b>	Clinical Mental Health Counseling: D9; School Counseling: D5
7	04/09/15	Oral Defense Dress Rehearsal	<b>Oral Defense Paper Weekly Logs Supervision Weekly Progress Forms</b>	
8	04/23/15	Revisit Learning Goals	<b>Psycho-Educational Group Reflection Consultation Paper Weekly Logs Supervision Weekly Progress Forms</b>	Clinical Mental Health Counseling: D3; School Counseling: D2, D3, F4, L1, N3

9	05/07/15	Self-Awareness Presentations Final Evaluations	<b>Faculty Supervisor Final Evaluation</b> <b>Site Supervisor Final Evaluation</b> <b>Student Evaluation of Site Supervisor and Site Supervisor Evaluation of Counseling Program</b> <b>Summary Log Sheet</b> <b>Weekly Logs</b> <b>Supervision Weekly Progress Forms</b>	Clinical Mental Health Counseling: B1, D4, H3, J3; School Counseling: B1, F1, H4, L3, N1, N5
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### Statement of Learning Goals Rubric

CACREP Standard	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Professional Orientation &amp; Ethical Practice (Section I: AA4)</b>	Articulates professional identity and the necessity of professional development to the highest level = 4	Satisfactory demonstration of professional identity and the necessity of professional development = 3	Minimal demonstration of professional identity and the necessity of professional development = 2	Does not demonstrate professional identity or professional growth = 0-1	
<b>Counseling, Prevention &amp; Intervention</b>	Superior self-awareness and identification of personal limitations; well-defined areas for growth. = 4	Reasonable self-awareness and identification of personal limitations; somewhat proper areas for growth = 3	Vague self-awareness and identification of personal limitations; limited areas for growth. = 2	Does not identify personal limitations or areas for growth = 0-1	
<b>Professional Writing</b>	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, running head, appropriate citations, and appropriate sentence & paragraph structure = 2	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, running head, citations, and sentence & paragraph structure = 1	Level of writing mostly does not adhere to APA format with inappropriate margins, font, running head, citations, and sentence & paragraph structure = 0.5	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page. = 0	
<b>Total</b>					/10



### Documentation Rubric:

CACREP Standard	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Professional Orientation &amp; Ethical Practice</b>	Clearly demonstrates the role and responsibility of counseling through proper documentation of clinical work and supervision = 3	Adequately demonstrates the role and responsibility of counseling through documentation of clinical work and supervision = 2	Minimally demonstrates the role and responsibility of counseling by submitting vague documentation of clinical work and supervision = 1	Does not demonstrate professional documentation = 0	
<b>Counseling, Prevention &amp; Intervention</b>	Documents experience in all elements of specified area of counseling (CMHC, SC), such as individual and group counseling for various types of issues = 3	Documents experience in some elements of specified area of counseling (CMHC, SC), such as individual and group counseling for various types of issues = 2	Minimally documents experience in specified area of counseling (CMHC, SC), such as individual and group counseling for various types of issues = 1	Does not document varied experiences = 0	
<b>Professional Writing</b>	Student demonstrates refined level of documentation weekly = 4	Student demonstrates adequate level of documentation weekly = 3	Student demonstrates some documentation weekly = 2	Inappropriate documentation = 0 – 1	
<b>Total</b>					/10

### Consultation Paper Rubric:

Category	Exceeds Standards	Meets Standards	Developing Standards	Does Not Meet Standards	Score
<b>Role of Consultant (G5f)</b>	Clearly identifies and demonstrates their role as consultant to their site; superior demonstration of ethical standard. = 3	Adequately identifies and demonstrates their role as consultant to their site; proper demonstration of ethical standard. = 2	Identifies and demonstrates their role as consultant to their site; limited demonstration of ethical standard. = 1	Does not adequately demonstrate knowledge of consultation role. = 0	
<b>Purpose of Consultation (SC F1)</b>	Appropriately demonstrates ability and knowledge of consulting to benefit diverse clientele; consultation promotes career, social, and personal development (and academic development for school counseling students) by engaging families (e.g., parents, guardians, etc.) and/or others (e.g., employees, staff, etc.). = 3	Satisfactorily demonstrates ability and knowledge of consulting to benefit diverse clientele; Discusses some aspects regarding human development and consultation. = 2	Demonstrates ability and knowledge of consulting to benefit diverse clientele. = 1	Does not demonstrate purpose of consultation. = 0	
<b>Research &amp; Evaluation (CACREP Section II: G8a; CAEP: D5e)</b>	Accurately bases consultation on seminal literature, current research, and evidence-based practices that is appropriate for site and clientele. = 2	Somewhat bases consultation on seminal literature, current research, and evidence-based practices that is appropriate for site and clientele. = 1.5	Vaguely bases consultation on seminal literature, current research, that is appropriate for site and clientele. = 1	Does not base consultation on seminal literature, current research, or evidence-based practices. = 0	
<b>Professional Writing</b>	Student demonstrates refined level of writing that excellently adheres to APA format, including margins, font, cover page, running head, appropriate citations, and appropriate sentence & paragraph structure. = 2	Student demonstrates appropriate level of writing that adheres to APA format, with few mistakes in margins, font, cover page, running head, citations, and sentence & paragraph structure. = 1.5	Level of writing mostly does not adhere to APA format with inappropriate margins, font, cover page, running head, citations, and sentence & paragraph structure. = 1	Inappropriate writing and missing APA formatting, such as no citations, cover page or reference page. = 0	
<b>Total</b>					/10

## Scoring Rubric for Clinical Case Presentation

Component	Expectation	Points Awarded
<b>Case Presentation</b>	<ol style="list-style-type: none"> <li>1. <b>Introduction</b> – The segment of tape is “set up” so that the group knows what is expected.</li> <li>2. <b>Selected Session</b> – An appropriate session and part of the session is selected for supervision (anything other than a 1<sup>st</sup> session, a sample of your best work, a sample of lesser quality work, etc.).</li> <li>3. <b>Length of Tape</b> – The segment used for supervision is approximately 10-20 minutes in length.</li> <li>4. <b>Case Write-up</b> – A written outline or narrative summary of the case is provided for all group members that includes the following:               <ol style="list-style-type: none"> <li>a. <b>Personal Data about Client</b> – Sufficient data [e.g., demographics, education/employment, how client presents him/herself, general impressions of the client, client’s strengths and level of functioning, and presenting concern] is provided about the client to aid in the supervision process.</li> <li>b. <b>Summarization of Counseling History</b> – Information regarding the process of counseling up until this point is provided to help contextualize the feedback [e.g., the number of sessions you’ve had with the client, a brief case conceptualization (e.g., what are your hypotheses – use language grounded in the theory from which you are working with this client), approaches used thus far, and any other complicating factors].</li> <li>c. <b>Conceptualization of Client</b> – In the language of your theory (i.e., foundational constructs) provide an explanation of what is happening with the client.</li> <li>d. <b>Solicitation of Specific Feedback</b> – Specific feedback is solicited on the case write-up in order to set the tone for supervision (e.g., What concerns do you have about this case/client? What kind of help/feedback would you like from the group? What should we be listening for in the taped segment that you will play for us?).</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. / 5 points</li> <li>2. / 5 points</li> <li>3. / 5 points</li> <li>4a. / 5 points</li> <li>4b. / 5 points</li> <li>4c. / 30 points</li> <li>4d. / 10 points</li> </ol>
<b>Self-Assessment Forms</b>	<ol style="list-style-type: none"> <li>1. A comprehensively written <i>Self-Assessment and Reflection Form</i> is completed and turned in.</li> <li>2. A 10-minute transcription that notes counseling intentionality is submitted</li> </ol>	<p style="text-align: center;">/ 20 points</p> <p style="text-align: center;">/ 15 points</p>
<b>TOTAL POINTS</b>	<b>Total Points:</b>	/ 100
<b>FINAL POINTS</b>	<b>FINAL Points (total points*20)/100</b>	/ 20

CNS 794/795 Case Presentation Rubric – Formative

<b>CACREP Standard</b>	<b>3 Exceeds Standards</b>	<b>2 Meets Standards</b>	<b>1 Developing Standards</b>	<b>0 Does Not Meet Standards</b>	<b>Score</b>
<b>Promotes optimal development and wellness</b>	The case presentation thoroughly demonstrates all of the following: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	The case presentation demonstrates all of the following, but not in a striking manner: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	The case presentation addresses one of the following: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	The case presentation fails to demonstrate any of the following: (a) intentional use of foundational counseling skills to promote the therapeutic alliance; and (b) promotes client strengths to combat barriers that would impede development	
<b>Conceptualization</b>	Clearly conceptualizes client issues within the framework of the theory by clearly using the language of the theory	Conceptualizes client issues within the framework of the theory but language of the theory is not clear/consistent	Conceptualizes client issues, but not within the framework of the theory.	Does not conceptualize client issues.	
<b>Counseling characteristics that influence the helping process (CMHC D9; SC: D5)</b>	The case presentation thoroughly addresses all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation addresses all of the following, but not in a striking manner: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation addresses most, but not all of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	The case presentation fails to address at least half of the following: (a) microcounseling skills, (b) counselor strengths, (c) counselor limitations, (d) questions for supervision, (e) strategies to inform future sessions.	

### Attendance and Participation Rubric

CACREP Standard	Exceeds Standards	Meets Standards	Does Not Meet Standards	Score
<b>Professional Practice (Section III: G2, G3)</b>	Complete participation in supervision, 1hr/week with site supervisor and 1.5hr/week of group supervision = 4	Some participation in supervision, 1hr/week with site supervisor and 1.5hr/week of group supervision = 2	Vague or no participation in supervision, 1hr/week with site supervisor and 1.5hr/week of group supervision = 0	
<b>Professional Practice (Section III: G5)</b>	Superior presentations of video recordings for use in supervision = 3	Minimal value presentations of video recordings for use in supervision = 1	Vague or no presentations of video recordings for use in supervision = 0	
<b>Professional Practice (Section III: G6)</b>	Student submits site supervisor formal evaluations on time; demonstrates proper supervision with site supervisor = 3	Student submits site supervisor formal evaluations within one week of deadline; demonstrates reasonable supervision with site supervisor =1	More than one week late or does not submit site supervisor evaluation = 0	
<b>Total</b>				/10

## Rubric for Psycho-Educational Group Facilitation and Reflection (CNS 795)

CATEGORY	3 Exceeds Standards	2 Meets Standards	1 Developing Standards	0 Does Not Meet Standards	Score
<b>Forms a psychoeducational group (CACREP Section III CMHC: D3; CACREP Section III SC: D2)</b>	Forms a psychoeducational group and provides a rationale for the group that is supported by research and literature to promote optimal human development, appropriately describes the overarching purpose of the group, describes the process of forming the psychoeducational group, provides a clear description of the roles of the facilitator and group members, and describes how outcomes were measured.	Forms a psychoeducational group and provides a rationale for the group that is supported by research and literature to promote optimal human development, appropriately describes the overarching purpose of the group, describes the process of forming the psychoeducational group, and provides a clear description of the roles of the facilitator and group members.	Forms a psychoeducational group, but partially describes the overarching purpose of the group, and/or partially identifies the process of forming the psychoeducational group.	Fails to form a psychoeducational group, and/or, fails to address the nature of the psychoeducational group, and/or fails to identify the process of forming the psychoeducational group.	
<b>Advocates for the counseling profession by working with other professionals to promote group member wellness (CACREP Section III SC: N3)</b>	Addresses all of the following: (a) description of how other professionals at the internship site were consulted when developing the psychoeducational group, (b) how the process of developing and facilitating a psychoeducational group promoted the counseling profession, (c) and provides outcome data from the psychoeducational group.	Addresses both of the following: (a) description of how other professionals at the internship site were consulted when developing the psychoeducational group, and (b) how the process of developing and facilitating a psychoeducational group promoted the counseling profession.	Addresses one of the following, but not both: (a) description of how other professionals at the internship site were consulted when developing the psychoeducational group, or (b) how the process of developing and facilitating a psychoeducational group promoted the counseling profession.	Fails to facilitate a psychoeducational group, and/or does not provide an appropriate description of advocacy, interorganizational collaboration.	
<b>Prevention (CACREP Section III SC: D3)</b>	Address all of the following as it relates to the group's purpose of effecting: (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency.	Address most of the following as it relates to the group's purpose of effecting: (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency.	Address some of the following as it relates to the group's purpose of effecting: (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency.	Fails to address at least two of the following as it relates to the group's purpose of effecting: (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency.	
<b>Processes the experience of facilitating a psychoeducational group (CACREP Section III SC: L1)</b>	Facilitates a group; provides a reflection to all of the following components: (a) the efficacy of the group to wellness/prevention based on literature, (b) the strategies implemented to promote participant outcomes (e.g., academic development), (c) challenges experienced by group facilitator, and (d) an understanding of how a holistic approach promotes wellness; and provides a description of how this experience could inform the development of another psychoeducational group.	Facilitates a group and provides a reflection to all of the following components: (a) the efficacy of the group to wellness/prevention based on literature, (b) the strategies implemented to promote participant outcomes (e.g., academic development), (c) challenges experienced by group facilitator, and (d) an understanding of how a holistic approach promotes wellness.	Facilitates a group and provides a reflection to some, but not all, of the following components: (a) the efficacy of the group to wellness/prevention based on literature, (b) the strategies implemented to promote participant outcomes (e.g., academic development), (c) challenges experienced by group facilitator, and (d) an understanding of how a holistic approach promotes wellness.	Fails to facilitate a group, and/or does not provide a reflection to the facilitation of the group.	
<b>APA Format</b>	Paper meets APA 6 <sup>th</sup> ed. formatting requirements.	Some APA formatting issues are present, but overall APA presentation is still strong.	APA formatting is attempted, but a number of errors are present.	Paper is not submitted in APA format.	
<b>Total Points Possible: 15</b>					<b>/15</b>

**Murray State University Counseling Program  
Oral Defense Rubric**

**Student Name:** \_\_\_\_\_ **Date of Oral Defense:** \_\_\_\_\_

Category	Exceeds Standards	Meets Standards	Below Standards	Does Not Meet Standards	Score
<p>Oral Presentation</p> <p>(CACREP Section II: G1b, G1h, G2a, G2b, G2e, G5b, G5d; Section III: G6; Clinical Mental Health Objectives: D3; School Counseling Objectives: C1, F1)</p>	<p>Student eloquently articulates a thorough understanding of the human condition and the therapeutic process. Describes his/ her therapeutic approach in a thorough and convincing manner. Presents self in a mature and striking professional manner.</p> <p>19-25</p>	<p>Student speaks and presents self in a professional manner. Clearly verbalizes in an organized and professional manner, their preferred counseling theory and thoughtfully describes why this theory fits for them. Based on his/her theory of choice, the student clearly verbalizes his/her personal view of the client and how clients change. Clearly describes his/her view of counseling and specifically identifies his/her strengths, challenges, and future professional plans.</p> <p>13-18</p>	<p>Student appears overly nervous and/or lacks confidence. Presentation is somewhat disorganized or unclear at times. Student's view of human nature and counseling process are not clearly connected to a theoretical orientation. Theory of choice is not clearly defined or described. Student does not clearly identify his/her strengths, challenges, or future professional plans.</p> <p>7-12</p>	<p>Student is not prepared. Does not present self or material in a professional manner. Presentation is disorganized and/or contains inaccurate information. Student fails to address large portions of required information.</p> <p>0-6</p>	
<p>Video Demonstration</p> <p>(CACREP Section II: G1b, G1h, G2a, G2b, G2e, G5b, G5d; Section III: G6; Clinical Mental Health Objectives: D3; School Counseling Objectives: C1, F1)</p>	<p>Student seamlessly incorporates video demonstration within the verbal presentation. Video expertly demonstrates student's understanding and proficiency in providing high quality theoretically based counseling. Student demonstrates a strong working alliance.</p> <p>19-25</p>	<p>Student demonstrates professionalism by being prepared with technology and equipment. Video clearly demonstrates the establishment of a therapeutic relationship. Video clearly demonstrates purposeful and intentional interventions that are theoretically based and appropriate for the client, context, and setting.</p> <p>13-18</p>	<p>Difficulty with video equipment and/or poor video quality. Theoretical orientation is partially observed. Partial evidence of therapeutic relationship. Purpose of interventions not clear. Appropriateness of theoretical approach for client, context, and setting not clear.</p> <p>7-12</p>	<p>Video does not play or is inaudible. Demonstration does not show any theoretically based interventions or interventions are not used correctly. Therapeutic relationship is not present.</p> <p>0-6</p>	

<p>Theory Write-Up (CACREP Section II: G1b, G1h, G2a, G2b, G2e, G5b, G5d; Section III: G6; Clinical Mental Health Objectives: D3; School Counseling Objectives: C1, F1)</p>	<p>Student demonstrates refined level of writing that adheres to APA format. Paper demonstrates a sophisticated knowledge and understanding of the human condition and the therapeutic process. Thoroughly and clearly describes the student's theoretical orientation and shows thoughtful self-reflection regarding the student's personal strengths, challenges, and future professional plans.</p> <p>8-10</p>	<p>The student demonstrates professional level writing skills and demonstrates understanding of professional writing style. Paper clearly identifies the student's preferred counseling theory and thoughtfully describes why this theory fits for him/her. Based on his/her theory of choice, the paper clearly describes the student's view of the client and how clients change. Clearly describes the student's view of counseling and specifically identifies his/her strengths, challenges, and future professional plans.</p> <p>6-7</p>	<p>The student demonstrates some understanding of professional writing but paper contains style, spelling and/or grammatical errors. Paper contains organization problems and is difficult to read in some places. Paper partially addresses the human condition and development of emotional problems. Does not adequately address student's strengths, challenges, or future professional plans.</p> <p>4-5</p>	<p>Paper is poorly written and difficult to understand. Fails to address fundamental questions. Contains inadequate or faulty information about the theory or the counseling process. Fails to demonstrate preparation or thoughtful personal reflection.</p> <p>0-3</p>	
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Score: \_\_\_\_\_

Student Feedback:

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Student Comments:

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Faculty Signature/Date: \_\_\_\_\_ Student Signature/Date: \_\_\_\_\_

Faculty Signature/Date: \_\_\_\_\_

Faculty Signature/Date: \_\_\_\_\_



Total points earned	_____ /
Total possible points	<u>60</u> * 100 =
Percentage quotient	_____
Oral Defense Score	_____

<b>Oral Defense Scores</b>				
<b>Oral Defense Quotient</b>	77% - 100%	53% - 76%	30% - 52%	0% - 29%
<b>Point Distribution</b>	Exceeds Standards (54 – 60 points)	Meets Standards (48 – 53 points)	Developing Standards (42 – 52 points)	Does Not Meet Standards (0 – 41 points)

