I. **TITLE:** Practicum

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**
Closely supervised practice in an appropriate professional setting. See program handbook for criteria for site selection and supervision requirements. Arrangements for the practicum must be made a semester in advance. Also, the student must be admitted to the program. Students must successfully complete CNS 790 with a grade of A or B before being allowed to continue in their program. Course may be repeated for a maximum of six hours of credit.

**Prerequisite(s):** CNS 619, Foundational Counseling Techniques

III. **COURSE OBJECTIVES:**
The purpose of CNS 790 is to help you to further develop skills that you will need to function as a practicing counselor. The objectives are for you to be able to demonstrate your ability to (per 2009 CACREP standards):

A. work with a variety of clients and problems (CACREP Section II: G1b, G1d, G1f).
B. be able to use a variety of counseling techniques (CACREP Section II: G2e, G3a, G3f, G5b).
C. work with groups as well as individuals (CACREP Section II: G2d).
D. work with other personnel in a collaborative or consulting manner (CACREP Section II: G1c, G1h, G2f, G5d, G5f).
E. know referral sources in the community (CACREP Section II: G1b, G1c).
F. utilize ethical principles and practices of ACA 2005 Code of Ethics (CACREP Section II: G1j).
G. describe the process for Counselor licensure or credentialing and attain membership of an appropriate professional organization (CACREP Section I: AA4; Section II: C, G1g).

While these are the specific objectives of this course, the overall emphasis will be placed on your ability to function interpersonally and help bring about change in those individuals with whom you will be working. In addition, you will become aware of the role of the counselor by supporting KERA goals.

The MSU counseling faculty recognize diversity and embrace a cross-cultural approach in support of the worth, dignity, potential, and uniqueness of people within their social and cultural contexts (ACA 2005 Code of Ethics Preamble).

IV. **CONTENT OUTLINE:**
Abilities you should demonstrate – you will develop a plan to accomplish this.

A. Services abilities
   1. Information service
   2. Individual appraisal service
   3. Counseling service
   4. Placement service
   5. Follow-up service
   6. Research and evaluation service

B. Counseling and/or guidance abilities
   1. Educational
   2. Vocational-career
   3. Personal-social

C. Miscellaneous competencies
   1. Counseling skills
   2. Consultative skills
   3. Coordinating skills
   4. Group guidance and/or counseling

D. Multicultural counseling competencies
E. Standard for beginning counselors

V. INSTRUCTIONAL ACTIVITIES:
   A. Individual Supervision (CACREP Section III: F2, F3)
      1. Practicum students will meet weekly with their site supervisors for one hour of individual supervision.
      2. Students will meet every week for one hour of individual faculty supervision and 1.5 hours of group supervision.
      3. Faculty supervisor will be in contact with site supervisor biweekly during the semester.

   B. Group Supervision – with faculty member and peers (CACREP Section III: F3, F4, F5)
      1. Regular group meetings.
      2. Case Presentations: Students will present several case presentations during the semester. Each case presentation will be accompanied with a completed case presentation form.
      3. Taping: Students will present video-taped sessions for case presentations.

   C. Practicum Log (CACREP Section I: AA4; Section II: G1b; Section III: F1)
      1. Record weekly the number of hours you acquire in practicum on weekly log form.
      2. Record how many hours you were at your site and whether they were direct or indirect contact hours.
      3. Weekly Practicum Logs must be turned in each week.
      4. The Summary of Hours form will be turned in at the end of the semester to verify a minimum of 150 clock hours, which will include a minimum of 40 direct hours.

   D. Direct Contact (DC) - means that the practicum student will have 1 on 1 contact and small group interactions in the role as a counselor. Students will need a minimum of 40 hours of therapeutic direct individual and or group counseling. The following are acceptable types of activities to be counted as of direct contact: (CACREP Section III: F1)
      1. Individual personal counseling (i.e. relationship issues, self worth issues, home life issues, classroom behavior problems, poor academic standing, etc.)
      2. Small group counseling (i.e. transfer students, bullying, anger management, grief and loss, self esteem/self images issues, etc.)

   E. Indirect contact (IC) - means that the student will engage in other activities that fall under the direction of the professional counselor that are not direct therapeutic activities. The following are examples of acceptable activities: (CACREP Section III: F2, F3)
      1. Classroom guidance presentations
      2. In-service trainings
      3. Supervision hours
      4. Completing required paper work/reports
      5. Participating/chairing necessary committees (i.e. ARC)
      6. Creating content information for presentations and programs
      7. Collecting data for needs assessment
      8. Participating in testing programs

   F. Client Files/Counseling Notes (CACREP Section II: G1b; Section III: F1)
      1. Create a client file for each student/client with which you meet.
      2. Record case notes following each session and store them on site.

   G. Other Assignments
      1. Students will seek out and present, in group supervision, hard copies of the emergency protocols for their practicum sites which will discuss that site’s policy for dealing with suicide, suspected abuse, reported abuse, etc. (Due the second week of practicum). (CACREP Section II: G1b, G1c)
      2. Join appropriate professional organizations (ACA, AMHCA, ASCA, AAMFT) and purchase student liability insurance. Bring a copy of this insurance to our second group supervision session (prior to seeing your first client). ACA and ASCA provide free liability insurance to masters-level students members. (CACREP Section I: AA4; Section II: C, G1f, G1g)

VI. FIELD, CLINICAL AND/OR LABORATORY EXPERIENCES:
Practicum experiences are described in the Counseling Practicum Handbook, Department of Educational Leadership and Counseling, Murray State University 2010 Edition.
A copy of the Practicum Handbook is available for download on Blackboard. Students are responsible for obtaining a copy of the Handbook by the third week of class. For a view of field and clinical experiences, the following sections are referenced:

A variety of clients should be seen which include the type of clients described below:
1. Vocational
2. Academic
3. Developmental concerns
4. Emotional
5. Family problem
6. Different race client
7. Culturally different client
8. Behavioral problem
9. Personal
10. Legal

VII. RESOURCES
Additional Resource

VIII. EVALUATION AND GRADING PROCEDURES:
A. Course Requirements:
   - Statement of Learning Goals: 10
   - Counseling Approach Paper: 10
   - Reflective Summary: 10
   - Final Site Supervisor Evaluation: 20
   - Faculty Supervisor Evaluation: 50

   Total: 100

B. Grading Scale:
   - A = 90 – 100
   - B = 80 – 89
   - F = Below 80

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 790 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.

C. Assignments:
   1. Statement of Learning Goals (10 pt): Develop and submit a written statement of individual learning goals for the practicum. This goal statement should be written similar to a “treatment plan” where you will outline your goals, your objectives to reach those goals, and some prospective dates that you hope to achieve these goals. Goals should be well articulated and should address the issues within the following four areas: (a) counseling skills (e.g., to improve intentionality, utilize person-centered approach as foundational counseling theory, be less directive, etc.); (b) self-awareness (e.g., “to increase my awareness of the tendency to want to teach clients”); (c) case-conceptualization skills (e.g., “to conceptualize clients from a specific counseling framework and to generate interventions from this framework”), and; (d) professional awareness (e.g., “I will read a book/attend a presentation in order to learn more about presenting client issues”). (CACREP Section I: AA4; Section II: G1b, G1d, G1h, G5b, G5c; Section III: F5)

   2. Counseling Approach Paper (10pt): Each student will develop a short paper that describes his or her personal approach to counseling. This paper will serve as a framework that you will use to reflect back upon when working with clients during practicum. It will guide how you conceptualize your clients’ concerns, how you believe clients change, and how you select interventions. The purpose of this assignment is to assist you in maintaining intentionality, evaluating the effectiveness of your approach
to assist the supervisor in helping you to develop your counseling approach throughout the semester. (CACREP Section I: AA4; Section II: G1b, G1h, G2f, G3f, G5b)

**Conceptual Framework**
This paper should include both theoretical and empirical support from existing theories and research. However, it should not be a “research” paper that describes a specific counseling theory. Rather, it should be written in first person and should include your personal perspective based on your knowledge gleaned through previous courses and experience working with clients in addition to support from existing theories. I expect that you will draw from theoretical, research, and reflection papers from previous courses in order to complete this paper. In addition, it may be a logical integration of multiple theories, techniques, and empirically supported interventions. The paper should include the following elements:

a.) **View of client concerns** (i.e., what are your beliefs about the nature of human problems, how do you believe client issues develop).

b.) **View of how clients change.** This section should include your perspective about how clients change. It should include the conditions and change processes that must be present in order for counseling to be effective.

c.) **Practical Application** (how does counseling look practically). Include the primary techniques and interventions that you use in practice. If you use interventions that are grounded in theories that differ from the ones you cite in previous sections, provide a rationale and how you will incorporate them.

d.) **Strengths and Research Support.** For which client population(s) and/or client issues does your approach have the most support? Cite the current and most pertinent research.

e.) **Limitations and Challenges.** Which client population(s) and/or client issues seem to have a lack of support from your approach? What challenges do you anticipate in implementing this approach? Include a description of how you will incorporate different strategies (e.g., interventions from different theories) to supplement limitations in your model.

This paper should be clearly and concisely written. This paper should be a minimum of 3 double-spaced pages and a maximum of 5 (not including title and reference page). Make the approach personal to you and your beliefs about counseling, but support your claims with well-grounded theories and empirical support.

**All papers should be written in APA format.**

3. **Reflective Summary (10 pt):** At the end of the semester, each student will submit a 3 to 5 page reflective paper based on the practicum/internship experience. The reflection should be a narrative of your growth and progress as a practicum/internship student. Make sure to include the work that you did with regards to your learning goals (e.g., you met the goal, you surpassed the goal, you are still working on the goal, etc.) (CACREP Section I: AA4; Section II: G1b, G1d, G1h)

4. **Site Supervisor Final Evaluation (20 pt):** Feedback from site supervisors via the final evaluation form will be assessed and point values determined based on the site supervisors’ formal evaluation. (CACREP Section III: F5)

5. **Faculty Supervisor Evaluation (50 pt):** One half of your grade will be determined by your faculty supervisor. The Faculty supervisor’s evaluation will be based on: (CACREP Section III: F2, F3, F4, F5)

   a. **Attendance & Participation:** Students are expected to attend all classes and supervision sessions and participate fully in exercises and assignments; demonstrating commitment to your clients is also expected as part of being a professional. A student may only miss a class because of illness or unexpected tragedy (you must notify the professor and your clients if you are unable to attend class/sessions).

   b. **Individual Case Presentations:** All students will be responsible for showing video tapes on a regular basis during individual faculty supervision. The frequency and number of tapes to be shown will be at the discretion of the faculty supervisor. Final evaluation will be based on the student’s effectiveness in counseling, ability to demonstrate basic counseling skills, ability to
understand and implement faculty and peer feedback, and the student’s overall professional behavior as observed by faculty supervisor.

**Additional Information regarding Professionalism:**
We will be dealing with very personal and sensitive matters, both from our own and our clients’ lives. It is imperative that we engage in a respectful dialogue, even when we disagree. Please remember that any personal or client information revealed during supervision time is confidential and should be confined to the class. This includes the discussion of clients in non-restricted areas such as the hallways, rest rooms, snack areas, etc. Any discussion about clients with fellow practicum members and/or faculty must be conducted in such a fashion as to protect the limits of confidentiality. The only reason that the supervisor would break confidentiality is for the same reasons the practicum student would do so with a client.


**c. Group Case Presentations:** All students will be responsible for three formal case presentations of a client seen this semester (guidelines are provided below). 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. All sessions must be audible. These case presentations will be given on a rotating basis throughout the semester. The Case Presentation Scoring Rubric must be printed and submitted with this project.

**Additional Details for the Group Case Presentation**
The purpose of case presentations is to provide opportunities for interactive group feedback. Prior to our meeting, organize information about the selected client and your experiences with him/her. Please include a brief digital presentation of the session (approximately 10 minutes of a selected piece of the session on which you would like specific feedback). Your introduction and review of the session should take 20 to 25 minutes; this will be followed by a time of group feedback and discussion.

**Cultural/Personal Data about Client**
- Age, race/ethnicity, level of acculturation, gender
- Family information/background
- Education/employment
- How client presents him/herself
- General impressions of the client
- Client's strengths and level of functioning
- Presenting problem(s) (w/5 axis diagnosis)
- Additional data pertinent to working with this client (sexual orientation, spirituality, physical/intellectual limitations, etc)

**Summarization of Client's Counseling History**
- What led the client to seek counseling at this time?
- Number of sessions you’ve had with the client
- A brief case conceptualization (What are your hypotheses? As much as possible, use language grounded in the theory from which you are working with this client)
- Approaches used so far
- Complicating factors

**Solicit Specific Feedback**
- 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?
d. Weekly Log sheets and Summary of Hours form.

IX. ATTENDANCE POLICY:
This course adheres to the policy published in the MSU Graduate Bulletin. Additionally, students are expected to be on time for class. Tardiness and/or missed classes can result in a drop in letter grade. Cell phones will need to be off. If you anticipate a situation that requires your immediate attention, put your phone to vibrate.

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 Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

XI. NON-DISCRIMINATION 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 other 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 Director of Equal Opportunity, Murray State University, 103 Wells Hall, Murray, KY 42071-3318. Telephone: 270-809-3155 (voice), 270-809-3361 (TDD).
<table>
<thead>
<tr>
<th>Clinical Mental Health Counseling Objectives:</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations A2</td>
<td>Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.</td>
</tr>
<tr>
<td>Foundations A3</td>
<td>Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.</td>
</tr>
<tr>
<td>Foundations A4</td>
<td>Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.</td>
</tr>
<tr>
<td>Foundations A7</td>
<td>Is aware of professional issues that affect clinical mental health counselors</td>
</tr>
<tr>
<td>Foundations A8</td>
<td>Understands the management of mental health services and programs, including areas such as administration, finance, and accountability.</td>
</tr>
<tr>
<td>Foundations A10</td>
<td>Understands the operation of an emergency system within clinical mental health agencies and in the community.</td>
</tr>
<tr>
<td>Foundations B1</td>
<td>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.</td>
</tr>
<tr>
<td>Foundations B2</td>
<td>Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; Intervention C5</td>
<td>Understands the range of mental health service delivery and the clinical mental health counseling services network.</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; Intervention C6</td>
<td>Understands the principles of crisis intervention for people during crises, disasters, and other trauma-causing events.</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; Intervention C2</td>
<td>Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; Intervention D4</td>
<td>Applies effective strategies to promote client understanding of and access to a variety of community resources.</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; Intervention D5</td>
<td>Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; Intervention D6</td>
<td>Demonstrates the ability to use procedures for assessing and managing suicide risk.</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; Intervention D7</td>
<td>Applies current record-keeping standards related to clinical mental health counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; Intervention D8</td>
<td>Provides appropriate counseling strategies related to clinical mental health counseling.</td>
</tr>
<tr>
<td>Counseling, Prevention, &amp; Intervention D9</td>
<td>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.</td>
</tr>
<tr>
<td>Diversity &amp; Advocacy E1</td>
<td>Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.</td>
</tr>
<tr>
<td>Diversity &amp; Advocacy F1</td>
<td>Maintains information regarding community resources to make appropriate referrals.</td>
</tr>
<tr>
<td>Diversity &amp;</td>
<td>Demonstrates the ability to modify counseling systems,</td>
</tr>
</tbody>
</table>
## Advocacy F3
Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

## Assessment H2
Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.

## Research & Evaluation J3
Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

## Diagnosis L1
Demonstrates appropriate use of diagnostic tools to describe the symptoms and clinical presentation of clients with mental and emotional impairments.

## School Counseling Objectives:

<p>| Foundations A2 | Understands ethical and legal considerations specifically related to the practice of school counseling. | Discussion, Counseling Approach Paper, Case Presentations, Supervisor Evaluations |
| Foundations A3 | Knows roles, functions, settings, and professional identity of the school counseling in relation to the roles of other professional and support personnel in the school. | Discussion, Counseling Approach Paper, Reflective Summary, Supervisor Evaluations |
| Foundations A4 | Knows professional organizations, preparation standards, and credentials that are relevant to the practice of school counseling. | Discussion |
| Foundations A6 | Understands 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. | Discussion, Counseling Approach Paper, Case Presentations, Supervisor Evaluations |
| Foundations A7 | Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crisis, disasters, and other trauma-causing events. | Discussion |
| Foundations B1 | Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. | Discussion, Case Presentations, Supervisor Evaluations |
| Foundations B2 | Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. | Discussion, Reflective Summary |
| Prevention &amp; Intervention C1 | Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. | Discussion, Case Presentations |
| Prevention &amp; Intervention C3 | Knows strategies for helping students identify strengths and cope with environmental and developmental problems. | Discussion, Counseling Approach Paper, Case Presentations, Supervisor Evaluations |
| Prevention &amp; Intervention C5 | Understands group dynamics and the facilitation of teams to enable students to overcome barriers and impediments to learning. | Discussion, Case Presentations, Supervisor Evaluations |
| Prevention &amp; Intervention C6 | Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention. | Discussion |
| Prevention &amp; Intervention D1 | Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. | Discussion, Learning Goals, Counseling Approach Paper, Reflective Summary, Supervisor Evaluations |
| Prevention &amp; Intervention D2 | Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. | Case Presentations, Supervisor Evaluations |</p>
<table>
<thead>
<tr>
<th><strong>Prevention &amp; Intervention D4</strong></th>
<th>Demonstrates the ability to use procedures for assessing and managing suicide risk.</th>
<th>Discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prevention &amp; Intervention D5</strong></td>
<td>Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</td>
<td>Discussion, Learning Goals, Supervisor Evaluations</td>
</tr>
<tr>
<td><strong>Diversity and Advocacy E2</strong></td>
<td>Identifies community, environmental, and institutional opportunities that enhance – as well as barriers that impede – the academic, career, and personal/social development of students.</td>
<td>Discussion</td>
</tr>
<tr>
<td><strong>Diversity and Advocacy F1</strong></td>
<td>Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</td>
<td>Discussion, Case Presentations, Supervisor Evaluations</td>
</tr>
<tr>
<td><strong>Diversity and Advocacy F2</strong></td>
<td>Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.</td>
<td>Discussion</td>
</tr>
<tr>
<td><strong>Diversity and Advocacy F3</strong></td>
<td>Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</td>
<td>Discussion</td>
</tr>
<tr>
<td><strong>Diversity and Advocacy F4</strong></td>
<td>Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</td>
<td>Reflective Summary, Case Presentations</td>
</tr>
<tr>
<td><strong>Assessment H5</strong></td>
<td>Assesses barriers that impede students’ academic, career, and personal/social development.</td>
<td>Discussion</td>
</tr>
<tr>
<td><strong>Research and Evaluation I3</strong></td>
<td>Knows basic strategies for evaluating counseling outcomes in school counseling.</td>
<td>Discussion</td>
</tr>
<tr>
<td><strong>Academic Development K1</strong></td>
<td>Understands the relationship of the school counseling program to the academic mission of the school.</td>
<td>Discussion</td>
</tr>
<tr>
<td><strong>Academic Development L2</strong></td>
<td>Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</td>
<td>Reflective Summary, Case Presentations</td>
</tr>
<tr>
<td><strong>Academic Development L3</strong></td>
<td>Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</td>
<td>Reflective Summary, Case Presentations</td>
</tr>
<tr>
<td><strong>Collaboration and Consultation N1</strong></td>
<td>Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</td>
<td>Reflective Summary, Case Presentations</td>
</tr>
<tr>
<td><strong>Collaboration and Consultation N2</strong></td>
<td>Locates resources in the community that can be used in the school to improve student achievement and success.</td>
<td>Discussion</td>
</tr>
<tr>
<td><strong>Collaboration and Consultation N3</strong></td>
<td>Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.</td>
<td>Reflective Summary, Case Presentations</td>
</tr>
<tr>
<td><strong>Leadership P1</strong></td>
<td>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</td>
<td>Reflective Summary, Case Presentations</td>
</tr>
</tbody>
</table>
Course Specifics for CNS 790 (Fall 2012)

Course: CNS 790: Practicum
Thursday, 5:00-6:30 pm
Alexander Hall 2214

Instructor: Susana Contreras Bloomdahl, Ph.D., NCC

Office: 3246 Alexander Hall, Murray State University

Office Hrs: MR 1:00-4:30pm; TW 1:00-2:30pm

Phone: 270.809.6968

Email: sbloomdahl@murraystate.edu

Tentative Outline

Class 1 Aug 24 Introductions
Syllabus Review, Course Expectations, Professional Expectations
Administrative Issues: semester presentation schedules

Class 2 Aug 31 The Therapeutic Relationship
Provide Copy of Liability Insurance
Site Supervisor Profile
Presentation of Emergency Protocols
Student Agreement
Supervision & Placement Agreements
Confidentiality Agreement
Practicum Learning Goals Due
Readings:
Textbook (Baird, 2008), Chapters 1 & 2

Class 3 Sept 6 Ethical and Legal Issues
Counseling Approach Paper Due
Readings:
Textbook (Baird, 2008), Chapter 3

Class 4 Sept 13 The Supervisory Relationship
Readings:
Textbook (Baird, 2008), Chapter 4

Class 5 Sept 20 Brief Interventions
Readings:
Textbook (Baird, 2008), Chapter 5

Class 6 Sept 27 Mid-Term Evaluations

Class 7 Oct 4 No Class - Fall Break

Class 8 Oct 11 Case Management
Readings:
Textbook (Baird, 2008) Chapter 6

Class 9 Oct 18 Working with Diversity
Readings:
Textbook (Baird, 2008), Chapter 6 (continued)
<table>
<thead>
<tr>
<th>Class</th>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 10</td>
<td>Oct 25</td>
<td>No Class – KCA Conference</td>
<td></td>
</tr>
<tr>
<td>Class 11</td>
<td>Nov 1</td>
<td>Self-Care</td>
<td>Textbook (Baird, 2008), Chapter 7</td>
</tr>
<tr>
<td>Class 12</td>
<td>Nov 8</td>
<td>Cognitive-Behavioral Approaches</td>
<td>Textbook (Baird, 2008), Chapter 8</td>
</tr>
<tr>
<td>Class 13</td>
<td>Nov 15</td>
<td>Termination</td>
<td>Textbook (Baird, 2008), Chapter 9</td>
</tr>
<tr>
<td>Class 14</td>
<td>Nov 22</td>
<td>No Class - Thanksgiving Break</td>
<td></td>
</tr>
<tr>
<td>Class 15</td>
<td>Nov 29</td>
<td>State Licensure and Certification Requirements</td>
<td>Evaluation of Placement Site and Site Supervisor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Evaluation of Placement Site and Site Supervisor</td>
<td>Reflective Paper</td>
</tr>
<tr>
<td>Class 16</td>
<td>Dec 6</td>
<td>Wrap-Up and Next Steps</td>
<td>Log Summary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wrap-Up and Next Steps</td>
<td>Final Evaluations</td>
</tr>
<tr>
<td>Class 17</td>
<td>Dec 8-14</td>
<td>Finals Week</td>
<td></td>
</tr>
</tbody>
</table>