Professional Education Unit
Department of Foundational and Graduate Studies in Education

Practicum in Counseling
EDGC 669
Advanced Practicum in Counseling
EDGC 679
Spring 2010

Instructor: Jenny H. Templeton
Office - 503 Ginger Hall (5th floor office suite), Phone (606) 232-6765
Office Hours: Tues. & Thurs. (9:15 – 12:30 p.m.), or by appointment
Email: jh.templeton@moreheadstate.edu

Note: I am normally in my office and available to see students during my posted office hours. Occasionally, however, a meeting or other activity will keep me away. Therefore, before driving to campus or coming to see me, it is ALWAYS best to contact me (via e-mail or phone) to make an appointment.

Prerequisite: EDGC 619, 620*,620,656, 665, 666, 667, 668, 671, and approved practicum application. *one of these courses may be taken with EDGC 669*

Course Description: Weekly class instruction in techniques of counseling and supervised field experiences counseling individuals and groups. Must fill out application for practicum the semester prior to enrolling and submit to the advisor.

Additional Description:

This course is designed for the training and preparation of counselors according to the Kentucky Standards for Guidance Counseling Programs and alignment with the American School Counselor Association National Standards. Supervised field experience in individual counseling, small group counseling and classroom guidance activities will provide opportunities for applying theoretical knowledge and evaluating personal and professional growth. This course combines EDGC 669 Practicum (for provisional certification) and EDGC 679 Advanced Practicum (for standard certification).

"Community Engagement: A Light to and from the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia- preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities.

Conceptual Framework Outcomes (CFOs):

The Unit and the faculty within individual programs assess the degree to which its graduates:

1) Master the content knowledge, professional and the twenty – first century skills need to make an optimal contribution to "whole" student learning in education settings.

2) Are competent in the collection and use of data to inform decision – making and to demonstrate accountability for student learning.

3) Demonstrate professional dispositions

4) Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.

5) Engage in authentic field experiences in collaboration with committed school – based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learning Outcomes (SLOs): By the end of this course, the candidate will be able to:

1. Demonstrate an understanding of basic counseling skills including identifying the various stages of counseling, establishing a facilitative relationship, reflection, clarification, summarizing, appropriate use of questions, silence, modeling, role-playing, and working through impasse

2. Identify and implement a specific theory or model of counseling for both group and individual counseling

3. Demonstrate the ability to set goals and develop strategies for implementing them in the counseling relationship, and in implementing a comprehensive school counseling program aligned with ASCA National Standards.

4. Demonstrate a broad understanding of how to identify, define, and implement multiple counseling techniques and strategies that address a variety of client issues including developmental crises, disability, exceptional behavior, addictive behavior, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior.

5. Demonstrate knowledge of a wide range of interventions appropriate for use in school counseling that are aligned with ASCA National Standards in the Personal/Social, Career, and Academic Domains.

6. Demonstrate the ability to use standardized, non-standardized, and other assessment techniques to develop and evaluate a comprehensive school counseling program that meets the needs of all students.

7. Demonstrate the ability to accurately assess a comprehensive school counseling program that is aligned with ASCA National Standards.

8. Demonstrate knowledge of ACA, ASCA, and related entities Codes of Ethics and perform within those guidelines.

9. Demonstrate an understanding of basic counseling skills and stages of counseling.

10. Identify and implement a specific theory or model of counseling for both group and individual counseling.

11. Evidence an awareness of and the ability to work effectively with diverse populations and ethnic groups in the counseling setting.

12. Evidence of the implementation of career and academic development classroom guidance activities that address those ASCA National Model Domains, Competencies/Indicators.

KYS/KERA/NCATE/ EPSB/Counselor Standards Alignment of CFOs and SLOs:

Course Assessments Aligned with Course Assessment (Percent Values)	Kentucky Teacher Standards (KYS) http://kyepsb.net/teacherprep/standards.asp	Kentucky Education Reform Act (KERA) http://www.education.ky.gov/KDE/Instructional+REsources/Curriculum+Documents+and+Resources/Core+Content+for+Assessment/Core+Content+for+Assessment+4.1/	National Council for the Accreditation of Teacher Education (NCATE) www.ncate.org	Education Professional Standards Board (EPSB) http://kyepsb.net/	Kentucky Standards for Guidance Counseling Programs approved by the 2005 EPSB and derived from CACREP Standards
1. Clinical Instruction (40%) **CFO:** 1,2,3,4,5 **SLO:** 1-12	1.1;1.2;1.3;1.4;1.5;3.3;3.4;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A1; A2; A3; A4; A5; A6; A7; A8; A9; A10;B1; B2; B3; B7; C1a;C1d; C1f';C2a; C2b;C2c;D1c;D1e;D1f;D1g;D1h;D2a;D2f;D4d;D4e;D4f;D4h;D5a;D5b;D5c;D5d;D5e;D5f;D5g;D6a;D7a;D8e
2. Counseling Tapes (30%) **CFO:** 1,2,3,4,5 **SLO:** 1-12	1.1;1.2;1.3;1.4;1.5;3.3;3.4;5.1;5.2;5.3;5.4;5.5;7.1;7.2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A5.A10.D1c; D1e.D1f'D1g'D1h'D2a;D2f;D4d;D4e;D4h;D5a;D5b;D5c;D5d;D5e;D5f;D5g;D6a;D7h D8e
3. Small Group Counseling Paper (10%) **CFO:** 1,2,3,4,5 **SLO: 1-12**	1.1;1.2;1.3;1.3,3;3,4;4;1.5;5.1;5.3;5.4;5.4;5.5;7.1;7,2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity Assessment	A5.A10.D1c; D1e.D1f'D1g'D1h'D2a;D2f;D4d;D4e;D4h;D5a;D5b;D5c;D5d;D5e;D5f;D5g;D6a;D7h D8e
4. Classroom Guidance Activities Paper (10%) **CFO:** 1,2,3,4,5 **SLO:** 1-12	1.1;1.2;1.3;1.4;1.5;6.1;6.2;8.1;8.2;8.3;8.4;10.1;10.2;10.3;10.4	1,2,4,5,6	1e;1f;1g;4a	Literacy/Reading Diversity	A5.A10.D1c; D1e.D1f'D1g'D1h'D2a;D2f;D4d;D4e;D4h;D5a;D5b;D5c;D5d;D5e;D5f;D5g;D6a;D7h D8e
5. Review of Research Paper (10%) **CFO:** 1,2,3,4,5 **SLO:** 1-12	3.3;3.4;6.1;6.2;6.3;7.1;7.2;7.2;	1,2,5,6	1e;1f;1g;4a	Literacy/Reading Diversity	A5.A10.D1c; D1e.D1f'D1g'D1h'D2a;D2f;D4d;D4e;D4h;D5a;D5b;D5c;D5d;D5e;D5f;D5g;D6a;D7h D8e

Assignment Descriptions:

Program: Master's of Arts in Counseling Rank I: Standard Certification	**EDGC 669 Practicum in Counseling EDGC 679 Advanced Practicum**
Assessment (point value)	**Description**
1. Clinical Instruction (40%)	**a**. Students will work within the school setting under the supervision of a site supervisor. **b.** Students will use a counseling log to document a minimum of 100 hours of counseling activities that include individual counseling, small group counseling, classroom guidance, and consultation. **c.** Students will work in both an elementary and secondary setting.
2. Counseling Tapes (30%)	**Tapes to be turned in each week** **a.** One interview per tape **b.** Listen to all tapes before submitting them and submit written notes evaluating your own work in the session. **c.** Case notes must be submitted with each tape.
3. Small Group Counseling Paper (10%)	To be submitted in writing (12 font, double spaced), for prior approval from the instructor. **a.** A rational for providing a specific structured counseling group. (Include the ASCA National Standards, Competencies/Indicators to be addressed) **b.** A confidentiality statement for the group **c.** A parental permission form for students to participate in the group **c**. Goals and objectives for the group **d**. Dates, times and setting for group meetings
4. Classroom Guidance Activities Paper (10%)	**Classroom Guidance activities in the ASCA Career, Academic, and/or Personal/Social Domains** To be submitted in writing (12 font, double spaced) **a.** Goals, objectives, and procedures for classroom guidance activities aligned with ASCA National Standards, Competencies/Indicators **b.** Samples of student work **c.** Anecdotal evaluation of the activities in relation to the ASCA Standards **d.** Self evaluation
5. Review of Research Paper (10%)	(Short Paper 3 to 4 pages double-spaced APA format) Choose a current (2007-2010) research article to review. Cite the article in appropriate APA 5th edition format. Use appropriate headings as described in the "Instructions for the Review of Research Paper" on the Blackboard site. The short (at least three pages double-spaced) review of the article should follow the outline including (1) type of research, (2) subjects, (3) method, (4) measurement, (5) type of analysis used, (6) results, (7) conclusions, and (8) your reaction to the
Practicum Site Information	• Name and phone # of supervisor • Name and address of school – with map or directions from Ashland to site • Name of Principal and phone # • School hours, planning period of supervisor and practicum student

Grading Scale:

Your course grade will be based on:

1. Clinical Instruction (40%)
2. Counseling Tapes (30%)
3. Small Group Counseling Paper (10%)
4. Classroom Guidance Activities Paper (10%)
5. Review of Research Paper (10%)

Course Grading Scale: 90-100%=A; 80-89%=B; 70-79%=C; 60-69%=D; 59% and below = E.

Required Textbooks:

No required textbook for this class. Handouts of readings will be provided during class.

Attendance Policy:

Class attendance is required. All assignments must be turned in on the date due. If a candidate experiences a personal or family emergency, the candidate must inform the instructor before the regular class meeting.

Academic Honesty

Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including, but not limited to, failure of the student assessment item or course, and/ or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. An example of plagiarism is copying information from the internet when appropriate credit is not given. The policy is located at
http://morehead-st.edu/units/studentlife/handbook/academicdishonesty.html

Americans with Disabilities Act (ADA)
In compliance with the ADA, all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services the student should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/

Campus Safety Statement
Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event evacuation becomes necessary. You should

notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at http://www.moreheadstate.edu/emergency

Course Calendar:

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Tentative Class Schedule

CLASS	TOPIC
1/12	Course Introduction
1/19	Ethical standards and considerations, Theory review
1/26	Comprehensive school counseling program review, Theory review
2/2	Bb Theory review, MSU Counseling Meeting (2/6/10)
2/9	1st Counseling tape, Small group proposal
2/16	2nd Counseling tape, Counseling log review
2/23	3rd Counseling tape,
3/2	4th Counseling tape
3/9	5th Counseling tape
3/16	No Class – Spring Break
3/23	6th Counseling tape, Counseling log review
3/30	7th Counseling tape
4/6	Bb, Research Review Paper
4/13	8th Counseling tape
4/20	9th Counseling tape
4/27	10th Counseling tape
5/4	Counseling log due