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**North Carolina Central University**

*Communicating to Succeed*

**Michaux School of Education**

*To become an international community of scholars who are culturally responsive educators and practitioners*

**Department of Allied Professions**

**Counselor Education Program**

# CON 5372- Supervised Practicum in Counseling

**Room 1076**

**Summer Dual Session 2016**

**Instructor:** Gwendolyn Keith Newsome, PhD, NCC, LPC

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**Office Hours:** By appointment.

**Website**: <https://onlinecourse.nccu.edu/nccu-index.html>

This is a web-enhanced class and will utilize the campus Blackboard system. You will be required to log on to Blackboard in order to fulfill various assignments during the semester (e.g., submit assignments, obtain handouts).

**Counselor Education Mission Statement**

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In in accordance with the larger institution, the mission of the North Carolina Central School of Education is to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology and other related services. Central to this aim is the development of leaders who promote social justice and dedicate themselves to the well-being of a global community. The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

**Web Pages:** Information regarding licensure can be obtained by visiting the web page of the North Carolina Board of Licensed Professional Counselors [www.ncblpc.org](http://www.ncblpc.org). Further information regarding liability insurance can be gained by visiting <http://www.acait.com/> .

**Required Text**

Gehart.D., (2013). *Theory and Treatment Planning in Counseling and Psychotherapy*. Belmont,

CA: Brooks/Cole

Halbur, D. & Halbur, V. (2006). *Developing your theoretical orientation in counseling and*

*Psychotherapy* (2nd ed.). Uppersaddle River, NJ: Pearson, Prentice Hall.

**Recommended:**

Cromier.S., Nurius,P., & Osborne, C.(2013*). Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions*. (7th ed.). Belmont, CA:

Brooks/Cole

**Course Description:** Prerequisites: Phase 2 completion and B or better in CON 5371. This course presents an opportunity for advanced students in counseling to demonstrate in an institution, agency, or industry the ability to apply interviewing skills, counseling interventions, vocational assessment, and placement techniques in individual and/or group counseling sessions. The practicum is a 100-hour field placement experience.

**Foliotek Electronic Portfolio :**

Maintaining an electronic portfolio is requirement for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage.

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| **Con 5372 Student Learning Outcomes (SLOs)**  The corresponding CACREP standards met in this class are listed here. *At the completion of this course the candidate will be able to:* | Method for Obtaining Outcome | Method for Evaluation of Outcome |
| Identify professional roles, functions and relationships with other human service providers. (CACREP II.G.1.b) (NCATE 1) | Assigned chapter reading and class discussions. | Project  Case Conceptualization |
| Identify counselor practices and characteristics that influence the helping process including cultural and psychosocial characteristics of both counselor and client. (CACREP II.G.5.b) (NCATE 5) | Client Interactions. | Recording Assignments |
| Recognize and use counseling skills and concepts to facilitate communication with a variety of clients in varied multicultural settings. (CACREP II.G.2.d) (NCATE 3,4,5) | Client Interactions and class discussions. | Recording Critiques and case conceptualization |
| Identify and use counseling theories that provide the candidates with models to conceptualize client presentation and that help the candidates with select appropriate counseling interventions. (CACREP II.G.5.d) (NCATE 2) | Class discussions, client interactions and assigned readings. | Case Conceptualization |
| Integrate ethical and legal considerations related to counseling practices. CACREP II.G.1.j) (NCATE 1.1) | Class readings | Recording Critiques and case conceptualization |

**Course Outcomes:**

**Attendance and Assignments :**

Class attendance, punctuality, and participation are required and necessary to accomplish the goals of the course. The rationale for attending every class is: course content will be discussed and processed through experiential activities as you work with clients at your placement site.**Missed dyads must be made up at the convenience of the instructor***. Two absences will result in a deduction of three (3) points from the final grade and three (3) absences will result in five (5) points deduction. More than three (3) absences will result in an F grade.* In addition, it is expected that all assignments will be handed in on time. If there are extreme emergencies that cause you to miss class or miss an assignment deadline, please notify the instructor immediately. Any assignment or homework handed in late (after the class period in which it is due) will result in a reduction of 20% of the earned grade

**Course Requirements:**

1. A total of 100 hours experience at a site. Forty clock hours of your time must be spent in direct **face to face** service with your clients. (CACREP III.F.1)

2. Weekly one hour and one half meetings with your university supervisor for group supervision. During these meetings you will discuss your practicum site progress, discuss class readings and present audiotapes for group review. **Each student will present at least one full tape for class critique. This recording will be presented as your CBT case conceptualization and will be transcribed. The tape will count towards the six tapes required for dyads. This assignment will be submitted to Foliotek. Be sure to document your client’s consent to be taped**. (CACREP II.5.d)

3. Weekly meetings with a university supervisor for one hour triadic supervison. You will submit at least **6 audio recordings** at individual/triadic supervisions for critique and evaluation. You may use any digital recording device such as a smarphone, tablet, etc.. Be sure to upload your recordings prior to class along with your analysis of the session. You may submit additonal conceptualizations with these recordings using selected theoretical orientations. **Be sure to document your client’s consent to be taped.** (CACREP III.F.2) (CACREP III.F.4.)

4. Completed evaluations forms are due to your university supervisor at the end of the semester. It will serve as the formal part of your course evaluation. (CACREP III.F.5.)

5. You must have a Memorandum of Agreement and professional liability insurance before you may begin your practicum.

6. Complete the assigned readings in your text. Be prepared to discuss them at our group meetings.

7. There will be online midterm and final reflection assessments for this class. Content for the reflections are posted on Blackboard.

**\*Evaluation**

1. You will have a mid-term exam and a final exam on the dates indicated on the course outline.(CACREP I.P)
2. There are two major projects for this class.

**Project One:** It consists of the development of a proposed *seminar/presentation* that is consistent with the needs of the population you work with at your site. You will provide a brief overview of this seminar presentation to the class along with a PowerPoint presentation for the session. It should cover a topic of interest to your clients, parents or professional colleagues. Examples include Anger Management, Stress Management, Time Management, Burnout, etc. Specific requirements will be discussed in class. You will not need to present the entire session to the class. Only the overview is required. You will upload your proposed session on Bb .You should be prepared to answer questions about your session.

**Project Two:** This is your *Case Conceptualization*. It consists of a complete counseling sessions that you conceptualize according to Cognitive Behavioral Theory. Specific guideline will be posted on BB. You will include a transcript of this session along with a treatment plan.

1. Keep a weekly ongoing journal of your experiences and feelings about the practicum. The journal is listed on Blackboard under assignments. This document is confidential and each entry must be completed by midnight before the weekly class meeting. The journal is worth 40 points. (CACREP II.C)
2. Your final grade will incorporate your site supervisor’s evaluation of your practicum experience. (CACREP III.F.5)
3. Other assignments are listed in the course outline and meet the objectives of this class

**Class Outline**

*This is a process oriented class. There are a number of readings that are required for the successful completion of your two major projects. The required readings are H&H Chapter 1-4 and Chapter 1-3 and 14,15 of the Gehart text. A suggested reading schedule is indicated on your class outline. However, based on your presentation dates and site requirements you might find adjusting this schedule helpful.*

# Meetings Assignments and Readings for Class Check-Ins

**Highlights and Lowlights**

**May 25** Introduction/Overview/Expectations

Liability Insurance and MOA Due

Multicultural and Ethical Considerations on Your site (Release of information, confidentiality, diversity of client population, etc.)

**June 1** Theoretical Orientation Discussion

H&H 1-4 Halbur and Halbur

Assignment Due: Reflection on readings incorporating questions on pp.25-26, p. 37, 1-4 and 5. (3pages).

**June 8** Seminar Sessions, Cases, Class Discussions

Dyads Begin**!**

**June 1** Seminar Sessions, Cases, Class Discussions Supervision Reflection due.

Assessing and Conceptualization- Gehart 14-15

Article posted to Bb**.**

**June 22** Begin Workshops and Conceptualizations Begin

Treatment Planning - Gehart 3

**June 29** Seminar Sessions, Cases, Class Discussions

**July 6** Seminar Sessions, Cases, Class Discussions

Self Care Reflection Due

Articles Posted to Bb

**July 13** Seminar Sessions, Cases, Class Discussions

Midterm Reflection Due

**July 20** Seminar Sessions, Cases, Class Discussions

Resistant Clients Reflection Due

**July 27** Seminar Sessions, Cases, Class Discussions

Crisis Intervention Reflection Due

Articles Posted to Bb

**August 3** Seminar Sessions, Cases, Class Discussions

Final Reflection and Evaluations Due

**Grading**: **Points**

Recordings 100

Journal 40

Participation in Group Meetings 100

*(Case Presentation, Reflections and general class input)*

Workshop 100

Crisis Intervention 50

*(Include suicide assessment)*

Suicide Assessment 50

Examination1 100

Examination2 100

**Total** **640**

# Total Points Letter Grade

**576> A**

**512-575 B**

**448-511 C**

***\*CAVEAT: Contents of course assignments and expectations are subject to change due to the dynamic characteristics of the learning environment.***

**CONFIDENTIALITY AND ETHICS INFORMATION**

In this course, it is possible for a student colleague to say something personally important and confidential. It is your duty to maintain confidentiality and trust. These same principles hold when talking to your clients. Recordings and transcripts that do not disguise the nature of the individual with whom you are talking will not be accepted. Papers that do not indicate that you have the permission of the client to turn in this paper, even though the identity is disguised, will not be accepted.

At the same time keep in mind the legal limits of confidentiality. You have no legal right to maintain confidence if you were questioned by an attorney in court. Study the ethics code, particularly paying attention to issues of confidentiality and client's rights.

**Inclement Weather Policy**

Candidates are expected to know and follow the Inclement Weather Policy of the university as stated in the Faculty Handbook – 1995, Appendix IV, p.105:

“Operation of classes is the normal and expected condition. Unless there

is a specific announcement that classes will not be held, faculty and all

concerned should assume that classes will be conducted as usual and on

the regular schedule.

In the event of hazardous driving conditions resulting from adverse weather (snow, ice, etc.), the decision to suspend classes at the University will be made by the Chancellor. An official announcement will be made by the Provost/Vice-Chancellor for Academic Affairs that classes will not be held or that classes will be suspended for a stated period of time.”

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register (preferably during the first 2 weeks) with the Office of Student Disability Services in Suite G20 in the Student Services Building. Please contact Kesha Lee, Director at (919)530-6325n or email [studentdisabilityservices@nccu.edu](https://webmail.nccu.edu/OWA/redir.aspx?C=n-uO4gA4n0Wh3AtbWJaff7P-7u3UbNAIeyQ2YyzR4xDH_eYRUXFyhKd8JNLVN7X7Bxt4zgLHYEo.&URL=mailto%3astudentdisabilityservices%40nccu.edu). If you are already registered with the office, you are required to return to the office each semester to review your information and receive updated accommodations.

**Veterans Services**

One of the goals of the faculty and the NCCU Veterans Affairs Office’s (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO’s primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents.  If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or [veteransaffairs@nccu.edu](https://webmail.nccu.edu/OWA/redir.aspx?C=n-uO4gA4n0Wh3AtbWJaff7P-7u3UbNAIeyQ2YyzR4xDH_eYRUXFyhKd8JNLVN7X7Bxt4zgLHYEo.&URL=mailto%3aveteransaffairs%40nccu.edu).

**ACADEMIC HONESTY REMINDER:**

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one’s own, another’s words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information.

*When submitting your assignments to Blackboard, be sure to provide the name of the assignment. Likewise, if you have a general question about an assignment between class meetings, please submit your question to the discussion board since others might have the same question.*

**Resources**

Baird, B. (2011). *The internship, practicum and field placement handbook: A guide for the*

*helping profession.* (6th ed). Uppersaddle River, NJ: Pearson, Prentice Hall.

Boylan, J. & Scoll, S.(2009). Practicum internship: The *textbook and resource guide for*

*counseling and psychotherapy.* New York, NY: Routledge.

Cates, J. T., & Schaefle, S. E. (2009). Infusing Multicultural Training into Practicum. *Journal Of Counseling*

*Research & Practice*, *1*(1), 32-41.

Cormier , S. & Hackney, H. (2012). *Counseling strategies and interventions*, (8th ed.). Upper

Saddle River, NJ: Pearson.

Dupre, M., Echterling, L. G., Meixner, C., Anderson, R., & Kielty, M. (2014). Supervision Experiences of

Professional Counselors Providing Crisis Counseling. *Counselor Education & Supervision*, *53*(2), 82-96. doi:10.1002/j.1556-6978.2014.00050.x

Fall, K., Holden, J. & Marquis,A. ( 2010). Theoretical models of counseling and psychotherapy

(2nd ed.). New York, NY: Routledge.

Helms, J.E., & Cook, D.A., (1999). *Using race and culture in counseling and*

*psychotherapy: Theory and perspective*. Boston, MA: Allyn and Bacon.

Ivey, A.E., D’Andrea, M.D. , Ivey, M.B. & Simek-Morgan, L., (2002*). Theories of*

*counseling and psychotherapy: A multicultural perspective*. Boston, MA: Allyn Bacon.

Ivey, A., Ivey, M., Myers, J., & Sweeney, T. (2005*). Developmental counseling and*

*therapy: Promoting wellness over the lifespan*. Boston, Ma: Houghton Mifflin Company.

Ivey, A.E. & Russell-Chapin, L.A. (2004). *Your supervised practicum and internship: Field*

*resources for turning theory into action*. Belmont, CA: Thomson Brooks/Cole.

Kaiser, D. H., McAdams, C. R., & Foster, V. A. (2012). Disequilibrium and Development: The Family

Counseling Internship Experience. *Family Journal*, *20*(3), 225-232. doi:10.1177/1066480712448787

Lenz, A., Oliver, M., & Sangganjanavanich, V. (2014). Perceptions of the Wellness Model of Supervision

among Counseling Interns. *Clinical Supervisor*, *33*(1), 45-62. doi:10.1080/07325223.2014.905814

Robinson, T.L. (2012). *The convergence of race, ethnicity, and gender: Multiple*

*identities in counseling (4th ed.).* Upper Saddle River, NJ: Pearson- Merrill Prentice Hall.