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North Carolina Central University

*“Communicating to Succeed”*

*“Preparing Educators for Diverse Cultural Contexts for the 21st Century”*

School of Education’s Vision

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

SCHOOL OF EDUCATION’S MISSION

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 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, community outreach, 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 society”. 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.

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| **SYLLABUS** |
| **CON 5372 – Supervised Practicum in Counseling (Online)** |
| **FALL 2016** |

**Instructor:** Chadwick Royal, Ph.D., LPCS

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**Office Hours (campus)**: Tues. 9:30am-3pm

**Office Hours (virtual):** Mon., Wed., & Thurs. 10-11:30am

On Mondays, Wednesdays, and Thursdays, you may (a) call my telephone # or (b) Skype with me (video and/or audio). On Tuesdays, you are welcome to call or stop by the office.

If you would like to schedule an appointment for time during office hours, please visit: <http://croyal.appointy.com/>

**Foliotek Statement**

*Maintaining an electronic portfolio (i.e., 'Foliotek') is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You MUST maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. 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. There will be multiple assignments from this class that you will need to upload to Foliotek once the course ends.*

**Required Texts**

Gehart.D., (2013). *Theory and Treatment Planning in Counseling and Psychotherapy*, (2nd ed.). 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 Text**

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.

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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 Requirements**:

Direct and Indirect Hours on Site

A total of 100 hours experience at a site. A minimum of 40 clock hours of your time must be spent in direct **face-to-face** (breathing the same air) service with your clients. The remaining hours can be indirect hours, but they need to be completed at your placement site. (CACREP III.F.1) There are no points to be gained for completing your hours, but because this is the primary element of the Practicum, if you fail to reach 100 hours (with a minimum of 40 direct hours) you will lose 60 points from your point total.

University Supervision, Group Supervision:

Weekly one-and-a-half (1.5) hour meetings with your university supervisor (i.e., class instructor) for group supervision. This is our designated “class time” and will take place using web-conferencing software. During these meetings, you will discuss your practicum site progress, present cases/clients that they are seeing, provide feedback to fellow group members, discuss readings/topics regarding their placement and professional development, and present audio recordings for group review. Remaining time will be devoted to discussion of topics of interest.

Attendance is mandatory. ***Missed meetings can result in failure of the course.*** Attendance is worth 5 points per group meeting, but you must be on time. If you are late to a group supervision meeting, you will receive less than full credit for that meeting. If you miss more than two meetings, please drop the course.

University Supervision, Dyadic Supervision (i.e., “Dyads”):

Weekly meetings with a university supervisor for one hour of dyadic supervision (2 students plus instructor). This time will be arranged within the first few weeks of classes. During these meetings, you will discuss clients and cases in more detail, listen to audio recordings, and receive more personalized supervision. (CACREP III.F.2) (CACREP III.F.4.)

Attendance at these meetings is also mandatory. Attendance is worth 5 points per dyad meeting, but you must be on time. If you are late to a dyad meeting, you will receive less than full credit for that meeting. If you miss more than two dyad meetings, please drop the course.

Session Recordings

You will submit at least 6 audio recordings for dyadic supervision for critique and evaluation. Each student will present at least one of these recordings for class critique (group supervision). This recording will be presented as your case conceptualization (see below). Be sure to document your client’s consent to be taped.

A sample permission form is available on the Counselor Education Program’s website. Please do not provide any information that might identify the client in the recording. Every effort should be made to start recording at your site as soon as possible, and to follow a timeline for due dates of recordings. Ideally, you want to wait to record your next session, until after you have had a chance to discuss your recording with your university supervisor..

In dyads, you will play a total of 6 digital audio recordings and complete a digitally written critique of your skills. You are required to listen to each recording and evaluate it prior to submitting it. Critique forms are available on the course website. You should spend quite a bit of time listening and learning from your recordings before they are ever submitted to your instructor. Be detailed and honest with yourself in your self-critique. A critique is not simply a time where you point out what you think you did correctly. It is about learning from what you have done. Recordings will not be reviewed until a critique has been submitted on Blackboard.

Recordings will be played directly for the instructor while connected using the web-conferencing software. The recording will remain on your device - and you will erase it after it has been reviewed by the instructor. **DO NOT** email your recording or critique as an attachment to the instructor, as email is not a secure means of information exchange. It is your responsibility to ensure the security of all client information.

Each recording and critique are worth approximately 10 points. Any recordings deemed to be “below standard” by the instructor will need to be repeated. You will be notified in private if recordings need to be repeated, and individual assistance will be provided to ensure you understand the skills required for “at standard” work. If you fail to submit one recording, an additional 25 points will be deducted from your final grade (CACREP II.5.d)

Journal:

Keep a journal on Blackboard of your experiences, reflections, thoughts, and feelings about your placement. Your journal is a mandatory developmental exercise in self-analysis and reflection. You are responsible for one entry (several paragraphs, but no more than one page) per week. The entire journal is worth 32 points (2 points per week). Do not include any information that would identify a client.

Log:

You are required to submit a copy of your log of your hours at your site on a weekly basis. The initial template for your log sheet is an excel file found on the Blackboard site. You are responsible for completing all areas of the log. Make sure that your site supervisor digitally signs off on your log before submitting the final copy to the instructor. There are no points to be gained for submitting your log, but failure to submit a copy of your log in any week will result in being asked to stop all activities at your site until the log is submitted.

Project/Case Conceptualization:

For the recording that you present to the class, you will develop a case conceptualization and treatment plan. The conceptualization will require you to apply a theory or theories to the client, drafting a narrative of your thoughts regarding this client (applying theory) – and then develop a plan for what you might do with this client in the future.

You will have the freedom to draft the narrative portion however you would like, but a model for a treatment plan will be presented during class time. The project is worth 25 points.

Evaluations:

Completed evaluations forms from your site supervisor are due to your university supervisor at mid-term and at the end of the semester. They will serve as a part of your final grade. The mid-term and final evaluations are both worth 10 points each. Failure to submit an evaluation will result in a subtraction of an additional 25 points from your final grade. Copies of the form are available at www.nccucounseling.com. (CACREP III.F.5.)

**Course Evaluation**

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| ELEMENT | POINTS AVAILABLE |
| Attendance: Group Supervision (5 points per meeting, 14 meetings) | 70 |
| Attendance: Dyad meetings (5 points per meeting, 12 meetings) | 60 |
| Recordings: 6 recordings (10 points per recording) | 60 |
| Journals: One per week ( 2 points per week, 16 weeks) | 32 |
| Project/Case Conceptualization | 25 |
| Evaluations: Mid-term and Final (10 points each) | 20 |
| TOTAL | **267** |

NEGATIVE NOTES:

Failure to complete 100 hours (with at least 40 direct hours): Minus 60 points

Failure to submit and review 6 recordings: Minus an additional 25 points

Failure to submit a log each week: Stop hours at site immediately until submitted

Failure to submit a site supervisor evaluation: Minus an additional 25 points

Miss more than two group meetings: Withdraw or failure

Miss more than two dyad meetings: Withdraw or failure

**Grading Scale**

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| 240-267 points | A |
| 213-239 | B |
| 186-212 | C |
| Below 186 | F |

**Course Schedule**

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| **Date** | **Activity/Topic** | **Due** |
| Aug. 17 | 1st Day of Class  Syllabus Review, Introductions, Overview, Expectations  Logistics |  |
| Aug. 24 | Theoretical orientation discussion  Case conceptualization and treatment planning | Journal and Log |
| Aug. 31  *(Dyads begin this week)* | Check-in, case discussions, seminar topic | Journal and Log |
| Sept. 7 + dyad | Check-in, case discussions, seminar topic | Journal and Log |
| Sept. 14 + dyad | Check-in, case discussions, seminar topic | Journal and Log |
| Sept. 21 + dyad | Check-in, case discussions, seminar topic | Journal and Log |
| Sept. 28 + dyad | Check-in, case discussions, seminar topic | Journal and Log |
| Oct. 5 + dyad | Check-in, case discussions, seminar topic | Journal and Log |
| Oct. 12 + dyad | Check-in, case discussions, seminar topic | **Mid-term Evaluation**  Journal and Log |
| Oct. 19 | NO CLASS or dyads | Journal and Log |
| Oct. 26 + dyad | Check-in, case discussions, seminar topic | Journal and Log |
| Nov. 2 + dyad | Check-in, case discussions, seminar topic | Journal and Log |
| Nov. 9 + dyad | Check-in, case discussions, seminar topic | Journal and Log |
| Nov. 16 + dyad | Check-in, case discussions, seminar topic | Journal and Log |
| Nov.23 | Thanksgiving Recess – no class or dyads | Journal and Log |
| Nov. 30 + dyad | Check-in, case discussions, seminar topic  Wrap-up | **Final evaluation**  Journal and Log |

* Dyads scheduled directly with instructor and partner
* All recordings reviewed initially during dyads
* Project presented during group as scheduled/arranged with instructor

**Available dyad times (Fall 2016)**

* Tuesdays: 4-5pm, 5-6pm
* Wednesdays: 2-3pm
* Thursdays: 2-3pm

Technical Specifications related to our Course Supervision

Individual and group meetings will be held using WebEX videoconferencing software. It is available (for free) in desktop, laptop, tablet, and smartphone formats.

If you will use a desktop or laptop computer, you can enter a test meeting at any time (to test your equipment): <https://www.webex.com/test-meeting.html>

If using a smartphone or tablet, download the WebEX app. Search your app store for “WebEX” or Cisco WebEX meetings.

Connection will require a private, stable, high-speed internet connection. If you will use a smartphone, you will need a strong cell signal.

Please make sure that you have a microphone and video camera enabled on whatever computer or device that you will use to connect. Video and audio are required. Once you enter the meeting space, you will need to activate or enable both your audio and video.

**Responsibilities and Requirements for Video-based Individual Supervision:**

* Each student is responsible for ensuring that they have the software and devices necessary to participate in every supervision meeting.
* Each person (student and instructor) is required to use headphones or earbuds for every supervision meeting. This is important for technical reasons (to reduce audio feedback), but it is also important for confidentiality purposes.
* When participating in supervision, students should be at a location that provides a private, stable, high-speed internet connection.
* When participating in a supervision meeting, the student should be located in a private and closed room (i.e., behind a closed door, just like you were meeting with the instructor in his campus office). You should NOT be located in a public setting, where others may hear the conversation. If at home, you will need to ensure that you have a private and undisturbed environment in which to meet. If your computer is located in a common room, you will need to ensure that you are meeting during a time in which no one else is home. You will be playing recordings of your counseling sessions during individual supervision meetings, and you MUST ensure the confidentiality of your client recordings. Turn off (or mute) all telephones, televisions, music players.
* Please treat each supervision meeting as you would if you had an appointment scheduled with your site supervisor at a campus location. The technology that is used to hold our meetings can be a bit deceptive regarding boundaries, because:
  + you may be located in a familiar and relaxing environment (e.g., your home),
  + you do not have to travel to a campus or professional location for supervision.
* People have been known to dress very casually (e.g., pajamas), conduct other household chores while meeting for supervision (e.g., washing dishes), or show up late for a scheduled meeting. A good rule to live by: Do not dress in any way – or engage in any activities – that you wouldn’t do if you were physically sitting beside the instructor on campus. You wouldn’t wear pajamas and wash dishes at a meeting on campus, would you? You are required to maintain appropriate professional boundaries related to our supervision time. Show up on time for our meetings, dress professionally, and stay focused and attentive to our conversation.

**CONFIDENTIALITY**

Much of our class discussion and most of the written work you do for this class will contain information about clients, and sometimes sensitive information about your supervisor and internship site. All of this information is privileged. We share responsibility for maintaining its confidentiality and protecting the privacy of our clients, classmates, host sites, and sometimes supervisors and other professionals. Guidelines for fulfilling our responsibilities in this regard include the following matters.

* Written materials (e.g. journal entries, special projects, tape critiques, etc.) referring to clients should either refer to them by initials only or by a pseudonym. If the materials are copied and contain the client’s name, the name should be blocked out with a black felt tip pen if possible so that you cannot see the name.
* Video and audio recordings of client counseling sessions should be kept secure and should be erased after instructional and supervisory reviews are completed.
* Video and audio recordings should not be sent via email. If you are requested to send a recording to the instructor, you are to upload them up in BlackBoard under the Assignment Tab (if they need to be sent).
* When in a supervision meeting, you should be located in a private environment, where no other individuals can listen to what is being said (or recordings being played aloud). Classroom/office doors will be closed when we are discussing cases or viewing videos of actual clients. Headphones should be used by the student and the instructor.
* Guests such as students from other environments or classes, prospective students, family members, or children should not be present during a supervision meeting.
* Your Project should be uploaded into BlackBoard and possibly Foliotek. Again, any mention of clients should either refer to them by initials only or by a pseudonym.
* All client records are the property of your site. No client records or files of information from your site are to be kept in your personal possession (e.g. your car or home) except for the temporary necessity of carrying selected copies of information on which identifying information has been removed or thoroughly covered.
* Any departure from strict adherence to this must be fully disclosed and agreed to by your site supervisor and your campus supervisor. This includes retaining copies of records belonging to the site. Violations of this policy may have significant legal and ethical consequences, and may put the completion of your internship at risk.
* All written materials from your placement setting, typically copies of case notes and treatment plans should be returned to the files of your internship site after being reviewed by the instructor and returned to you. If they are not returned to the files of your internship site, they are to be destroyed. Under no circumstances are any of these site-based materials to remain in your personal possession.

**Student Disability Services**

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building.  Please contact the SDS Staff at (919) 530-6325 or email sds@nccu.edu.  If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at [www.nccu.edu/sds](http://www.nccu.edu/sds) and clicking on the ***Accommodate* Link.** Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

**STUDENT SUPPORT/OMBUDSPERSON**

The Student Ombudsperson is available to assist students in navigating unexpected life events (e.g., short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or [bsimmons@nccu.edu](mailto:bsimmons@nccu.edu).

**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.

**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.