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| **CON5372 Syllabus Supervised Practicum in Counseling**  Counselor Education Program  School of Education, North Carolina Central University |
| **Instructor:** Helen S. Lupton-Smith, Ph.D.,LCMHCA **E-mail:** hluptons@nccu.edu  **Office:** School of Education 2087 **Phone:** 919-530-7584  **Office hours (virtual or in person by appointment):** **Class location:** School of Education room 1078, 700 Cecil St., Durham, NC  Tues. 9am-2pm: Wed. 12pm-3pm; Thurs. 2pm-4pm **Class time:** Wednesdays 6-7:30pm **WebEx Room:** https://nccu.webex.com/meet/hluptons Individual supervision as scheduled |

**Counselor Education Mission Statement**

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. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.

## COURSE DESCRIPTION

Prerequisites: Phase 2 completion and a B or better in CON 5371. Advanced candidates in counseling will participate in a clinical instructional environment under the supervision of a faculty member. Candidates will receive supervision from a faculty member as they obtain individual and group counseling experience. The practicum is a 100-hour field experience in a mental health, career, or school counseling setting.

## METHODS OF INSTRUCTION

This supervision course will be delivered in person and makes use of a variety of instructional methods, including but not limited to: class readings, group discussion, case presentations, peer feedback, research presentations. The individual supervision sessions will be virtual.

1. **TEXTS AND OTHER RESOURCES**

*Required readings will be made available on Canvas throughout the semester.* Students should also familiarize themselves with the following websites as resources (descriptions are links):

[NCCU Counselor Education Program](http://www.nccucounseling.com)

[American Psychological Association APA Writing Style Page](http://www.apastyle.org)

[American Counseling Association](http://www.counseling.org)

1. **STUDENT LEARNING OUTCOMES**

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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:* | ***METHOD FOR OBTAINING OUTCOME*** | ***METHOD FOR EVALUATION OF OUTCOME*** |
| Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. At least 40 of the clock hours must be of direct service with actual clients that contributes to the development of counseling skills (Section 3, F & G) | Clinical Placement in approved site | Hour Log, Final Evaluation form |
| Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (Section 3, H) | Weekly triadic supervision meetings, site supervision meetings | Hour log, attendance, session review forms |
| Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. (Section 3, I) | Weekly group supervision meetings | Hour log, attendance |
| Students will apply counseling theory in professional practice with clients who represent ethnic and demographic diversity in their community. (Section 3, General) | Clinical placement in approved site, readings | Audio/video recordings with session review forms, case presentation, case note assignment |
| Students will develop their counseling skills under supervision from a Program faculty member (development is relative and specific to each student). (Section 3, General) | Clinical placement in approved site; supervision meetings; readings | Audio/video recordings with session review forms, case presentation, mid-term evaluation and final evaluation |
| Students will have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (Section 3, D) | Clinical placement in approved site; group supervision discussions; readings | Log, case note assignment, mid-term and final evaluations |
| Students will examine the effects of power and privilege for counselors and clients, as well as examine strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. (Section 2, F. 2.e. & h.) | Clinical placement in approved site; supervision discussions; readings | Case note assignment, audio/video recordings with session review forms, case conceptualization |
| Students will be able to identify and describe interrelationships among and between work, mental well- being, relationships, and other life roles and factors. (Section 2, F. 4.b.) | Clinical placement in approved site; Readings; supervision discussions | Audio/video recordings with session review forms, case conceptualization |

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| Students will be able to articulate a general framework for understanding and practicing consultation.  (Section 2, F. 5.c.) | Clinical placement in approved site; supervision discussions | Audio/video recordings with session review forms, case conceptualization |
| Students will practice essential interviewing, counseling, and case conceptualization skills, including suicide prevention models and strategies. (Section 2, F. 5. g. & l.) | Clinical placement in approved site; supervision discussions; readings | Audio/video recordings with session review forms, role play |
| Students will implement and analyze the efficacy of counseling treatment plans with their clients. (Section 2, F. 5. h.) | Readings, direct hours with clients; supervision discussions | Session review forms |
| Students will create and monitor tangible goals with clients to support positive counseling outcomes. (Section 2, F. 5. i.) | Clinical placement in an approved site; readings; supervision discussions | Goal construction exercise; audio/video recordings with session review forms; case conceptualization |
| Students will research and apply evidence based practices with their clients/students. (Section 2, F. 5. j.) | Supervision discussions; lecture | Bridging research and practice assignment; case conceptualization; audio/video recordings with session review forms |
| Students will identify and suggest referrals as needed to clients/students. (Section 2, F. 5. k.) | Lecture; supervision discussions | Direct hours on hour log; case conceptualization; audio/video recordings with session review forms |
| Students will identify processes for aiding in their development of a personal model of counseling. (Section 2, F. 5. n.) | Readings; supervision discussions | Audio/video recordings with session review forms; case conceptualization |
| Students will examine the theoretical foundations of group counseling and group work. (Section 2, F. 6. a.) | Readings; supervision discussions | Audio/video recordings with session review forms; case conceptualization |
| Students will examine therapeutic factors and understand how they contribute to group effectiveness. (Section 2, F. 6. c.) | Readings; supervision discussions | Audio/video recordings with session review forms; case conceptualization |
| Students will be able to identify the methods of effectively preparing for and conducting initial assessment meetings. (Section 2, F. 7. b.) | Readings, supervision discussions | Audio/video recordings with session review forms; case conceptualization |
| Students will examine the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (Section 2, F. 8. a. & b.) | Group supervision discussions; readings | Bridging research and practice assignment |

1. **COURSE FORMAT AND WEBSITE**

This course has weekly in person meetings in the School of Education for group and virtual meetings for individual supervision. Canvas is utilized to submit assignments, and Google Drive is utilized to submit recorded work. The syllabus, assignments, readings, and other materials related to the course can be found in Canvas. Please ensure that you have complete access to the course on Canvas by the end of the first week of class. If you have questions about your Canvas account, please contact the campus Helpdesk at http://www.nccu.edu/facultyandstaff/its/helpdesk.cfm or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676.

All content is posted or linked in Canvas which is the Learning Management System used by NCCU. Every student has a username and password issued by the University. You are required to log in to the Canvas system at least once per week in order to view course content which includes lectures from the instructor, supplemental lectures, web links, as well as other content. You are also required to submit assignments via Canvas during the semester. If you have questions about your Canvas account, please call the IT department at 919-530-7676.

## COURSE POLICIES

*Counseling Department Attendance Policy for Practicum Class*

Class attendance, punctuality, and participation are required and necessary to accomplish the goals of the course. Aside from successfully completing the required field experience hours at the designated site, and obtaining regular supervision from the site supervisors, practicum students are also required by CACREP to have weekly group supervision and weekly individual or triadic supervision from the university internship supervisor*.*Practicum students are expected to attend all scheduled class meetings.

Each **unexcused** absence will result in **point deductions** from your participation/attendance grade. **Three absences (including class and individual or triadic supervision) will result in a failing grade** for the course. In addition, it is expected that all assignments will be handed in on time. Students are encouraged to reach out to the instructor with any questions/concerns and asked to inform the instructor of any potential issues in regard to attendance/participation. Any assignment or homework handed in late will receive reductions in five points for each day late. Other areas of participation including engagement in group and individual/triadic supervision by coming prepared with having read assigned readings; participating in discussion; timeliness of attendance etc. are expected. If expectations are not met in these areas it will be addressed with the student and up to the discretion of the instructor if points will be taken off the total participation grade.

#### Student Liability Coverage in Practicum and Internship

We have a change in the requirement for professional liability coverage while in Practicum and Internship. Starting summer, 2022, students will no longer purchase a blanket policy through the University. Students will need to join either ACA, ASCA, or AMHCA and receive liability coverage through the organization (which should come with membership). Students will need to submit a “Certificate of Insurance” (COI) when they submit their Memorandum of Agreement (MOA).   
When you join one of the above organization, be sure to either download or request a copy of your COI.  It is only one of many benefits in joining a professional organization.

[American Counseling Association](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnccucounseling.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D226618adea23dd99cf4ddd8c4%26id%3D17c63b497b%26e%3D0a01d82705&data=05%7C01%7Chluptons%40nccu.edu%7C0b81b58e087e4bea987e08da73e23b2d%7Ce86ab7691eab4e00b79e28ba7a8dbdf6%7C0%7C0%7C637949712739095176%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=xPz8IM8EWvRtuldyULfxlbT46x01OFi0IzS%2FrA66mgE%3D&reserved=0)

[American School Counseling Association](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnccucounseling.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D226618adea23dd99cf4ddd8c4%26id%3Dcc83a88cd4%26e%3D0a01d82705&data=05%7C01%7Chluptons%40nccu.edu%7C0b81b58e087e4bea987e08da73e23b2d%7Ce86ab7691eab4e00b79e28ba7a8dbdf6%7C0%7C0%7C637949712739095176%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=8T56RzvKRZDseEyvAWvxZtnRQcMC4QjNLkO1efjqWlA%3D&reserved=0)

[American Mental Health Counseling Association](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fnccucounseling.us4.list-manage.com%2Ftrack%2Fclick%3Fu%3D226618adea23dd99cf4ddd8c4%26id%3D6ecaa550d6%26e%3D0a01d82705&data=05%7C01%7Chluptons%40nccu.edu%7C0b81b58e087e4bea987e08da73e23b2d%7Ce86ab7691eab4e00b79e28ba7a8dbdf6%7C0%7C0%7C637949712739095176%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=qEx4u%2BaDnZBYF96Vlp0KQGwxoUclTc4dm%2BBLICnduFY%3D&reserved=0)

*Technical Specifications related to our Course Supervision*

* Group meetings will be held in person and individual supervision on 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.
  + When participating in supervision, students should be at a location that provides a 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 her 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. If you are using a smartphone, please silence calls or activate “do not disturb” in order to prevent interruption with phone calls.
  + 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.
  + Attendance and observance of videoconferencing etiquette at all individual supervision meetings is mandatory. Please keep cameras on and put cell phones and any other devices away that are not for the purpose of supervision. Punctuality and participation are necessary to accomplish the goals of the course.

*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 responsibility to confidentiality 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. You will submit them via Google Apps for Education as directed by your university/faculty supervisor.
* Classroom/office doors will be closed when we are discussing cases or viewing videos of actual clients. This includes scheduled and impromptu supervision or consultation meetings.
* Guests such as students from other environments or classes, prospective students, family members, or children may not be brought to class. This means, they may not be in the same room/meeting space with you while you are meeting with your university supervisor.
* Your Case Presentation should be uploaded into Canvas. Any time you mention a client in your project, you should utilize either their initials or a pseudonym.
* All client records are the property of your practicum site. No client records or files of information from your internship site are to be kept in your personal possession (e.g. your car or home or stored on your personal electronic devices) 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 practicum at risk.
* All written materials from your practicum setting (typically copies of case notes and treatment plans) should be returned to the files of your practicum site after being reviewed by the faculty supervisor/instructor and returned to you. If they are not returned to the files of your practicum site, they are to be destroyed. Under no circumstances are any of these site-based materials to remain in your personal possession.

Additionally, we will respect the confidentiality of classmates by maintaining privacy of any disclosures shared within our class (supervision) time. This information should not be shared outside of the classroom environment without permission.

*Emergency Procedures*

Any emergencies at your practicum site should be handled according to their policies and with the guidance of your site supervisor. You must report any emergencies and departures from standard procedures to me ASAP (within 24 hours that the incident occurred) via email that does not contain identifying client information or by calling my office at 919-530-7584.

*Emails*

By and large, I will respond to emails within 24-48 hours during the school week and within 48 hours on the weekends. Emails with questions about assignments due that week should be sent to me at least 48 hours prior to class.

*Respect*

* Students are expected to assist in creating and maintaining an environment that is conducive to learning. All members of the learning community will demonstrate such respect by refraining from distracting, discourteous, or harmful behavior.
* Students are expected to practice classroom confidentiality: in other words, whatever is discussed in the classroom is expected to remain in the classroom. Failure to practice classroom confidentiality may result in failure or dismissal from the course.
* Emotional safety is paramount in a class of this nature. Disrespecting another’s racial, religious, sexual identity; attacking another’s point of view; etc. will not be tolerated.

## UNIVERSITY POLICIES

*Academic Honesty Policy*

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. Academic dishonesty will result in a grade of “F” in the course.

*Statement of Inclusion/Non-Discrimination*

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

*Student Accessibility Services*

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [SAS@nccu.edu](mailto:sds@nccu.edu) to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at [www.nccu.edu/SAS](http://www.nccu.edu/sds) and logging into ***Eagle Accommodate***. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with the Office of Student Accessibility Services.

*Confidentiality and Mandatory Reporting*

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU’s Sexual Misconduct Policy (POL 01.04.4). NCCU faculty and instructors are considered to be ***responsible employees*** and are required to report information regarding sexual misconduct to the University’s Title IX Coordinator.The Sexual Misconduct Policy can be accessed through NCCU’s Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through https://cm.maxient.com/reportingform.php?NCCentralUniv&layout\_id=15.

*Other Campus Programs, Services, Activities, and Resources*

Other campus resources to support NCCU students include:

* *Student Advocacy Coordinator*. The Student Advocacy Coordinator 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, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Suite 236, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).
* *Counseling Center.* The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU’s Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).
* *University Police Department*. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupdinfo@nccu.edu](mailto:nccupdinfo@nccu.edu).

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) (Code). The [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442). In addition to community standards to which all students are accountable, the [Code](https://legacy.nccu.edu/policies/retrieve.cfm?id=442) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](https://legacy.nccu.edu/policies/retrieve.cfm?id=442).

**VIII. COURSE COMPONENTS AND ASSIGMENTS**

\**See the course schedule for due dates*

1. **PARTICIPATION** includes attendance and quality of engagement for the below activities.
   1. COUNSELING EXPERIENCE In order to successfully complete the course, you must practice counseling for the designated number of hours. A total of one hundred (100) hours of counseling experience (indirect and direct hours) at a site (CACREP 3. F). At least forty (40) clock hours of your time must be spent in direct face-to-face service with your clients (CACREP 3.G). The remaining sixty hours can be obtained through indirect service, including but not limited to preparing for sessions, writing case notes, attending meetings at the site, case consultations, observing sessions, and scheduling appointments.
   2. SITE SUPERVISION You are expected to meet with your site supervisor regularly. Your site supervisor will prepare formative and summative evaluations of your work. Please request evaluations early so they may be scheduled/prepared in advance of the due dates. Site supervisors may complete the printed copy of the evaluation or the online version (when it is available) at www.nccucounseling.com/supervisors/. The faculty supervisor will use the site supervisor’s final evaluation as an element of the overall final evaluation by the faculty supervisor.
   3. **GROUP UNIVERSITY SUPERVISION MEETINGS** Students must meet weekly for at least one and one half (1.5) hours with your university supervisor for group supervision (CACREP 3.I). This meeting is held in person in the School of Education on Wednesdays from 6-7:30pm. During these meetings you will discuss your practicum site progress, class readings, and present audio or video recordings for group review. You must complete the assigned readings and be prepared to discuss them at our group meetings. *\*Missed meetings can result in failure of the course*
   4. **TRIADIC OR INDIVIDUAL UNIVERSITY SUPERVISION MEETINGS** Students must meet weekly for at least one hour of individual or triadic supervision (CACREP 3.H). This meeting time will be arranged leading up to the first week of classes and will take place using WebEx. During these meetings, you will discuss client cases in more detail (guided by your session review forms), listen to audio or video recordings, and receive personalized supervision. *\*Missed meetings can result in failure of the course*
2. DOCUMENTATION AND RECORDINGS
   1. HOUR LOG You must maintain a record of hours at your field site using the electronic form provided by the instructor. You will bring this form to each individual supervision session in order to verify your attendance and progress toward required hours at your site. A completed hour log signed by your site supervisor must be uploaded to Canvas by the last day of the MOA. It is your responsibility to keep your hour log up to date and alert the instructor of any barriers to obtaining the required hours at your site. Throughout the semester please keep your log in google drive so the instructor can see it updated on an ongoing basis.

* Students must have completed hour logs available weekly during individual.
* Final hours logs must be uploaded to Canvas by end of MOA.
  1. **CONSENT TO RECORD** You must request permission to record all direct client care. Although there is no assigned point value in this course, failure to request consent to record direct client care can result in failure of the course because it is an ethical behavior. You must solicit and maintain documentation for each client’s (or their parent/guardian’s) consent or refusal of consent to recording sessions. Students are expected to consult with their site supervisor about recording policies at their field site. For sites who do not have an established recording policy or consent form, students may utilize the [Permission to Record](http://www.nccucounseling.com/student2/index.php/forms) form prepared by the NCCU Counselor Education Program. Signed recording consent (or refusal) forms are to be stored securely at your field site.
  2. SESSION REVIEW FORMS AND RECORDINGS In preparation for individual supervision, you will submit a minimum of 6 tape review forms with their corresponding tape throughout the semester in which you critique and evaluate a counseling session. Use the form in Appendix A. Due dates for these forms will be discussed in individual. You are required to upload this completed form and the corresponding recording to your Google Drive folder at least 24 hours prior to your scheduled time for individual. Do not upload your recording to Canvas. We will listen to a 10-15 minute segment of the tape you have selected and reviewed, to analyze collectively. You are required to have already listened to the entire tape on your own and analyzed it in great detail and bring your form completed and ready to discuss in triadic. Please be prepared to take notes on feedback provided to you in indiviual on your tapes.
  3. RECORDINGS Please record all client sessions in which the client has provided their consent to be recorded. It is important to capture as much of your work on tape as possible because this will allow you to review your work regularly and to seek supervision with “raw data” to consult. Exceptions may include spontaneous interactions or crises where it might disrupt the flow of the meeting to begin recording. **Upload all recordings to the shared Google Drive folder within 24 hours of making the recording and delete the file from your personal device.** Note that as your university supervisor, I might request additional recordings in excess of those submitted for triadic.

1. PROJECTS AND REFLECTIONS
   1. JOURNAL REFLECTIONS WITH PROMPTS:

Students will respond to weekly journal prompts using google drive, a collaborative document allowing the instructor to comment and provide feedback. Weekly prompts will be developed based on The Supervision House (handout available in Canvas). DUE WEEKLY (Tuesday at midnight) These reflections will start week 2 of the course.

* 1. CASE PRESENTATION Each student will present at least one 15-minute tape for class critique in group supervision. You will also submit a powerpoint addressing the requested information/guidelines in Appendix B. Additionally, you will be required to complete a treatment plan and a client SOAP note. The case powerpoint, treatment plan, SOAP note, and recording are to be submitted in Canvas. The recording can be embedded in the powerpoint. Please remember to use no identifiers and audio or video will be accepted. As always, be sure to document your client’s consent to be taped and have this stored at your site. You must base this presentation on a tape that you have not submitted for review in individual.
  2. COUNSELING CASE NOTES Submit two thorough case notes (de-identified and consistent with confidentiality standards) in the formats included in Appendix C (SOAP and DART) and described in your week 3 reading. Use two different sessions, with the same or two different clients. After writing the notes, respond to each reflection question with 3-5 sentences. Upload a single Word document with your two case notes and responses to the reflection questions. Due date is reflected in the course schedule.
  3. BRIDGING RESEARCH AND PRACTICE Applying research in counseling improves the services we provide to clients. For this assignment you are required to locate and read one scholarly journal article related to a client population, presenting concern you have encountered, or a relevant counseling intervention. To find articles, use one of the research databases available through the NCCU Library (<http://web.nccu.edu/shepardlibrary/>). I recommend using PSYCINFO or Proquest Central. You will then develop a 1-page handout with (a) key takeaways from the article (just the highlights!) and (b) a brief description of how you incorporated this into your counseling. You will upload this handout in canvas by the due date. Please be prepared to share the handouts and discuss in class. Due date is reflected in the course schedule.

1. **EVALUATIONS**
   1. **MIDTERM EVALUATION** The CSDAT evaluation is to be completed by your site supervisor and submitted at the midterm of the semester. The form is located on Canvas. Points are determined by on time submission as well as content of the evaluation.
   2. **FINAL EVALUATION** Similar to the midterm evaluation, the CSDAT is to be completed by your site supervisor and submitted at the end of the semester. You can find this form on canvas as well. Points determined by on time submission as well as content of the evaluation.
   3. **EVALUATION** The CSDAT evaluation completed by the university supervisor will also contribute to your overall assessment of skills, disposition, strengths, and areas for growth. The form used will be the same as your final evaluation by your site supervisor. **Note**: Significant issues relating to professional disposition can result in failure of the course. These will be brought to your attention in a timely manner in order to allow for prompt reflection and correction.

**VIII. COURSE EVALUATION**

|  |  |  |  |
| --- | --- | --- | --- |
| **Course Component** | **Assignment** | **Due Date** | **Points** |
| 1. Participation and Dispositions | Attendance at site and supervision sessions | Ongoing | 75 |
| Engagement in supervision sessions (e.g., contributing to discussions, completing readings, offering feedback) and dispositions (personal and professional behaviors and  attitudes | Ongoing | 50 |
| 2. Paperwork and recordings | Hour log | 11/27 | 15 |
| Session review forms + recording (6 x 20 points each) | Ongoing | 120 |
| 3. Projects and reflections | Journal Reflections with Prompts (13 x 5 points each) | Ongoing | 65 |
| Bridging Research and Practice | 11/1 | 25 |
| Case Presentation + recording (not recycled from triadic) +  Treatment plan + SOAP note | Due: as  scheduled | 125 |
| Counseling Case Notes (one DART and one SOAP) | 9/27 | 25 |
| 4. Evaluations | Midterm Evaluation, site supervisor | 10/4 | 50 |
| Final Evaluation, site supervisor | 11/20 | 50 |
| Evaluation, university supervisor | Ongoing | 100 |
| **TOTAL** | | | 700 |

**Grading Scale:**

|  |  |
| --- | --- |
| **A** | 630-700 |
| **B** | 560-629 |
| **C** | 490-559 |
| **F** | < 490 |

**Dispositions and Participation in Class**

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.

2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery

3) Demonstration of effective leadership skills;

4) Active engagement in class activities and participate as a group member; and

5) Contributions to class discussion displaying critical and creative thinking skills

(\*\*See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated these behaviors, as evidenced by acceptance into the program. If there is a reason for me to have any concern about a student’s dispositions and there is a potential for the student to receive a less than ideal evaluation in this area, I will be in contact with that student immediately to address the concern.

**Key Performance Indicators: Counselor Education Program Assessment Plan**

As part of the overall assessment plan for the Counselor Education program, designated courses have specific Key Performance Indicators (KPIs) that are connected to accreditation standards. Practicum has 6 KPIs which are listed below. The assignment that measures each standard is listed beside it. The instructor will record the final grade for each assignment in Taskstream which is a portal for recording grades. If the student does not meet the grade standard which will be clearly communicated when the assignment is introduced, the student will be asked to repeat the assignment.

KPI 1: Students will understand the role and professional identity as a counselor and have knowledge of the ethical codes to which counselors adhere: *CSDAT*

KPI 2: Students will demonstrate ethical practice and ethical decision-making in courses and in counseling practice. *CSDAT*

KPI 3: Students will demonstrate knowledge of theories and models of multicultural counseling including Multicultural and Social Justice Counseling Competencies: *Case Presentation*

KPI 4: Students will understand group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness:. *CSDAT*

KPI 5: Students will understand the importance of evidence-based practice and critique research to inform counseling practice. *Building Research to Practice assignment*

KPI 6: Students will understand psychopathology as well as principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. *Case Presentation*

**Course Schedule**

|  |  |  |
| --- | --- | --- |
| **Date** | **Format** | **Focus / Readings and Assignments** |
| **Week 1**  August 14th-August 21st | **Group Supervision**  Wednesday 6-7:30pm | Getting started   * Introductions * Purpose of supervision * Review syllabus and sign ups * Discuss learning goals   Verify that MOA and Liability Insurance are completed  Readings referenced: ACA Code of Ethics |
| **Individual** (as scheduled) : (Disclosure, goals, and wellness plan) | Professional Disclosure Statement |
| **Week 2**  August 21st- August 28th | **Group**  Wednesday 6-7:30pm | **Readings due:**   * McGlothlin, 2008 (Suicide Assessment) * Bray, 2021 (Crisis Counseling) * Safety Plan   Journal reflection 1: Goals |
| **Individual** (as scheduled) |  |
| **Week 3**  August 28th-September 4th | **Group Supervision**  Wednesday 6-7:30pm | **Readings due:**   * Zhang & Parsons, 2016 (Case notes)   Cognitive Distortions and the Beginning Counselor  Journal reflection 2: External: Factors Shaping you as a Counselor |
| **Individual** (as scheduled) |  |
| **Week 4**  September 4th-September 11th | **Group**  Wednesday 6-7:30pm | **Readings due:**   * Day-Vines et al., 2020 (Broaching) * Baynes & Branco, 2018 (Broaching) * Ratts, et.al., 2016 (MSJCCs)   Journal reflection 3: Foundation (Theory) |
| **Individual** (as scheduled) |  |
| **Week 5**  September 11th-September 18th | **Group Supervision**  Wednesday 6-7:30pm | **Listen to:** Podcast episode from *The Thoughtful Counselor* titled “[Deliberate Practice – Cultivating Clinical Excellence with Tony Rousmaniere](http://thethoughtfulcounselor.com/2020/02/ep158-deliberate-practice-cultivating-clinical-excellence-with-tony-rousmaniere/)” **Case Presentation\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Journal Reflection 4: Family Room (Building Rapport with clients) |
| **Individual** (as scheduled) |  |
| **Week 6**  September 18th- September 25th | **Group Supervision**  Wednesday 6-7:30pm | **Readings due:**   * McNichols, et al., 2016 (goal setting) * Gehart Ch. 3 (treatment planning)   **Case Presentation\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Journal Reflection 5: Bedroom (Your sleepy skills/skills that are challenging for you.) |
| **Individual** (as scheduled) |  |
| **Week 7**  September 25th-October 2nd | **Group Supervision**  Wednesday 6-7:30pm | **Reading due:**   * Sperry and Sperry, 2020 (Case conceptualization)   **Due Sept. 27th: Counseling Case Note Assignment**  Journal Reflection 6: Home Office (Staying organized) |
| **Individual** (as scheduled) |  |
| **Week 8**  October 2nd-October 9th | **Group Supervision**  Wednesday 6-7:30pm | **Listen to:**   * Podcast episode from *The Thoughtful Counselor* titled“[Common Factors, Feedback, and How to Become a Better Therapist: A Conversation with Barry Duncan”](http://thethoughtfulcounselor.com/2016/10/common-factors-feedback-and-how-to-become-a-better-therapist-a-conversation-with-barry-duncan/)   **Midterm evaluation submitted via Canvas**  Journal Reflection 7: Chimney (How do you blow off steam?) |
| **Individual** (as scheduled) |  |
| **Week 9**  October 9th-October 16th | **Group**  Wednesday 6-7:30pm | **Readings due:**   * Hutchinson, 2007 (Termination)   **Case Presentation\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Journal Reflection 8: Home First Aid Kit (Crisis plan) |
| **Individual** (as scheduled)  (May have to change the time of Tuesday individual supervision due to fall break on Monday and Tuesday) |  |
| **Week 10**  October 16th- October 23rd | **Group Supervision**  Wednesday 6-7:30pm | **Readings due:**   * Gladding, 1994 (Group work)   **Listen to:**  <https://thethoughtfulcounselor.libsyn.com/?search=group+counseling> group counselor podcast  Journal Reflection 9: Closet Door (Insecurities/Vulnerabilities) |
| **Individual** (as scheduled) |  |
| **Week 11**  October 23rd- October 30th | **Group Supervision**  Wednesday 6-7:30pm | **Listen to:**   * Podcast episode from *Unlocking Us* titled [“Trauma, Resilience, and Healing” with Oprah Winfrey and Dr. Bruce Perry](https://brenebrown.com/podcast/brene-with-oprah-winfrey-and-dr-bruce-d-perry-on-trauma-resilience-and-healing/) * Trauma informed care * <https://www.thetraumatherapistproject.com/podcast/maureen-mcevoy-ma-the-education-of-a-trauma-therapist> trauma podcast   **Case Presentation(s)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  Journal Reflection 10: Playroom (Creative Hands on strategies) |
| **Individual** (as scheduled) |  |
| **Week 12**  October 30th-November 6th | **Group Supervision**  Wednesday 6-7:30pm | **Readings due:**   * Lawson & Myers, 2011 (Wellness and burnout)   **Listen to:**   * https://concept.paloaltou.edu/resources/the-thoughtful-counselor-podcast/self-care-burnout-and-the-way-forward-one-counselors-inspiring-story-with-jessica-smith/ (back from burnout) * <https://onbeing.org/programs/kimberley-wilson-whole-body-mental-health/> Whole body mental health   **Due November 1st:**   * **Bridging Research and Practice Handout uploaded to Canvas and present/discuss in class**   Journal Reflection 11: Exercise Room (Strengths) |
| **Individual** (as scheduled) |  |
| **Week 13**  November 6th-November 13th | **Group Supervision**  Wednesday 6-7:30pm | **Listen to:**   * Podcast episode from *The Thoughtful Counselor* titled [“Trusting the Natural World – During the COVID-19 Pandemic and Beyond with Katie Asmus”](http://thethoughtfulcounselor.com/2020/04/ep167-trusting-the-natural-world-during-the-covid-19-pandemic-and-beyond-with-katie-asmus/) * <https://thethoughtfulcounselor.libsyn.com/waiting>: Gender Sexuality and Mental Health   Journal Reflection 12: Roof (Support/Resources) |
| **Individual** (as scheduled) |  |
| **Week 14**  November 13th-November 20th | **Group Supervision**  Wednesday 6-7:30pm | **Listen to:**   * Podcast episode from *The Thoughtful Counselor* titled [“Decolonizing Counseling Practice with Brandee Appling”](https://concept.paloaltou.edu/decolonizing-counseling-practice/)   **Due November 20th**   * **Final Site Supervisor Evaluation**   Journal Reflection 13: Car: (Theory/ies driving you towards internship) |
| **Individual** (as scheduled) |  |
| **November 22nd-26th Thanksgiving Break** | **No Group Supervision or Individual this week** |  |
| **Week 15**  November 27th-December 4th | **We can decide if we want to meet as a group this week or end of semester closure event**  **Individual conferences with instructor to be scheduled** | **MOA ends November 27th Last day to be at your site +**  **Due**: **November 27th**   * **Final hour log** |

***\*****\*Schedule is tentative and subject to change*.\*\*

**Appendix A: Session Review Form**

**North Carolina Central University**

**Counselor Education Program**

**Counseling Skills Rating Form**

**Practicum**

**Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Tape Session number \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Please rate yourself on a scale of 1 to 5 in the following areas using this rating system:

1-The skill was not demonstrated.

2-The skill was used minimally or not demonstrated accurately.

3-The skill was demonstrated adequately.

4-The skill was demonstrated well.

5-The skill was demonstrated very well and provided value to the session.

Give **ONLY ONE** number for each skill and list examples of the skill used.

**Note:** You might not demonstrate each of the below skills in every tape so there may be skills that will not be rated. Please put N/A if the skill was not necessary in the session.

|  |  |  |  |
| --- | --- | --- | --- |
| Counseling Process: Stage of the Session | Skill | Rating | Examples/ Comments |
| **Stage 1: The Therapeutic Relationship** | Developing rapport, greeting, structuring the session |  |  |
| Self Disclosure |  |  |
| **Stage 2: Invitational Skills** | Attending Behavior (Visual, vocal , verbal tracking, body language, nonverbal matching) |  |  |
| Encouragers (“nodding, “uh huh”; key word encouragers) |  |  |
| Open-ended Questions |  |  |
| Broaching |  |  |
| **Stage 3: Reflecting Skills** | Paraphrasing |  |  |
| Reflection of feelings |  |  |
| **Stage 4: Advanced Reflecting Skills** | Reflection of meaning |  |  |
| Summarizing |  |  |
| Reframing |  |  |
| **Stage 5: Challenging Skills** | Feedback |  |  |
| Empathic Confrontation |  |  |
| Immediacy |  |  |
| **Stage 6: Assessment and Goal Setting** | Appropriate Closed Questions |  |  |
| Goal setting |  |  |
| **Stage 7: Change Techniques/ Theory informed strategies** | Strategies/Techniques (i.e. role play, relaxation, coping skills building, psychoeducation) |  |  |
| **Stage 8: Concluding the session** | Follow-up and support (looking ahead to the next session and what to work on until that time) |  |  |
| Assigning homework |  |  |

Rating form adapted from Young Learning The Art of Helping (7th edition)

**Appendix B: Case Presentation**

Guidelines for Case Presentations

In preparing for your presentation, you should select a client with whom you are having some difficulty. Your presentation will include the following:

1. A 5-10 minute powerpoint which addresses the items and questions below.
2. At the end of the powerpoint please share a completed treatment plan. (This plan is housed in Canvas). Feel free to summarize if there is overlap but want you to get into the practice of completing a treatment plan. 5 minutes
3. You will then play a 15 minute clip of your choosing. (Can be all together or different parts of your session equaling 15 minutes)
4. We will then process the clip and client with the class.
5. You will submit a client SOAP note with your powerpoint. If time we will share the note in class and if not you will receive instructor feedback on your note.

---------------------------------------------------------------------------------------------------------------------------------------

**Client Demographics**

* 1. Age, gender, race/ethnic background, sexual orientation, immigration status, language, religious affiliation, disability, educational/academic/vocational status, physical appearance, interpersonal style, etc.

**Presenting Problem**

* 1. Why is the client presenting for counseling? Why now? Is the presenting problem described by client the same as what you see as the presenting problem? How has the presenting problem developed/changed over time? How is it manifesting now?

**History of significant events**

* 1. Medical and health history
  2. Social, interpersonal history
  3. Education, vocational history
  4. Family background
  5. Previous counseling experience
  6. Trauma experiences
  7. Multicultural and Social Justice considerations (MSJCCs) and impact on counseling relationship
  8. Any notable situational factors

**Conceptualization**

* 1. Working hypotheses for DSM Diagnosis (if applicable)
     1. Including previous client diagnoses
     2. Documented learning or physical disabilities
  2. Conceptualization of client
     1. Apply a theory of your choice to describe your client’s situation (in at least four sentences)
     2. Describe relevant cultural variables, their impact on client’s strengths, access to resources, and beliefs/values/worldview. Discuss your match/mismatch with the client in terms of these cultural variables.
     3. Identify developmental stages/concerns of the client
     4. Assess client’s level of overall wellness

**Course of Counseling**

* 1. Initial goals, plan, treatment strategies
  2. Progress to present (including how many sessions you have had)
  3. What have you done that has worked? That has not worked?
  4. Relationship
     1. How do *you* feel when with this client? What emotions, thoughts, impulses come up for you in working with this client?
     2. How do you think your client sees you? How do you think your client experiences *you*?
     3. What are your expectations of one another in the counseling process?
     4. Metaphor for relationship?

**Current difficulties, blocks, needs from group**

* 1. What aspect of the clip would you like the group to focus on?
  2. Particular difficulties you are having with this case?

**Appendix C: Case Note Formats**

**SOAP Note**

Counselor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      Session # \_\_\_\_\_\_ Date of Session \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief Client Description:

**S**ubjective (client's conceptualization of the problem/issues):

**O**bjective (counselor's observations of client behaviors during session):

**A**ssessment (counselor's assessment of themes and patterns, application of theory):

**P**lans (for client and counselor in between sessions and in continuing sessions):

**DART Note**

Counselor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Session # \_\_\_\_\_\_ Date of Session \_\_\_\_\_\_\_\_\_\_\_\_\_\_

Brief Client Description:

**D**escription (details of the client and client situation):

**A**ssessment (counselor observations and conceptualization):

**R**esponse (how counselor intervened and how client was impacted):

**T**reatment (next steps, including “homework,” upcoming session date/time and plan, referrals, etc.):

**Reflection questions**

1. Which note format did you prefer to use? Why?
2. Keeping case notes requires counselors to balance including important information without being overly specific or detailed. In essence, you are required to filter in the most salient information, report it in a concise and professional manner, while filtering out “fluff.” Give an example of how you grappled with which information to include in the above notes. Did you filter it *in* or *out*? How did you arrive at that decision?
3. Which theory(ies) did you rely on to write your case notes? Where are they visible within the note (e.g., terminology or interventions used)?