



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**

Spring 2017

Instructor: Robert A. Horne, Ph.D., NCC, LPC, ACS, LCAS, CSI, ICAADC, MAC
Office: 2099 H. M. Michaux, Jr. School of Education
Phone: 919.530.6691
Email: Rhorne6@NCCU.edu (Best method of contact)
SKYPE ID: Live:Rhorne6

***Office Hours:** Monday: 1pm – 5pm (Skype by appointment)
Tuesday: 10am – 12pm; 1pm - 3pm
Wednesday: 1pm - 3pm
Thursday: 1pm – 3pm (Skype by appointment)
Other times by appointment

* All office hour times are Eastern Standard Time (EST). In order to provide each student with the optimal amount of respect, confidentiality, and attention *all* office hour visits must be scheduled a minimum of 24 hours in advance.

If you are coming to visit campus and want to meet in-person please email me in advance for a specific time. Or if you want to coordinate a SKYPE or phone meeting please email me at Rhorne6@nccu.edu to set up an appointment. This will help me coordinate student visits and/or meetings. SKYPE NAME: "Live:Rhorne6".

Skype Account - *I suggest that you get a free SKYPE account so that you can communicate with faculty, or your classmates.*

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).

Instructor's Correspondence Times

Type of Correspondence	Timeframe	Special notes
Emails	24 hours	<p>1) Emails sent before 4pm Monday-Thursday will receive a response within 24 hours.</p> <p>2) Emails sent after 4pm Monday-Wednesday will receive a response within 24 hours beginning at 8am the next business day.</p> <p>3) Emails sent after 4pm Thursday or on the weekend will receive a response within 24 hours beginning at 8am Monday.</p>
Weekly Assignments (quizzes, papers, exams, etc.)	1 week	1) Late assignments, if accepted, the student acknowledges and understands the instructor may not provide the student with feedback and/or a grade before the semester's grading period ends.
Telephone Calls	Please email to set a time for a telephone conference or call	As this is an online course, the primary method of contacting the instructor is through email.

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 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. Further information regarding liability insurance can be gained by visiting <http://www.acait.com/>.

Required Text

Gehart.D., (2016). *Theory and Treatment Planning in Counseling and Psychotherapy*.
(2nd ed.). Belmont,CA: Brooks/Cole

Halbur, D. & Halbur, V. (2015). *Developing your theoretical orientation in counseling and Psychotherapy* (3rd 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.

Course Requirements:

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. **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

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 audiorecordings for group review. **Each student will present at least one full tape for class critique.**

This tape will be presented as your CBT case conceptualization and will be transcribed. The tape will count towards the six recordings required for dyads. This assignment will be submitted to Foliotek.

Con 5372 Student Learning Outcomes (SLOs) The corresponding CACREP standards met in this class are listed here. <i>At the completion of this course the candidate will be able to:</i>	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

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 supervision. You will submit at least 6 audio recordings for individual/triadic supervision for critique and evaluation. You may submit additional conceptualizations with these recordings using selected theoretical orientations. Missed dyad sessions must be made up at the convenience of the instructor. **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 an online midterm and final reflection assessment 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. They are reflective essays that capture your insights and experiences at the points of the semester. (CACREP I.P)
2. There are two major projects for this class.
Project One: It consists of the development of a proposed *presentation* that is consistent with the needs of the population you work with at your site. You will provide a brief overview of this 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 in the discussion board for your classmates to view and/or download. 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. These supporting documents can be found on Bb under assignments.
3. 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 must be completed by the last day of class. The journal is electronic and can be found on Bb under assignments. The journal is worth 40 points. (CACREP II.C)
4. Your final grade will incorporate your site supervisor's evaluation of your practicum experience. (CACREP III.F.5)
5. Other assignments are listed in the course outline and meet the objectives of this class

Class Outline

Meetings	Assignments and Readings for Class Check-Ins Highlights and Lowlights
January 11	Introduction/Overview/Expectations Liability Insurance and MOA Due Logistics Multicultural and Ethical Considerations on Your site (Release of information, confidentiality, diversity of client population, etc.)

January 18

Theoretical Orientation Discussion

H&H 1-4 Halbur and Halbur

Read Chapters 1-3 in H&H and answer the reflection questions for each chapter. Included in the Chapter 3 reading is the the completion of the Selective Theory Sorter-Revised. Please respond to the STS-R as it is the basis for the Chapter 3 reflection. This should be a minimum of a four-page paper written in APA format. Your title page and abstract page are not included in the page count. Since this assignment is a reflection, it may be written in the first person.

January 25

Supervision Discussion - Dyads Begin This Week.

Supervision Reflection due. A related article is posted to Bb. Also read Chapter 15 in the Gerhart text. We will discuss both in class. You are to provide a three-page reflection on your thoughts regarding supervision for both the supervisor and the supervisee.

February 1

Conceptualization Discussion

Gehart Chapters – Chapters 1-2

February 8

Clinical Assessment Discussion

-Begin Presentations

Gehart Chapters 3-4

February 15	Treatment Planning and CBT Approached Gehart 5-11
February 22	<u>Self-Care Reflection Due</u> -Articles posted to Bb or articles of your choice. <u>2- page</u> reflection on article read and your self-care plan.
March 1	Begin Conceptualizations
March 8	Presentations, Cases, Class Discussions Midterm Reflection Due. Questions posted to Bb. 4-pages
March 15	SPRING BREAK
March 22	Presentations, Cases, Class Discussions <u>Resistant Client Reflection Due.</u> Articles and PowerPoint presentation posted to Bb. <u>2-page</u> reflection on articles and your concerns regarding resistant clients.
March 29	Presentations, Cases, Class Discussions
April 5	Presentations, Cases, Class Discussions
April 12	Presentations, Cases, Class Discussions

Crisis Intervention Reflection Due. Articles posted to Bb.

Reflection on your role as a counselor during a crisis situation at your practicum site. Provide an example. In addition, envision a scenario in which suicide is the crisis situation. Use the SADPERSONS hand out to guide your reflections on how you might respond. 4-pages

April 19

Presentations, Cases, Class Discussions

April 26

Final Reflection Due Discussions

Final Log Due

<u>Grading:</u>	<u>Points</u>
Recordings	60
Journal	75
Participation in Group Meetings	100
<i>Reflections 40 / general class input 60)</i>	
Presentation	100
Conceptualization	150
Examination1	100
Examination2	100
Total	685

<u>Total Points</u>	<u>Letter Grade</u>
617>	A
548>	B
480>	C

University Grading System

The University recognizes the grades that follow in the evaluation of the performance of graduate students:

A- Work of superior quality.

B -Satisfactory passing work.

C -Low passing work.

F- Failure.

P -Pass

I- Incomplete; Work that has not been fully completed. Must be completed within one year or the grade will be replaced with "F" and the course will have to be repeated for credit.

NF- Represents a course in which the student stopped attending classes without officially dropping the class; **counts as a failing grade.**

W- Indicates that the student withdrew from the University for the term.

WC- Indicates that the student officially withdrew from the class.

NP- Denotes that a student registered in a thesis conference, project, research, or internship course has not made satisfactory progress during the semester;

NW- Represents a course in which the student stopped attending without officially withdrawing from the class;

PR- Denotes that a student registered in a thesis, project, research, or internship course has made satisfactory progress but has not successfully completed the required work, and

AU- Represents an audited class; must be declared as an audit before the end of the official drop/add period.

****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 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 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.

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.

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. (2015). *Counseling strategies and interventions*, (9th 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.
- Gehart, D. (2016). *Case Documentation in Counseling and Psychotherapy: A Theory-Informed, Competency-Based Approach*, (1st ed). Cengage Learning, Boston:MA.
- 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.