

CON5372 Syllabus
Supervised Practicum in Counseling- Online
 Fall 2019

Counselor Education Program, Department of Allied Professions
 School of Education, North Carolina Central University

Instructor: Regina Gavin Williams, Ph.D., NCC, LPC Office: School of Education 2083 Office hours: Monday 10am-3pm, Tuesday 11am-3pm, Wednesday 10am-1pm	E-mail: rwill233@ncsu.edu Phone: 919-530-7553 Class location: Online Class time: Wednesdays 7-8:30pm Triadic as scheduled
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WebEx Meeting Room: <https://ncsu.webex.com/meet/rwill233>

* If you are coming to visit during office hours please email in advance. Or if you want to schedule a WebEx meeting or a phone meeting, please email me to set up an appointment. This will help me coordinate student visits and/or meetings.



COUNSELOR EDUCATION MISSION STATEMENT

The Counselor Education Program at North Carolina Central University prepares counselors to work with children and adults in a variety of settings. The primary focus of the program is to prepare professional counselors who can promote human growth and development in rural and urban settings. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. The program makes an intentional effort to serve a diverse group of students (diverse across race, gender, age, and ethnicity). A major emphasis of the training is on clinical experiences in partnership with local agencies. These partnerships foster an understanding of multicultural and diverse populations and mastering counseling techniques that promote their empowerment in rural and urban settings. The program aims to develop professional counselors who are agency leaders and advocates for systemic change. Faculty in the program is expected to teach, mentor, provide service to the community, present at local and national conferences and conduct program relevant research.

I. 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.

II. METHODS OF INSTRUCTION

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

III. STUDENT LEARNING OUTCOMES

CON 5372 Student Learning Outcomes (SLOs) The corresponding CACREP standards met in this class are listed here. <i>At the completion of this course:</i>	<i>METHOD FOR OBTAINING OUTCOME</i>	<i>METHOD FOR EVALUATION OF OUTCOME</i>
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 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 recordings with session review forms, case presentation, mid-term evaluation and final evaluation
Students 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 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 recordings with session review forms, role play

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)	Group supervision discussions; readings	Bridging research and practice assignment
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IV. TEXTS AND OTHER RESOURCES

Required readings will be made available on Blackboard throughout the semester.

Online resources

<http://www.nccuCounseling.com>: Counselor Education at NCCU.

<http://www.apastyle.org/>: American Psychological Association APA Writing Style home page

<http://www.counseling.org/>: American Counseling Association.

V. BLACKBOARD

The syllabus, assignments, readings, and other materials related to the course can be found on Blackboard. **Please ensure that you have complete access to the course on Blackboard by the end of the first week of class.** If you have questions about your Blackboard (Bb) 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.

VI. COURSE POLICIES:

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 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.
- 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.

Attendance

Class attendance, punctuality, and participation are required and necessary to accomplish the goals of the course. Our meetings will consist of experiential activities and active discussions about the readings, course assignments, and your work with clients at your placement site. Two unexcused absences will result in a **50-point deduction** from your participation/attendance grade. Three absences will result in a loss of **all 100 points** of your participation/attendance grade. More than three absences will result in an **F 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.

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 919-530-5049.

Emails

By and large, I will respond to emails within 24 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.
- Cell phones must be turned off (unless used for group supervision via WebEx) and stowed prior to the start of class. If you are expecting an emergency call, please advise the instructor prior to class. Otherwise I will begin to deduct participation points to discourage distractions and the use of unpermitted electronics.
- 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.

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 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 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.

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.

- 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 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, Blackboard or in any other internet capacity.
- Guests such as students from other environments or classes, prospective students, family members, or children should not be present during a supervision meeting.
- Your case presentation 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 practicum 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 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.

Additionally, we will respect the confidentiality of classmates by maintaining privacy of any disclosures shared within our class time. This information should not be shared outside of the classroom environment with non-class members or instructors without permission.

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.
- *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.
- *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.

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 portfolio and file storage.

VII. COURSE COMPONENTS AND ASSIGNMENTS

**See the course schedule for due dates*

1. **PARTICIPATION** includes attendance and quality of engagement for the below activities.
 - a. **COUNSELING EXPERIENCE** A total of 100 hours of counseling experience (indirect and direct hours) at a site (CACREP 3. F). Forty 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 site meetings, case consultations, observing sessions, and scheduling appointments. It is okay to

have more direct hours than required (over 40). If this happens, you can count those towards your total 100 (in essence they can stand in for indirect hours). This is the meat and potatoes of practicum!

- b. **GROUP UNIVERSITY SUPERVISION MEETINGS** Weekly one hour and one half meetings with your university supervisor for group supervision (CACREP 3.I), held online via WebEx meeting from 7:00-8:30pm (see schedule below). During these meetings you will discuss your practicum site progress, class readings, and present audio 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*
- c. **TRIADIC UNIVERSITY SUPERVISION MEETINGS** Weekly meetings with a university supervisor for one-hour triadic supervision (CACREP 3.H). This meeting time will be arranged within the first week of classes and will take place using WebEx meeting. During these meetings, you will discuss client cases in more detail (guided by your session review forms), listen to audio recordings, and receive personalized supervision. **Missed meetings can result in failure of the course*

2. PAPERWORK AND RECORDINGS

- a. **HOURLY LOG** You will maintain a record of your hours at your site using the form in Appendix A. You will bring this form to each triadic session in order to verify progress in your hours and attendance. A completed hour log signed by your site supervisor is due in Blackboard on the last day of the MOA. Be sure that you are up to date on your hour log and alerting the instructor of any issues reaching required hours at site.
- b. **SESSION REVIEW FORMS AND RECORDINGS** In preparation for triadic, you will have 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 B. Due dates for these forms will be discussed in triadic. **You are required to upload this completed form to 48 hours prior to your scheduled time for triadic. Do not upload your recording to Blackboard as they will be reviewed during triadic supervision in real time.** In triadic we will listen to a 15-20 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.
- c. **RECORDINGS** You are charged with recording 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 could be inappropriate or disrupt the flow of the meeting to begin recording. To this end, you will share, in real time, an **additional 4 recordings and session review forms during triadic supervision**. Two of the four **session review forms** must be uploaded by the **midterm (10/9)** and the final two sessions review forms must be uploaded by **11/20**. Do not upload recordings to Blackboard. Instead, please have the

additional recordings prepared to share during triadic supervision on these two dates.

- d. **CONSENT TO RECORD** This required paperwork is not assigned a point value for the course. However, you must solicit and maintain documentation for each client's consent (or their parent/guardian) to be taped (form located on Blackboard) stored securely at your site.

3. PROJECTS AND REFLECTIONS

- a. **GOAL STATEMENT** In a statement of 3-5 goals for the semester you will consider what you hope to gain throughout practicum in the following areas: counseling skills (e.g., more use of immediacy, more reflections of feeling, fewer close-ended questions), conceptualization skills, self-awareness, use of theory or interventions, multicultural development, knowledge about client population or presenting concern, etc. For each listed goal, please be descriptive- what specifically are you aiming for? How will we know you have attained it? What will be different?
- b. **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 to the designated Blackboard discussion board by the due date.** You are then required to read through your peers' handouts on Blackboard, making notes about the insights that are relevant to your work for discussion in class. Due dates are reflected in the course schedule.
- c. **CASE PRESENTATION** Each student will present at least one 15-minute tape for class critique in group supervision. You will also submit a write-up of contextual information of the case, apply a theory (of your choice) to the client, and develop a plan for what you might do with this client in the future. Appendix C contains the complete outline for you to follow. The case write-up is due in Blackboard 48 hours before your scheduled presentation time. **This assignment will also be submitted to Foliotek at the conclusion of the semester.** As always, be sure to document your client's consent to be taped and have this stored at your site.
- d. **COUNSELING CASE NOTES** Submit two thorough case notes (de-identified and consistent with confidentiality standards) in the formats included in Appendix D (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.

- e. **FINAL GOALS REFLECTION** Submit a 2- page reflection on your progress towards your goals (assignment 3.a.) throughout the semester as well as any revisions or additions you would like to make to your goals as you move into internship. This is due at the end of the semester in Blackboard.

4. EVALUATIONS

a. **MIDTERM EVALUATION** This evaluation is to be completed by your site supervisor and submitted at the midterm of the semester. The form is located on Blackboard (Content tab, Forms folder). Points are determined by on time submission as well as content of the evaluation.

b. **FINAL EVALUATION** Similar to the midterm evaluation, this form is to be completed by your site supervisor and submitted at the end of the semester. You can find this form on Blackboard as well (Content tab, Forms folder). Points determined by on time submission as well as content of the evaluation.

c. **EVALUATION** This 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	Attendance at site and supervision sessions	Ongoing	100
	Quality of engagement (e.g., contributing to discussions, completing readings, offering feedback)	Ongoing	100
2. Paperwork and recordings	Hour log	End of MOA	15
	Session review forms + recording (6 x 10 points each)	Ongoing	60
	Recordings uploaded to Bb (4 additional recordings)	10/9, 11/20	25
3. Projects and reflections	Goal Statement	8/28	25
	Bridging Research and Practice	11/13	25
	Case Presentation	Due: _____	100
	Counseling Case Notes (one DART and one SOAP)	10/2	25
	Final Goals Reflection	12/4	25
4. Evaluations	Midterm Evaluation, site supervisor	10/9	50
	Final Evaluation, site supervisor	12/4	50
	Evaluation, university supervisor	Ongoing	100
TOTAL			700

Grading Scale:

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

Course Schedule

Date	Format	Focus / Readings and Assignments
Week 1 August 19-23	Group Wed 7:00-8:30pm	Getting started <ul style="list-style-type: none"> • Introductions • Review syllabus and sign ups • Discuss learning goals Verify that MOA and Liability Insurance are completed
Week 2 August 26-30	Group Wed 7:00-8:30pm	Readings due: McGlothlin (simple steps) Myer & Cogdal (crisis work) Due: Goal Statement
	Triadic (as scheduled)	
Week 3 September 2-6	Group Wed 7:00-8:30pm	Readings due: Zhang & Parsons (case notes)
	Triadic (as scheduled)	
Week 4 September 9-13	Group Wed 7:00-8:30pm	Readings due: Day-Vines et al., 2007; Baynes & Branco, 2018 (broaching)
	Triadic (as scheduled)	
Week 5 September 16-20	Group Wed 7:00-8:30pm	Readings due: Scott, Boylan, & Jungers, 2015 (assessment/conceptualization) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 6 September 23-27	Group Wed 7:00-8:30pm	Readings due: McNichols, et al., 2016, Gehart Ch. 3 (goal setting) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 7 September 30- October 4	Group Wed 7:00-8:30pm	Readings due: Othmer (building rapport) Case Presentation(s) _____
	Triadic (as scheduled)	Due: Counseling Case Notes
Week 8 October 7-11	Group Wed 7:00-8:30pm	Readings due: Halbur & Halbur ch. 3 (theory) Case Presentation(s) _____
	Triadic (as scheduled)	Due: Midterm evaluation submitted via Blackboard and upload 2 of your 4 additional recordings to Bb

Week 9 October 14-18	Group Wed 7:00-8:30pm	Readings due: Halbur & Halbur ch. 4 (theory) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 10 October 21-25	Group Wed 7:00-8:30pm	Readings due: Hutchinson, 2007 (termination) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 11 October 28- November 1	Group Wed 7:00-8:30pm	Readings due: Yildirim, 2012; Gladding, 1994 (group work) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 12 November 4-8	Group Wed 7:00-8:30pm	Readings due: Rosen & Atkins, 2014; Lenz, Holman & Dominguez (expressive arts and creativity in counseling) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 13 November 11-15	Group Wed 7:00-8:30pm	Readings due: ACA Code of Ethics + scavenger hunt Case Presentation(s) _____
	Triadic (as scheduled)	Due: Bridging Research and Practice Handout uploaded to Blackboard Discussion Post
Week 14 November 18-22	Group Wed 7:00-8:30pm	Readings due: Lawson & Myers, 2011 (wellness and burnout) Case Presentation(s) _____
	Triadic (as scheduled)	Due: Upload final 2 of your 4 additional recordings to Bb
Week 15 November 27	NO CLASS: Thanksgiving Break	NO CLASS: Thanksgiving Break 11/27-12/1
	Triadic (as scheduled)	
Week 16 December 4	Group Tuesday 7:00-8:30pm	Due by 12/4: Final Reflection, Final Evaluation Due by end of MOA: Hour log
	Triadic (as scheduled)	

****Schedule is tentative and subject to change at any time.**

22) Ability to deal with client resistance 23) Demonstrated developmentally appropriate multicultural competence	1 2 3 4 5 NA 1 2 3 4 5 NA	
Case Conceptualization, Goals, and Interventions 24) Considered cognitive, affect, behavioral, and interpersonal aspects of client issue 25) Ability to create ongoing holistic assessment of the client with consideration to background/demographic/cultural (worldview) information 26) Used conceptualization as basis for planning session, choosing culturally sensitive interventions, collaboratively setting goals, and evaluating client progress 27) Considered environmental factors (e.g., stressors and resources) 28) Identified patterns and themes 29) Demonstrated effective collaborative goal setting with clients 30) Facilitated movement towards goals 31) Used and matched a variety of appropriate and intentional counseling approaches/strategies/interventions 32) Conducted comprehensive crisis assessments/intervention as appropriate 33) Competent analysis and resolution of ethical issues/dilemmas	1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA 1 2 3 4 5 NA	

What would you like to discuss about this session in triadic? Be specific!!

Appendix C: Case Presentation Guidelines for Case Presentations

In preparing for your presentation, you should select a client with whom you are having some difficulty. Prior to our meeting, you should organize information about your client and your experiences with them. Prepare a typed summary of the information outlined below to distribute to the group at the time of the presentation. You will then play a 15-20 minute clip of your choosing. Your introduction to the case (referring to your typed summary and addressing any peer questions) should last no more than 10 minutes. This leaves the majority of the time for feedback and comments from your peers and supervisor. Your case presentation should include the following information:

1. Client Demographics

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

2. Presenting Problem

- a. Why is client here? Why now? Is 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?

3. History of significant events

- a. Medical and health history
- b. Social, interpersonal history
- c. Education, vocational history
- d. Family background
- e. Previous counseling experience
- f. Trauma experiences
- g. Any notable situational factors

4. Conceptualization

- a. Working hypotheses for DSM Diagnosis (if applicable)
 - i. Including previous client diagnoses
 - ii. Documented learning or physical disabilities
- b. Conceptualization of client
 - i. Apply a theory of your choice to describe your client's situation (in at least four sentences)
 - ii. 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.
 - iii. Identify developmental stages/concerns of the client
 - iv. Assess client's level of overall wellness

5. Course of Counseling

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

6. Current difficulties, blocks, needs from group

- a. What aspect of the clip would you like the group to focus on?
- b. Particular difficulties you are having with this case?

Appendix D: Case Note Formats**SOAP Note**

Counselor _____ Session # _____ Date of Session _____

Brief Client Description:

Subjective (client's conceptualization of the problem/issues):

Objective (counselor's observations of client behaviors during session):

Assessment (counselor's assessment of themes and patterns, application of theory):

Plans (for client and counselor in between sessions and in continuing sessions):

DART Note

Counselor _____ Session # _____ Date of Session _____

Brief Client Description:

Description (details of the client and client situation):

Assessment (counselor observations and conceptualization):

Response (how counselor intervened and how client was impacted):

Treatment (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)?