

North Carolina Central University
 “Communicating to Succeed”
 School of Education

The School of Education’s Vision: To become an international community of scholars who are culturally responsive educators and practitioners

MISSION

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

Syllabus

CON 5390: Internship in Counseling – Fall 2019

Wednesdays at 5PM – 6:30PM

Instructor: Robert A. Horne, Ph.D., M.Div., NCC, ACS, LPC, 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 – 3pm (Skype by appointment)
 Tuesday: 10am – 1pm
 Wednesday: 10am -1pm
 Thursday: 1pm – 3pm (Skype by appointment)
 Other times by appointment

*** All office hour times are Eastern Standard Time (EST). 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”.

Instructor’s Correspondence Times

Type of Correspondence	Timeframe	Special notes
E-mails	24 hours	1. E-mails sent before 4pm Monday-Friday will receive a response within 24 hours. 2. E-mails sent after 4pm Monday-Friday will

		<p>receive a response within 24 hours beginning at 8am the next business day.</p> <p>3. Emails sent on Friday after 4PM or on the weekend will receive a response within 24 hours beginning at 8am Monday.</p>
Weekly Assignments (quizzes, papers, exams, etc.)	1 week	<p>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.</p>
Telephone Calls	Please email the professor to set a time for a telephone conference or call	<p>1. As this is an online course, the primary method of contacting the professor is through email.</p>

Website: <https://nccu.blackboard.com/>

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

Foliotek Statement

Maintaining an electronic portfolio (i.e., 'Foliotek') is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You MUST maintain a Foliotek account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage.

Once you have registered with Foliotek and have access to your Foliotek account, please create a folder for each course that you take. You are encouraged to upload all of your work (future and previous) for each class in its respective folder. Some of it may be used for your required portfolio. At the least, you'll have access to all of your work as long as you have access to your online Foliotek account.

Required Text

Baird, B.N. (2013). *The Internship, Practicum, and Field Placement Handbook: A Guide for Helping Professions (7th Ed.)*. Upper Saddle River, NJ: Prentice Hall.

Suggested Text

Gehart, D. (2016). *Theory and treatment planning in counseling and psychotherapy*. Belmont, CA: Brooks/Cole.

Erford, B., Hays, D., & Crockett, S. (2014). *Mastering the National Counselor Exam and the Counselor Preparation Comprehensive Exam*. Pearson Higher Ed.

Three resources for improving writing

- 1) Consult the current edition of the APA manual.
- 2) You may also go to the University’s writing and speaking studio: Phone number contact is 919-530-6035 and for more detailed information go to the web page at <http://www.nccu.edu/administration/academicaffairs/writingstudio/index.cfm>;
- 3) Read peer reviewed journals articles in the mental health field to learn how academic papers should be written.
- 4) Consult a grammar handbook like Glenn and Gray’s (2012) *The Hodges Harbrace Handbook* (18th Edition).

Course Description

Prerequisites: Phase 2 completion and a B or better in CON 5371 and CON 5372. This class provides an opportunity for advanced candidates in counseling to demonstrate the ability to perform all counseling duties and responsibilities with individuals and groups in their applied sites. The internship is a 600-hour field placement experience.

Attendance

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned.

If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student’s academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student’s responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as missed during their absence.

Counselor Education Program Objectives

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

<p>CON 5390 Student Learning Outcomes (for all majors) Corresponding CACREP Standards are cited (CACREP, 2016) .</p> <p><i>The counselor trainee will be able to....</i></p>	<p>METHOD FOR OBTAINING OUTCOME</p>	<p>METHOD FOR EVALUATION OF OUTCOME</p>
<p>1. Produce program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients. (III.B)</p>	<p>Placement, Supervision meetings, Site visits</p>	<p>Recordings, Supervisor evaluation; Journal; Log; Project</p>

2. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship (III.C)	Placement, Supervision Meetings, Project, Site visits	Supervisor evaluation, Log; Meeting attendance; Journal; Project
3. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (III.D)	Placement, Supervision Meetings, Project,	Supervisor evaluation, Journal, Log, Recordings, Projects
4. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. (III.J)	Placement	Supervisor evaluation, Journal, Log
5. Participate in at least 240 clock hours of direct counseling services, including experience leading groups. (III.K)	Placement	Recordings, Supervisor evaluation; Journal; Log; Project
6. Interact weekly (averaging one hour per week of individual and/or triadic supervision) throughout the internship, usually performed by the onsite supervisor. (III.L)	Placement meetings with site supervisor	Supervisor evaluation, Journal, Log
7. Meet an average of 1 1/2 hours per week for group supervision provided (on a regular schedule throughout the internship) by a program faculty member. (III.M)	Supervision meetings	Supervision meeting attendance, Journal, Log

Additional CACREP expectations for Clinical Mental Health Counseling Majors

–See project and evaluation form for evidence of the method of evaluating outcomes

Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context. In addition to the common core curricular experiences outlined in Section II.F, programs must provide evidence that student learning has occurred in the following domains:

Foundation

- A. The counselor education program has a publicly available mission statement and program objectives.
- B. The program objectives (1) reflect current knowledge and projected needs concerning counseling practice in a multicultural and pluralistic society; (2) reflect input from all persons involved in the conduct of the program, including counselor education program faculty, current and former students, and personnel in cooperating agencies; (3) address student learning; and (4) are written so they can be evaluated.
- C. Students actively identify with the counseling profession by participating in professional counseling organizations and by participating in seminars, workshops, or other activities that contribute to personal and professional growth.

Counseling Curriculum

- D. Syllabi are available for review by all enrolled or prospective students, are distributed at the beginning of each curricular experience, and include (1) content areas, (2) knowledge and skill outcomes, (3) methods of instruction, (4) required text(s)

and/or reading(s), (5) student performance evaluation criteria and procedures, and (6) a disability accommodation policy and procedure statement.

- E. Current counseling-related research is infused in the curriculum.
- F. The eight common core areas represent the foundational knowledge required of all entry-level counselor education graduates. Therefore, counselor education programs must document where each of the lettered standards listed below is covered in the curriculum.

1. PROFESSIONAL COUNSELING ORIENTATION AND ETHICAL PRACTICE

- a. history and philosophy of the counseling profession and its specialty areas
- b. the multiple professional roles and functions of counselors across specialty areas, and their relationships with human service and integrated behavioral health care systems, including interagency and interorganizational collaboration and consultation
- c. counselors' roles and responsibilities as members of interdisciplinary community outreach and emergency management response teams
- d. the role and process of the professional counselor advocating on behalf of the profession
- e. advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients¹¹
- f. professional counseling organizations, including membership benefits, activities, services to members, and current issues
- g. professional counseling credentialing, including certification, licensure, and accreditation practices and standards, and the effects of public policy on these issues
- h. current labor market information relevant to opportunities for practice within the counseling profession
- i. ethical standards of professional counseling organizations and credentialing bodies, and applications of ethical and legal considerations in professional counseling
- j. technology's impact on the counseling profession
- k. strategies for personal and professional self-evaluation and implications for practice
- l. self-care strategies appropriate to the counselor role
- m. the role of counseling supervision in the profession

2. SOCIAL AND CULTURAL DIVERSITY

- a. multicultural and pluralistic characteristics within and among diverse groups nationally and internationally
- b. theories and models of multicultural counseling, cultural identity development, and social justice and advocacy
- c. multicultural counseling competencies
- d. the impact of heritage, attitudes, beliefs, understandings, and acculturative experiences on an individual's views of others
- e. the effects of power and privilege for counselors and clients
- f. help-seeking behaviors of diverse clients
- g. the impact of spiritual beliefs on clients' and counselors' worldviews
- h. strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination

3. HUMAN GROWTH AND DEVELOPMENT

- a. theories of individual and family development across the lifespan
- b. theories of learning
- c. theories of normal and abnormal personality development
- d. theories and etiology of addictions and addictive behaviors
- e. biological, neurological, and physiological factors that affect human development, functioning, and behavior
- f. systemic and environmental factors that affect human development, functioning, and behavior

- g. effects of crisis, disasters, and trauma on diverse individuals across the lifespan
- h. a general framework for understanding differing abilities and strategies for differentiated interventions
- i. ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan

4. CAREER DEVELOPMENT

- a. theories and models of career development, counseling, and decision making
- b. approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors
- c. processes for identifying and using career, avocational, educational, occupational and labor market information resources, technology, and information systems
- d. approaches for assessing the conditions of the work environment on clients' life experiences
- e. strategies for assessing abilities, interests, values, personality and other factors that contribute to career development
- f. strategies for career development program planning, organization, implementation, administration, and evaluation
- g. strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy
- h. strategies for facilitating client skill development for career, educational, and lifework planning and management
- i. methods of identifying and using assessment tools and techniques relevant to career planning and decision making
- j. ethical and culturally relevant strategies for addressing career development

5. COUNSELING AND HELPING RELATIONSHIPS

- a. theories and models of counseling
- b. a systems approach to conceptualizing clients
- c. theories, models, and strategies for understanding and practicing consultation
- d. ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships
- e. the impact of technology on the counseling process
- f. counselor characteristics and behaviors that influence the counseling process
- g. essential interviewing, counseling, and case conceptualization skills
- h. developmentally relevant counseling treatment or intervention plans
- i. development of measurable outcomes for clients
- j. evidence-based counseling strategies and techniques for prevention and intervention
- k. strategies to promote client understanding of and access to a variety of community based resources
- l. suicide prevention models and strategies
- m. crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid
- n. processes for aiding students in developing a personal model of counseling

6. GROUP COUNSELING AND GROUP WORK

- a. theoretical foundations of group counseling and group work
- b. dynamics associated with group process and development
- c. therapeutic factors and how they contribute to group effectiveness
- d. characteristics and functions of effective group leaders
- e. approaches to group formation, including recruiting, screening, and selecting members

- f. types of groups and other considerations that affect conducting groups in varied settings
- g. ethical and culturally relevant strategies for designing and facilitating groups
- h. direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term

7. ASSESSMENT AND TESTING

- a. historical perspectives concerning the nature and meaning of assessment and testing in counseling
- b. methods of effectively preparing for and conducting initial assessment meetings
- c. procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide
- d. procedures for identifying trauma and abuse and for reporting abuse
- e. use of assessments for diagnostic and intervention planning purposes
- f. basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
- g. statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and correlations
- h. reliability and validity in the use of assessments
- i. use of assessments relevant to academic/educational, career, personal, and social development
- j. use of environmental assessments and systematic behavioral observations
- k. use of symptom checklists, and personality and psychological testing
- l. use of assessment results to diagnose developmental, behavioral, and mental disorders
- m. ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results

8. RESEARCH AND PROGRAM EVALUATION

- a. the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice
- b. identification of evidence-based counseling practices
- c. needs assessments
- d. development of outcome measures for counseling programs
- e. evaluation of counseling interventions and programs
- f. qualitative, quantitative, and mixed research methods
- g. designs used in research and program evaluation
- h. statistical methods used in conducting research and program evaluation
- i. analysis and use of data in counseling
- j. ethical and culturally relevant strategies for conducting, interpreting, and reporting the results of research and/or program evaluation

Course Requirements

1. MOA and Proof of Insurance

Please be sure that you upload a copy of each on Bb even if you have given a copy to Dr. Blount.

2. Site Supervision

You must participate in weekly, individual on-site supervision with your on-site supervisor totaling one hour per week. Your site supervisor should have their final formal internship evaluation submitted to the instructor one week prior to the last day of classes. They may complete either the printed copy of the evaluation – or the online version (when it is available) at www.nccucounseling.com/supervisors/. The instructor will use the site supervisor's final evaluation as an element of the overall final evaluation by the instructor/university supervisor. Please go to the Bb Discussion Board and complete the Site Supervisor info.

3. University Group Supervision (5pts. each x 15, 75pts. total)

There will be group supervision meetings (averaging 1.5 hours per week) with your university supervisor/instructor. Attendance is **mandatory**. **Missed meetings can result in failure of the course.** During these meetings, we will review audio recordings. Candidates will provide feedback to fellow group members, present cases/clients that they are seeing, and discuss readings/topics regarding their internship and professional development. Remaining time will be devoted to discussion of topics of interest to the group. Attendance at all meetings is worth 75 points (5 points x 15 weeks).

4. Session Recordings (25pts. each x 6, 150pts. total)::

You are required to audio record a certain 6 of your sessions. It is preferred that you record at least two clients multiple times, but your university supervisor may reserve the option to provide you with other instructions. Clients must provide written permission for you to record their session. A sample permission form is available on the Department of Counselor Education's website (www.nccucounseling.com/students/). Some recordings will be listened to during group meetings. Please do not provide any information that might identify the client in the recording. Every effort should be made to start recording at your site as soon as possible, and to follow the timeline for due dates of recordings. Ideally, you want to wait to record your next session, until after you have had a chance to discuss your recording with your university supervisor.

Submit a total of 6* digital recordings (see departmental website for recommended digital voice recorder) with a digitally written critique of your skills. You are **required** to listen to your own recordings and evaluate it prior to submitting it. Critique forms are available on the course website. You should spend quite a bit of time listening and learning from your recordings, before they are ever submitted to your instructor. Be detailed – and honest with yourself in your self-critique. A critique is not simply a time where you point out what you think you did correctly. It is about learning from what you have done. You should have your typed critique at the time of presentation (**Tape critique/analysis form found at the end of syllabus**). We will not listen to your tape without the written critique. Please bring a copy for your classmates and the professor. Be prepared to present a case overview for the class as well. Have your tape cued to a section that you would like feedback. **All tape critiques MUST be uploaded to Bb.**

*****DO NOT** email your recording or critique as an attachment to the instructor, as email is not a secure means of information exchange. It is your responsibility to ensure the security of all client information.

Each recording and critique are worth 25 points. For recordings not presented during supervision, the instructor will listen to your recording and provide you with written feedback (your critique form will be sent back to you with comments). Any recordings deemed to be “below standard” by the instructor will need to be repeated. You will be notified in private if recordings need to be repeated, and individual assistance will be provided to ensure you understand the skills required for “at standard” work.

*6 recordings are required of all interns, whether it is a 300-hour internship or a 600-hour internship.

5. Journal (5pts. each x 15, 75pts. total):

Keep a journal of your experiences, reflections, thoughts, and feelings about your placement. Your journal is a mandatory developmental exercise in self-analysis and reflection. You are responsible for one entry (several paragraphs, but no more than one page) per week. You are required to upload your entries each week to the instructor by 11:59PM EST every Monday (Please upload the document as a WORD document only. **Do not send the document as a PDF.** The entire journal is worth 75 points (5 points x 15 weeks). **Late journal entries will not be accepted.** Do not include any information that would identify a client.

6. Logs (5pts. each x 15, 75pts. total):

You are required to submit a **copy** of your log of your hours at your site on a weekly basis. The copy for the previous week is due at the beginning of class. The log sheet (to be duplicated each week) is included at the end of this syllabus – and can also be found on the course website. You are responsible for completing all areas of the log. Make sure that your site supervisor signs your original log before submitting the copy to the instructor. Do not submit logs in which your site supervisor has not endorsed. Failure to submit a copy of your log each week could result in a failing grade for the course. You must submit in class on the date specified and **upload the final complete log to Bb.** (I have provided both an electronic copy and a hard copy at the end of syllabus. You may choose which to use.) **SUBMIT A HARD COPY TO ME AND UPLOAD COMPLETE LOG WITH SIGNATURES PER WEEK TO Bb.**

7. Final Project (150pts.):

Candidates are required to submit a professional project in order to complete the course. The project is specific to your program specialty area (e.g., school, clinical mental health, and career). There are specific directions for each element to be included in the project. Some requirements for this project are discussed towards the end of this syllabus but will be covered in more detail during class). This assignment is worth 150 points. **UPLOAD TO Bb.**

8. Midterm and Final Evaluations (75pts. each):

You must submit a midterm and final evaluation of your internship experience. **PLEASE UPLOAD TO Bb.**

9. Professional Disclosure Statement (12.5pts):

Guidelines will be discussed in class

10. Resume (12.5pts):

Guidelines will be discussed in class

Course Evaluation

Method	Points
Professional Disclosure Statement	12.5
Resume	12.5
Recordings (6 recordings at 25pts each)	150
Journals (Upload to Bb)	75
Project (Upload to Blackboard. This is a Foliotek assignment.)	150
Participation in group meetings	75
Midterm Evaluation	75
Final Evaluation	75
Weekly and Final Logs (All logs must be accurately submitted to earn points, missing logs will result in an automatic 0 (zero) for this assignment. Ultimately resulting in a failing grade.)	175
Total	800

Grading:

A = 721-800
 B = 641-720
 C = 561-640
 F < 560

***An "I"/Incomplete Grade will not be given for this course.**

You must upload all documents to blackboard in order to receive credit for an assignment and complete the course.

Candidates who require special accommodations must register with the Office of Student Support Services located in the Student Affairs Complex (G20). (phone: 530-6325)

Special Services for Students**1. 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.

2. 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.

3. 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.

4. 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.

5. NCCU Writing Studio

The mission of the Studio is to support students' learning and work as a writer in the university community through one-on-one and small group collaborative sessions. Students who desire to improve their writing skills can make an appointment at the NCCU Writing Studio by contacting the Writing Studio at <http://www.nccu.edu/academics/universitycollege/writingstudio/index.cfm> or 919.530.6035 for more information.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

1. **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.
2. **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.
3. **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, nccupinfo@nccu.edu.

Guidelines for Online “Class” Etiquette, Discussion, and Communication

1. Any information shared within this course is to remain confidential.
2. It is expected that students check email at least once daily. Should students have any questions or concerns please feel free to contact the instructor via email (Best way to contact) or office phone.
3. Everyone will respect each other in the classroom. There are always a diversity of experiences and values. I expect that we will all respect others and be mindful of others.
4. Controversial topics and/or opinions may arise during class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful, respectful, and courteous of others as you are communicating in class. It is important that there be respectful and conscientious dialogue in class.

Plagiarism and Academic Integrity

Plagiarism is the act of taking credit for someone else's work. In college, this usually involves writing, but other kinds of work can be plagiarized as well, including music, ideas, and artwork. Taking credit for work that someone else created is stealing and is a violation of intellectual property law. So, plagiarism is more than just a violation of school policies and a professor's trust. It is an illegal activity that isn't so different than stealing someone's iPod or wallet. Any assignment that is classified as plagiarized will not be eligible to earn points and will receive a zero (0) for the first offense. Additional incidents of plagiarism will be reported to the university.

Confidentiality

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

- Written materials (e.g. journal entries, special projects, tape critiques, etc.) referring to clients should either refer to them by initials only or by a pseudonym. If the materials are copied and contain the client's name, the name should be blocked out with a black felt tip pen if possible so that you cannot see the name.
- Video and audio recordings of client counseling sessions should be kept secure and should be erased after instructional and supervisory reviews are completed.
- Video and audio recordings should not be sent via email. You are to upload them up in BlackBoard under the Assignment Tab.
- Classroom doors will be closed when we are discussing cases or viewing videos of actual clients.
- Guests such as students from other environments or classes, prospective students, family members, or children may not be brought to class.
- Your Special Project should be uploaded into BlackBoard and 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 internship 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) except for the temporary necessity of carrying selected copies of information on which identifying information has been removed or thoroughly covered.
- Any departure from strict adherence to this must be fully disclosed and agreed to by your site supervisor and your campus supervisor. This includes retaining copies of records belonging to the site. Violations of this policy may have significant legal and ethical consequences and may put the completion of your internship at risk.
- All written materials from your internship setting, typically copies of case notes and treatment plans should be returned to the files of your internship site after being reviewed by the instructor and returned to you. If they are not returned to

the files of your internship site, they are to be destroyed. Under no circumstances are any of these site-based materials to remain in your personal possession.

NOTE: The instructor reserves the right to alter the schedule and assignments as needed.

Week	Activity/Topic	Items Due
Week 1	<p>Introductions, Discussion of Syllabus and Discussion of: Difference between practicum and internship, case conceptualization, discovering or understanding style.</p> <p>Suggested topics to be discussed during semester (compile list of topics would like to cover = anything felt missed over the course of training).</p> <p>Complete the theoretical orientation assessment: http://ww2.odu.edu/~eneukrug/therapists/booksurvey.html <i>(You must use and/or engage Adobe Flash Player in your browser to access the survey link)</i></p> <p>Please go to the Bb Discussion Board and complete the Site Supervisor info.</p>	<ol style="list-style-type: none"> 1. Upload MOA, Verification of Insurance and all required course documentation. 2. Course Overview and Expectations 3. Log <p>*All documents are due no later than 11:59PM Monday, August 26, 2019.</p>
Week 2	<p>Supervision and case review.</p> <ol style="list-style-type: none"> 1. Students' case presentations utilizing a clinical note that reports the following: <ol style="list-style-type: none"> 1. Client's presenting concerns 2. Client's diagnosis based on DSM-5 criteria 3. Treatment methodology 4. Counselor's theoretical orientation 5. Counselor's observations 6. Counselor's concerns 2. Student's site concerns 	<ol style="list-style-type: none"> 1. Log
Week 3	<p>Group Supervision Case review: Anderson, Dale-Ajee M & Corry, Livia B.</p>	<ol style="list-style-type: none"> 1. Log
Week 4	<p>Group Supervision Case review: Hottel, Julia & Kearns, Daniel S.</p>	<ol style="list-style-type: none"> 1. Log
Week 5	<p>Group Supervision Case review: Murray, Marva D. & West, Mary Catherine H.</p>	<ol style="list-style-type: none"> 1. Log
Week 6	<p>Group Supervision Case review: Anderson, Dale-Ajee M & Corry, Livia B.</p>	<ol style="list-style-type: none"> 1. Log
Week 7	<p>Group Supervision Case review: Hottel, Julia & Kearns, Daniel S.</p>	<ol style="list-style-type: none"> 1. Log
Week 8	<p>Group Supervision Case review: Murray, Marva D. & West, Mary Catherine H.</p>	<ol style="list-style-type: none"> 1. Log 2. Mid-term Site Evaluation Due no later than 11:59PM Monday, October 7, 2019.
Week 9	<p>Group Supervision Case review: Anderson, Dale-Ajee M & Corry, Livia B.</p>	<ol style="list-style-type: none"> 1. Log

Week 10	Group Supervision Case review: Hottel, Julia & Kearns, Daniel S.	1. Log 2. Resume Due no later than 11:59PM Monday, October 21, 2019
Week 11	Group Supervision Case review: Murray, Marva D. & West, Mary Catherine H.	1. Log 2. Professional Disclosure Due no later than 11:59PM Monday, October 28, 2019
Week 12	Group Supervision Case review: Anderson, Dale-Ajee M & Corry, Livia B.	1. Log
Week 13	Group Supervision Case review: Hottel, Julia & Kearns, Daniel S.	1. Log 2. Final Project Due no later than 11:59PM Monday, November 11, 2019
Week 14	Group Supervision Case review: Murray, Marva D. & West, Mary Catherine H.	1. Log
Week 15	Group Supervision and Final Checkout	1. Completed Log 2. Final Site Evaluation Due *All assignments Due no later than 11:59PM Monday, November 25, 2019

All internship hours at your site must end by November 25, 2019. All course required documents must be submitted by November 25, 2019. If all documentation is not submitted by November 26, 2019 students will have to repeat the Internship course in its entirety.

CON 5390 Tape Critique/Analysis Form

Please answer the questions below for each tape submitted. Please be thorough and do not rush through this exercise.

Student Counselor's Name _____

Client's Initials _____ Session # (with this client) _____ Date of Session _____ Tape # _____

Description of Client:

Summary of session content (include identify presenting issue & goal):

- a) Presenting issue:
- b) What were the objectives for the session (List and describe at least 3):
- c) Summary:

Identify key themes of the session (client themes, themes on which you noticed or focused):

What theoretical orientation(s) did you use in this session and why?

What theoretical orientation evidence-based techniques did you incorporate?

What was the most important moment of the session and why? (If possible, provide the time in the session from your recorder's time counter):

What were your areas of strength in the session (Please list at least 3 and be specific and detailed)?

What were the areas that you need to improve on? (Please be specific and detailed):

What are your plans for this client? (Please be specific and detailed):

What alternate theories would have been effective with this client? (Please be specific and detailed):

What are the questions or concerns you would like to discuss about this client during supervision?

CLINICAL PLACEMENT PROJECT – Clinical Mental Health Counseling

Due: By the end of your internship

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) states, "Students who are preparing to work as clinical mental health counselors will demonstrate the professional knowledge, skills, and practices necessary to address a wide variety of circumstances within the clinical mental health counseling context."

In order to successfully complete your program of study, you must provide evidence (documentation) of each of the skills listed below – by the end of your internship. The skills are separated under the headings of "Foundations", "Counseling, Prevention, and Intervention", "Diversity and Advocacy", "Assessment and Diagnosis", and "Research and Evaluation".

The evidence (the documents themselves) are considered part of your electronic professional portfolio. When providing examples of evidence from your clinical work, you must ensure that you maintain confidentiality and that you do not provide any identifying information of your clients.

There should be no spelling or grammatical errors in your portfolio. Any errors will result in a failure of the portfolio assignment.

Please submit all documents in a digital format (examples: MS Word document, digital picture, digital video, Adobe PDF document, etc.). Save all documents for an element in a folder, and each element should have its own folder (examples: Element 1: Ethics Attestation folder, Element 2: Mental Health Service Delivery folder, etc.). To turn in the assignment, burn/save all documents related to each element in its respective folder on a CD or DVD.

FOUNDATIONS

1. Ethics Attestation

- Obtain a formal letter from your site supervisor that attests to:
(a) your ability to apply and adhere to ethical and legal standards of career counseling,
(b) your ability to adhere to record-keeping standards, and

- (c) your ability to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

The letter should be dated and might start with, "To whom it may concern....". Ask them to cite specific examples from your placement that might attest to your ability.

2. Mental Health Service Delivery

Please provide a written statement (no more than one page, single-spaced) that answers the following question: In your career as a professional counselor, how will you be able to apply knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities?

COUNSELING, PREVENTION, AND INTERVENTION

3. Counselor Behaviors

Please provide a written statement that describes your behavior during your internship. The behavior you describe should have occurred during either the initiation, maintenance, or the termination of a counseling relationship with an individual client, couple, family, or group. Please note that this is not a request for you to define what each behavior is – you are to cite an example of when you demonstrated the behavior. Provide an example of each of the following behaviors (one to two paragraphs per behavior):

- a)case conceptualization
b)diagnosis
c)treatment
d)referral (specifically, the promotion of client understanding of and access to a community resource)
e)prevention

- f)multicultural competencies/culturally responsive modalities
- g)promotion of optimal human development
- h)promotion of wellness
- i)education
- j)advocacy
- k)strategy used with a client with an addiction

Describe an incident during your practicum or internship in which you demonstrated the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for a diverse population (maximum of two paragraphs).

4. Assessing and Managing a Suicide Risk

Please provide a written statement our outline (no more than one page, single-spaced) that describes the procedure for assessing and managing a client’s suicide risk.

5. Sample of Self-Awareness

Provide a written statement (maximum of 1 page, single -spaced) that specifies a time in which you recognized your own limitations as a professional counselor and you sought supervision. Make sure to describe the outcome. The statement may be written by you – or by the person who provided the supervision.

DIVERSITY AND ADVOCACY

6. Community Resources and Development

Please list resources from the community that you located and coordinated (during your practicum and internship) – for the purposes of referral. Provide the name and location of the resource. For some of these resources, you should have established referral procedures. Please briefly describe the procedures for these resources.

7. Advocacy Plan

As a future professional counselor, how will you advocate for policies, programs and services that are equitable and responsive to the unique needs of clients? Please provide a written statement (maximum of 1 page, single-spaced) that answers this question.

8. Culturally Appropriate Practice

ASSESSMENT and DIAGNOSIS

9. Case Study

Describe a client from your practicum and internship. Do not provide any information that would reveal the identity of the client. Describe the following (maximum of three pages, single-spaced):

- (a) How you used appropriate comprehensive assessment interventions or diagnostic tools to (1) describe the symptoms and clinical presentation of clients with mental and emotional impairments and (2) assist in diagnosis and treatment planning
- (b) How you screened for addiction, aggression, and danger to self and/or other, as well as co-occurring mental disorders
- (c) How you were able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
- (d) How you applied the assessment of your client to determine the appropriate treatment modality (and describe the treatment).
- (e) How you were able to differentiate between a diagnosis and a developmentally appropriate reaction as a result of a crisis, disaster, or other trauma-causing event.

RESEARCH AND EVALUATION

10. Research and Program Evaluation

Provide a written statement (no more than one page, single-spaced) that addresses the following questions:

- a. How do you (or how will you) apply relevant research findings to inform the practice of clinical mental health counseling?
- b. How do you (or how will you) develop measurable outcomes for clinical mental health programs, interventions, and treatments?
- c. How do you (or how will you) analyze and use data to increase the effectiveness of clinical mental health counseling interventions and programs?

ADDITIONAL DOCUMENTS

11. Professional Disclosure Statement

Please provide a copy of your professional disclosure statement.