



North Carolina Central University

"Communicating to Succeed"

"Preparing Educators for Diverse Cultural Contexts for the 21st Century"

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

COUNSELOR EDUCATION PROGRAM 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.

www.nccucounseling.com

Syllabus

Internship in Counseling – Fall 2019

Wednesdays 5-6:30pm

Instructor:	Latasha Y. Hicks Becton, Ph.D., NCC, LPC, LCAS, CCS
Campus Office:	2128 School of Education
Telephone:	919/530-7696 <i>(please feel free to call M-F during regular business hours)</i>
email:	Latasha.Becton@nccu.edu
Office Hours (campus):	Tues. 9:30am-4pm Wed. 9:30am-2:30pm
Office Hours (virtual):	Mon. and Thurs. 1pm-3pm

On Mondays, Tuesdays, Wednesdays, and Thursdays, you may (a) call my telephone # or (b) meet me on WebEX (video and/or audio). On Tuesdays and Wednesdays, you are welcome to call or stop by the office. WebEX can be accessed on a computer or mobile device. All meetings are scheduled on Eastern Standard/Daylight time as appropriate.

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

*Please allow 48 business hours for a response to electronic communication (voicemail, email).

COURSE FORMAT & MEETING TIME

This course will be presented as an online, synchronous class. You are **required** to meet with the group for supervision via WebEX on Wednesdays at 5pm until 6:30pm. Please arrive to the WebEX meeting early. Late admission may not be permitted. Course documents will be housed in BlackBoard. Please check BlackBoard regularly for course information. Individual meetings in addition to the scheduled group meetings will be scheduled as needed at the request of the instructor or at student request. WebEX:

<https://nccu.webex.com/meet/lhicksbe>

CREDIT HOURS

This course may be taken for 3 credit hours or 6 credit hours. It is your responsibility to ensure you are registered for the appropriate number of hours based on your plan of study and consultation with your advisor.

REQUIRED TEXTS

Suggested Text for all students:

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.

Suggested Texts for School Counseling Students:

McCarney, S. B. & Wunderlich, K. C. (2014). *Pre-Referral Intervention Manual* (4th ed.). Columbia, MO: Hawthorne Educational Services, Inc. **ASIN:** B00HNNVY0

Chancy, E. (2014). *The mechanics of school counseling workbook*. Chattanooga, TN: National Center for Youth Issues. ISBN-10: 1937870332

COURSE DESCRIPTION:

Professional practice provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel student-clients who represent the ethnic and demographic diversity of their community. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. Begun after successful completion of the practicum, the internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. **The overall internship is a 600-hour field placement experience. Forty percent (40%) of your time spent at your site should be direct contact with clients (240 hours for a 600-hour internship -- 120 hours for a 300-hour internship).** [CACREP Std. 3.G.j-k.]

COURSE PREREQUISITES:

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.

COURSE WEBSITE: <https://nccu.blackboard.com/> an <https://nccu.webex.com/meet/lhicksbe>

This is a web-based course. All interactions are scheduled online. The supervision group meets via WebEX. You will be required to log on to the blackboard system in order to complete 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. There will be multiple assignments from this class that you will need to upload to Foliotek once the course ends. Some of the assignment names may be different than what appears in Foliotek.

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.

CACREP STANDARDS ADDRESSED IN THIS COURSE

CON 5390 - STUDENT LEARNING OUTCOMES FOR ALL STUDENTS

CON 5390 Student Learning Outcomes (for all majors) Corresponding CACREP Standards are cited (CACREP, 2016) . <i>The counselor trainee will be able to....</i>	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
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)	Placement, Supervision meetings, Site visits	Recordings, Supervisor evaluation; Journal; Log; Project
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

School Counseling Mission and Program Learning Outcomes (NCCU)

The mission of the school counseling program is to prepare school counselors who will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. The school counseling program provides students with all the curricular and supervised experiences required by the Department of Public Instruction (DPI) for NC licensure as a professional school counselor. Students must successfully pass the Praxis II specialty test in school counseling in addition to completing the 51-60 hours plan of study in order to be licensed by the DPI.

The school counseling program has the following program learning outcomes. The program develops school counselors who:

1. Implement a comprehensive developmental counseling program that is data-driven in elementary, middle, and secondary schools based upon the ASCA National Model.
2. Identify and evaluate the academic, career, and personal/social development of all K-12 students, including those with special needs.
3. Apply legal and ethical standards related to school counseling and educational policy.
4. Counsel with cultural competence all individuals and groups and advocate for an equitable school climate that removes barriers to effective learning.

Additional CACREP (2009) expectations for Career Counseling Majors

– see site and university evaluation form for evidence of the method of evaluating outcome

Students who are preparing to work as career counselors will demonstrate the professional knowledge, skills, and practices necessary to help a person develop a life-career plan, with a focus on the definition of the worker role and how that role interacts with other life roles. 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.

FOUNDATIONS

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in career counseling.
2. Demonstrates an ability to explain career development as an integral subset of human development.

COUNSELING, PREVENTION, AND INTERVENTION

D. Skills and Practices

1. Demonstrates the ability to identify and understand clients' personal, family, and cultural characteristics related to their career development.
2. Demonstrates the ability to identify and understand clients' attitudes toward work and workers, and their career decision-making processes.
3. Demonstrates the ability to support and challenge clients in preparing for and initiating life-work role transitions, including the following:
 - a. locating, obtaining, and interpreting sources of relevant career information and experience;
 - b. acquiring skills needed to make life-work role transitions;
 - c. examining life-work roles, including the balance of work, leisure, family, and community in their careers.
4. Demonstrates the ability to help the client acquire a set of employability and job search skills.
5. Demonstrates the ability to establish and maintain a consulting relationship with persons who can influence a client's career.
6. Demonstrates the ability to recognize his or her own limitations as a career counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

F. Skills and Practices

1. Demonstrates the ability to make accommodations for career needs unique to multicultural and diverse populations, such as the following:
 - a. identifying alternative approaches to meet clients' career planning needs;
 - b. designing and delivering career development programs and materials to hard-to-reach populations; and
 - c. demonstrating the ability to advocate for clients' career development and employment.
2. Demonstrates an ability to help staff members, professionals, and community members understand the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues.
3. Demonstrates the ability to explain, articulate, and advocate for the importance of career counseling, career development, life-work planning, and workforce planning to legislators, other policymakers and/or the general public.

ASSESSMENT

H. Skills and Practices

1. Demonstrates an ability to identify, select, and provide appropriate career assessment tools for clients.
2. Demonstrates an ability to administer, score, and appropriately report findings from career assessment instruments involving issues such as leisure interests, learning style, life roles,

self-concept, career maturity, vocational identity, career indecision, work environment preference (e.g., work satisfaction), and other related life-career development issues.

3. Demonstrates an ability to assess conditions of the work environment (e.g. tasks, expectations, norms, qualities of the physical and social aspects of work environments).

RESEARCH AND EVALUATION

J. Skills and Practices

1. Applies relevant research findings to inform the practice of career counseling.
2. Develops measurable outcomes for career counseling programs, activities, and experiences.
3. Analyzes and uses data to increase the effectiveness of career counseling programs and interventions.
4. Demonstrates the use of various types of research designs appropriate to career counseling and development research.

PROGRAM PROMOTION, MANAGEMENT, AND IMPLEMENTATION

L. Skills and Practices

1. Participates in the planning and organization of a comprehensive career resource center.
2. Demonstrates the ability to implement career development programs in collaboration with others.
3. Demonstrates the ability to train others in the appropriate use of technology for career information and planning.
4. Demonstrates the ability to provide effective supervision to career development facilitators.
5. Demonstrates the ability to initiate and implement a marketing and public relations campaign on behalf of career development activities and services.

INFORMATION RESOURCES

N. Skills and Practices

1. Demonstrates the ability to manage career, educational, and personal-social information resources.
2. Demonstrates the ability to evaluate and disseminate career and educational

Additional Student Learning Outcomes for School Counseling Majors

In compliance with CAEP (formerly NCATE) and NCDPI standards – see project and evaluation form for evidence of the method of evaluating outcome

Students who are preparing to work as professional school counselors will demonstrate the professional knowledge, skills, and practices necessary to promote the academic, career, and personal/social development of all K–12 students. In addition to the common core curricular experiences outlined in Section 2.F, programs must provide evidence that student learning has occurred in the following domains.

FOUNDATIONS

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.
2. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.

COUNSELING, PREVENTION, AND INTERVENTION

D. Skills and Practices

1. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.
2. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.
3. Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.
4. Demonstrates the ability to use procedures for assessing and managing suicide risk.
5. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

F. Skills and Practices

1. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.
2. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students.
3. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.
4. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.

ASSESSMENT

H. Skills and Practices

1. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.
2. Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.
3. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.
4. Makes appropriate referrals to school and/or community resources.
5. Assesses barriers that impede students' academic, career, and personal/social development.

RESEARCH AND EVALUATION

J. Skills and Practices

1. Applies relevant research findings to inform the practice of school counseling.
2. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.
3. Analyzes and uses data to enhance school counseling programs.

ACADEMIC DEVELOPMENT

L. Skills and Practices

1. Conducts programs designed to enhance student academic development.
2. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.
3. Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.

COLLABORATION AND CONSULTATION

N. Skills and Practices

1. Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.
2. Locates resources in the community that can be used in the school to improve student achievement and success.
3. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.
4. Uses peer helping strategies in the school counseling program.
5. Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.

LEADERSHIP

P. Skills and Practices

1. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.
2. Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).

COURSE POLICIES AND EXPECTATIONS

Counseling Department Attendance Policy for Internship Class:

Aside from successfully completing the required site internship hours and obtaining an hour of weekly supervision from site supervisors, student interns are also required by CACREP to have weekly group supervision from the university internship supervisor. Interns may not miss more than 2 class meetings. If a student misses more than 2 internship class meetings, they can be dropped from the course and/or not receive a passing grade for the course.

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

Any information shared within this course is to remain confidential. You can find information about video conference etiquette here: <http://www.nccucounseling.com/student2/index.php/videoconference-etiquette>.

Students are expected to present to class dressed professionally and remain attentive for the duration. Audit and video connections are required. This means, if you are inattentive, doing other things on your computer or in the space around you, you are not in compliance with the course expectations.

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.

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.

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.

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 will submit them as directed.
- Classroom/office 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.

TECHNICAL SPECIFICATIONS & EXPECTATIONS FOR SYNCHRONOUS VIDEO SUPERVISION

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. Use of cellular phones is not appropriate for this course.
- Please make sure that you have a working 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. Please make other arrangements if your devices or internet connection are not working properly. There is *always* a solution.
- 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 faculty 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 or meeting with the Chancellor or University President in their office.
- 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. Failure to present yourself appropriately will result in a reduction of participation points or being counted as absent from the course meeting.

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.

NCCU ATTENDANCE POLICY

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 determined by the instructor.

*Please note that for field experience courses, such as this internship course, attendance policies are more specific than University policy.

Policy on Incomplete Grade

Students who desire to receive a grade of "Incomplete" should submit a written request to the instructor. Students may be given a grade of "Incomplete" (I) at the discretion of the instructor when not all of the work required in the course has been completed for reasons beyond the control of the student (At least 80% of the work for the course should be completed). All "Incomplete" grades must be completed according to the agreement between the student and the instructor within the deadline established by the instructor, not to exceed one calendar year from the end of the semester in which the student was enrolled in the course. In general, incomplete grades will not be assigned for counseling internship.

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 Disability Services (SDS) in Suite 120 in the Student Services Building. Students who are new to SDS or who are requesting new accommodations should contact SDS at (919) 530-6325 or sds@nccu.edu to discuss the programs and services offered by SDS. Students who are already registered with SDS may renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into **Eagle Accommodate**. Accommodations plans for law students are effective for one academic year and must be renewed every fall semester. All other students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class.

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 80.07.1). 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) 530-6334 or TitleIX@nccu.edu, or submitting the online form through <http://www.nccu.edu/administration/dhr/titleix/index.cfm>.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. 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, G-06, (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. 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, nccupinfo@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.

Student Liability Insurance through NCCU notice:

Beginning in the fall of 2019, *the \$15.00 liability insurance fee will now be on student's Tuition and Fee statement. If a student drops Practicum or Internship AFTER the Drop/Add period, their \$15.00 liability insurance fee will NOT be refunded. If same student registers for Practicum or Internship the following semester, he/she will be charged AGAIN the \$15.00 fee for liability insurance.*

GRADED COURSE ASSIGNMENTS & OTHER REQUIREMENTS

Course Requirements

1. **MOA and Proof of Liability 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 (150 points)**

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, and may preclude the ability of instructors to endorse forms for licensure or certification.** During these group supervision 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 150 points. **Each missed group supervision meeting will result in reduction of score by 50 points.** Incidences of tardiness, inappropriate attire, or failure to adhere to group expectations will result in reduction of points at the instructor's discretion.

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

You are required to audio record at least 6 of your sessions over the course of the semester. 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. You must ask every client for permission; 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, typically clips of 7-12 minutes. 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 submit your next session, until after you have had a chance to discuss your recording with your university supervisor. It is not acceptable to record all 6 sessions during a sort span of time.

Submit a minimum 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 in their entirety and evaluate the recording prior to submitting it.** Critique forms are available on the course website and at the end of this syllabus. 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 in order to identify how to improve your work. 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; be prepared to give a brief oral presentation to the supervision group about your case/recording. 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 up to 25 points. For recordings not presented during group 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 Eastern time every **Sunday**. Please use the journal editor. It may be helpful to prepare your journal in Microsoft Word, then copy and paste it into the journal editor. Please keep a copy for yourself in case there are any mishaps with the learning management system. 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 (225 points):

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 **on Sunday night**. The log sheet (to be duplicated each week) can be found on the course website. You are responsible for completing all areas of the log. Logs should include hours for the week as well as total hours for the current internship course experience to date. Make sure that your site supervisor signs your original log before submitting the copy to the instructor. Do not submit logs without your site supervisor’s endorsement. *Failure to submit a copy of your log by the due date each week will result in a 20-point reduction for that week’s log and may result in a failing grade for the course.* You must submit in class/via Bb on the date specified and **upload the final complete log to Bb. SUBMIT A HARD COPY TO ME AND UPLOAD COMPLETE LOG WITH SIGNATURES PER WEEK TO Bb.** Weekly logs are worth 175 points. The final log is worth 50 points. 175 for weekly logs +50 for the final log = 225 total points.

7. Final Project (200 points):

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 200 points. **UPLOAD TO Bb.**

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

You must submit a midterm and final evaluation of your internship experience from your site supervisor. Forms can be found on the NCCU Counseling Program website. www.nccucounseling.com You are encouraged to meet with your site supervisor to review your evaluation, discuss your strengths, and areas for improvement. **UPLOAD A SCANNED, SIGNED COPY TO Bb.** Original copies may be personally delivered or mailed to me at NCCU.

9. Professional Disclosure Statement (25 points):

Guidelines will be discussed in class. For information about professional disclosure statements for licensed counselors in North Carolina. <https://www.ncblpc.org/Licensure/Current/PDS>. Regardless of licensure plans, all students will prepare a disclosure statement relevant to their work.

10. Resume/Marketing Project (25 points):

Guidelines will be discussed in class, broadly however, an important part of your internship is to prepare you for employment upon graduation. As part of this effort, you will create (and/or update) a resume and professional LinkedIn site that will help market you professionally. In addition, you will create a self-marketing plan by identifying professional positions and/or companies in which you have an interest. This will be discussed further in class and more current information available on Blackboard.

COURSE EVALUATION

Assignment/Activity	Due Date	Point Value
Midterm Evaluation	October 6, 2019	75
Resume/Marketing Assignment	October 13, 2019	25
Professional Disclosure Statement	November 3, 2019	25
Career/Clinical Placement Project	November 13, 2019	200
Final Evaluation	November 25, 2019	75
Final Log	November 25, 2019	50
Recordings & Case Presentation (6 x 25 points each)	As Scheduled	150
Journals	Weekly	75
Attendance and Participation in Group Meetings	Weekly	150
Weekly Logs	Weekly	175
Total		1000

GRADING

Letter Grade	Point Value
A	900-1000
B	800-899
C	700-799
F	0-699

***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.

COURSE SCHEDULE*(Instructor reserves the right to adjust the schedule and assignments)*

DATE	TOPIC	ASSIGNMENT DUE (submitted by 11:59pm on the Sunday prior to group supervision or on the designated due date)
Aug. 19-24 Week 1	Group Supervision Wednesday, August 21 Introductions Syllabus Review Discussion of the following: difference between practicum/internship, case conceptualization, course expectations, course topics to cover	Read the entire syllabus. Upload course documentation – MOA, liability insurance, signed supervision disclosure statement by August 25. Weekly log, Journal
Aug. 25-31 Week 2	Group Supervision Wednesday, August 28 Check-In/Out Discussion of Case Presentation Format & Clinical Notes Discuss site concerns, onboarding, forms.	Weekly log, Journal Bring a physical copy of the 2014 ACA Code of Ethics as well as any relevant code of ethics for divisions or specialty areas.
Sept. 1-7 Week 3	Group Supervision Wednesday, September 4 Check-In/Out Case Presentations: Special Topic	Weekly log, Journal Submit Tape 1 by September 2
Sept. 8-14 Week 4	Group Supervision Wednesday, September 11 Check-In/Out Case Presentations: Special Topic	Weekly log, Journal
Sept. 15-21 Week 5	Group Supervision Wednesday, September 18 Check-In/Out Case Presentations: Special Topic	*Remind your site supervisor to complete your mid-term evaluation Weekly log, Journal
Sept. 22-28 Week 6	Group Supervision Wednesday, September 25 Check-In/Out Case Presentations: Special Topic	Weekly log, Journal
Sept. 29-Oct. 5 Week 7	Group Supervision Wednesday, October 2 Check-In/Out Case Presentations: Special Topic	Weekly log, Journal
Oct. 6-12 Week 8	Group Supervision, Wednesday, October 9 Check-In/Out Case Presentations: Special Topics: Professional Identity Suicide Assessment	MID-TERM Evaluation is due October 6 Resume/ Marketing Assignment is due October 13 Weekly log, Journal

Oct. 13-19 Week 9	Group Supervision Wednesday, October 16 Check-In/Out Case Presentations: Special Topic	*Reminder, Career/Clinical Placement Project due November 13 Weekly log, Journal
Oct. 20-26 Week 10	Group Supervision Wednesday, October 23 Check-In/Out Case Presentations: Special Topic	*Reminder to complete Professional Disclosure Statement Weekly log, Journal
Oct. 27-Nov Week 11	Group Supervision Wednesday, October 30 Check-In/Out Case Presentations: Special Topic	*Remind Site Supervisors of Final Evaluation due date Weekly log, Journal
Nov. 3-9 Week 12	Group Supervision Wednesday, November 6 Check-In/Out Case Presentations: Special Topic	Professional Disclosure Statement Due November 3 Weekly log, Journal
Nov. 10-16 Week 13	Group Supervision Wednesday, November 13 Check-In/Out Case Presentations: Special Topic	Clinical/Career Placement Projects Due November 10 Weekly log, Journal
Nov. 17-23 Week 14	Group Supervision – November 20 Check-In/Out Case Presentations: Special Topic	Weekly log, Journal Submit Tape 6 by November 17
Nov.24-26 Week 15	Group Supervision *** (as scheduled) Check-In/Out Case Presentations: Special Topic ALL FINAL DOCUMENTS MUST BE SUBMITTED BY 11:59PM ON TUESDAY, NOVEMBER 26, 2019.	<ul style="list-style-type: none"> • Weekly log, Journal • Final Signed Supervision Logs Due November 25 • Final Evaluation from Site Supervisor • SOE Data and Verification form • Student Evaluation of Placement (online)
December 4	I <i>plan</i> to submit grades on or before December 4. You will not be able to meet requirements for graduation in December if Final Assignments are not submitted on time.	

*Accrual of internship hours at your site needs to end by November 26, 2019. All course documents must be submitted by November 26, 2019 at 11:59 PM. If all documentation is not submitted by this date/time, students will be required to complete the internship course in its entirety.

**Case presentations will be scheduled in the first class meeting

***In some weeks, the group may need to meet for additional time in order to ensure each student gets the proper attention to their work. You will be notified in advance.

CON 5390 Tape Critique/Analysis

Please answer the question below for each tape submitted. Listen to the recording in its entirety prior to beginning this form. Please be thorough and do not rush through this reflective exercise

Student Counselor's Name _____ Date of session _____

Student-Client's Initials _____ Session #(with this client/student) _____ Tape# _____

1) Description of student-client (presenting issue/topic):

2) Summary of session content:

- A) Presenting Issue
- B) Objectives for the session (identify at least 3)
- C) Overall summary

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

4) What **theoretical orientation(s)** did you use in this session? Why did you work from that theory?

5) 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):

5) Identify at least three of your strengths in the session. (Please be specific and detailed. Identify time stamps in the recording where you demonstrated these strengths.)

6) What areas do you need to improve? What do you need in order to do this? (Please identify specific counseling skills, be specific, and detailed. Identify time stamps in the recording where you noticed an area for improvement.)

7) What are your plans for future session(s) with this student/client?

8) What led you to choose this recording or clip to present in supervision?

9) What specific issues would you like to discuss about your work with this student/client during supervision?

*Please save your forms in this format: YourLastName, Tape1.doc, YourLastName, Tape2.doc, etc.

CAREER PLACEMENT PROJECT

For Career Counseling Internship

Due: By the end of your internship.

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP) states, “Students preparing to work as career counselors will demonstrate the professional knowledge and skills/practices necessary to assist individuals in the development of a life-career plan with a focus on the definition of the worker role and how that role interacts with other life roles.”

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”, “Research and Evaluation”, “Program, Promotion, Management, and Implementation”, and “Information Resources”.

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/omissions will result in loss of points. Please submit all documents in a digital format. Upload all elements to Foliotek as well as onto Blackboard.

FOUNDATIONS

1. Ethics Attestation

Obtain a formal letter from your site supervisor that attests to your ability to apply and adhere to ethical and legal standards of career counseling. 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. Statement of Beliefs

Please provide a written statement (maximum of two pages, single-spaced) that explains how career development is an integral subset of human development. Cite at least one example from your practicum or internship that illustrates this relationship.

COUNSELING, PREVENTION, AND INTERVENTION

3. Case Study

Provide a written case study (maximum of 2 pages, single -spaced) of a client that you have seen that illustrates your ability to identify and understand their attitudes toward work and workers and their career decision-making processes. The case study should include the following: a description of the client, their presenting concern, counselor intervention(s), and outcome.

Add an additional one-paragraph reflection that addresses/critiques your ability to identify and understand this client’s personal, family, and cultural characteristics related to their career development.

4. Preparing/Initiating Life-Work Role Transitions

The evidence under this element should demonstrate your ability to support and challenge clients in preparing for and initiating life-work role transitions.

- a. Career Information: Provide a written statement (maximum of 1 page, single - spaced) that describes what you have done in your clinical placement to locate, obtain, and interpret sources of relevant career information and experience for clients. Cite as many examples as possible, and include copies of examples of material that you have located or obtained.
- b. Transitioning: Provide a written statement (maximum of 1 page, single -spaced) that describes what you have done to assist clients in acquiring skills needed to make life-work role transitions. Cite as many examples as possible.
- c. Balancing Life Roles: Provide a description (maximum of 1 page, single -spaced) of what you did with a client that you have worked with in which you focused on life roles, working toward the balance of work, leisure, family, and community in their careers.

5. Sample Career Information

Using what you have learned in your clinical placement, create a document that would serve as something you might distribute to a potential client. The handout should contain: (1) Suggestions for employability (suggestions for applying for a job, resume suggestions, cover letter suggestions, interviewing suggestions) – and (2) how to conduct a job search.

6. Networking/Contacts

Provide a list of specific individuals (their name, position, organization, and location) with which you have established and maintained a productive consulting relationship who can influence a client's career. This list should include everyone you have developed relationships with during your entire time in the counseling program.

Example:

Shannon Smith, MA, Career Counselor, NCCU University Career Services, Durham, NC. Robert Jones, Hiring Director, Wachovia, Winton-Salem, NC.
Selma James, Job Placement Specialist, Vocational Rehabilitation, Raleigh, NC.

7. 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 career counselor and you sought supervision. Make sure to describe the outcome.

DIVERSITY AND ADVOCACY

8. Program Design

Describe or create a design (no page requirement) for delivering career development programs and materials to hard-to-reach populations. Identify how this would (or did) utilize an alternative approach to meet clients' career planning needs. What would you do (or what did you do) to advocate for the clients' career development and employment?

9. Recent Experience

During your placement, describe what you have done to assist staff members, professionals, and community members in understanding the unique

needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues (maximum of 1 page).

10. Statement of Intent

Provide a written statement of what you intend to do in your future career to help the general public and legislators understand the importance of career counseling, career development, life-work planning and workforce planning (maximum of 1 page).

ASSESSMENT

11. Assessing Individuals

Compile a list of career assessment instruments in which you could administer, score, and from which you could report findings (i.e., a 'menu' of what you can do). Separate your list of assessments under the headings of "Leisure Interests", "Learning Style", "Life Roles", "Self-concept", "Career Maturity", "Vocational Identity", "Career Indecision", "Work Environment Preference", and "Other". Identify only those instruments in which you have experience in or exposure to – instruments that you administer, score, and interpret. Beside each assessment, write no more than three sentences that explains what the instrument does, when it might be selected, and with what clients it might be used.

12. Assessing Environment

Compile a list of assessment instruments, resources, or methods in which you would use to assess conditions of the work environment (e.g., tasks, expectations, norms, and qualities of the physical and social settings). Identify only those instruments, resources, or methods in which you have experience in or exposure to. Specify for what each is used (using only one sentence per item).

RESEARCH AND EVALUATION

13. Research and Evaluation

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

- What types of research designs have you learned about (and/or used) that are appropriate to career counseling and development research?
- How do you (or how will you) apply relevant research findings to inform the practice of career counseling?
- How do you (or how will you) develop measurable outcomes for career counseling programs, activities and experiences?
- How do you (or how will you) analyze and use data to increase the effectiveness of career counseling programs and interventions?

PROGRAM PROMOTION, MANAGEMENT, AND IMPLEMENTATION

14. Comprehensive Career Resource Center

Imagine that you have been given the opportunity to plan, organize, and manage a comprehensive career resource center. Please provide a brief written statement of your plans for the center (maximum one page, double-spaced). Where appropriate, cite past experiences that have influenced your plans (and why).

15. Collaborative Career Development Programming

Obtain a formal letter written by someone in which you collaborated with to implement a career development program. The letter should describe their experience with you – and state their beliefs regarding your ability to collaborate on implementing career development programs.

16. Use of Technology

Describe (1) what you know about the use of technology for career information and planning, (2) how it is used by clients (maximum one page, double-spaced), and (3) how you use it (or can use it) in career counseling.

17. Supervising Career Development Facilitators – Disclosure Statement

CACREP indicates that professional career counselors should demonstrate the ability to provide effective supervision to career development facilitators at different levels of experience by:

- a. Communicating the facilitators' roles, competencies, and applicable ethical standards;
- b. Assessing the facilitators' competence in each of the areas included in their certification;
- c. Providing further facilitator competency training, including interpretation of assessment instruments;
- d. Monitoring and mentoring the facilitator's activities to ensure that they support the objectives of the professional career counselor; and,
- e. Scheduling regular consultations with facilitators to review the effectiveness of their activities.

Provide a written document that describes how you will formally address each of the five supervision behaviors above (maximum of two pages). This document will serve as a professional disclosure statement for those whom you will supervise (i.e. something you provide to your supervisee).

18. Sample Marketing and Public Relations Campaign

In this section, provide evidence of ways you can successfully market yourself, a client, or a program. What kind of tools would you use? How (or would) social media and/or technology play a role? What are some important considerations when launching a marketing or public relations campaign?

INFORMATION RESOURCES

19. Documents

Provide samples of documents that you have used related to (a) career, educational, and personal-social information resources. In a written statement, please describe how you used the sample documents.

CLINICAL PLACEMENT PROJECT – For School Counseling Internship

Due: By the end of your internship

The Council for the Accreditation of Counseling and Related Educational Programs (CACREP, 2016) states, “Students who are preparing to specialize as school counselors will demonstrate the professional knowledge and skills necessary to promote the academic, career, and personal/social development of all P–12 students through data-informed school counseling programs.”

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”, “Contextual Dimensions,” and “Practice.”

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: School Counselor’s Identity 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 (CACREP 5.G.1; 5.G.2)

1. Ethics Attestation

Obtain a formal letter from your site supervisor that:

- (a) attests to your ability to apply and adhere to ethical and legal standards of (school) counseling,
- (b) states your ability to develop a comprehensive school counseling program, and
- (c) states what you did during your internship related to individual counseling, group counseling, and classroom guidance to promote the academic, career, and personal/social development of all students.

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. School Counselor’s Identity

- (a) Please provide a written statement (maximum of two pages, single-spaced) that articulates your beliefs regarding a school’s counselor’s identity.

COUNSELING, PREVENTION AND INTERVENTIONS (CACREP 5.G.3)

3. Student Interactions

Please provide a written statement (maximum of two pages, single-spaced) that describes a situation (or situations) from your internship in which you demonstrated self-awareness, sensitivity to others, and skillfulness in relating to (a) diverse individuals, (b) groups, and (c) classrooms. The statement may be written by you or someone who observed the situation, event.

4. Prevention, Intervention, and Advocacy Efforts

Please provide a written statement (maximum of four pages, single-spaced) that describes your prevention, intervention, and advocacy efforts that demonstrate an understanding of the effects on students of

- a. Atypical growth and development
- b. Health and wellness
- c. Language problems
- d. Ability level
- e. Multicultural issues
- f. Factors of resiliency on student learning and development

You may also include any samples (in digital format) of evidence (e.g., handouts, flyers, video).

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 school 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 (CACREP 5.G.2; 5.G.3.)

6. Advocacy Plan

As a current or future professional school counselor, how will you advocate for school policies, programs and services that enhance a positive school climate and are equitable and responsive to multicultural student populations? Please provide a written statement (maximum of 2 pages, single-spaced) that answers this question.

7. Family Engagement

Please provide a written statement (maximum of one-page, single-spaced) that describes how you will engage parents, guardians, and families to promote the personal/social and career development of all K-12 students – and how you will address problems that impact student success. Cite examples from your internship.

ASSESSMENT (CACREP 5.G.3; 5.1.e; 5.G.2.k)

8. Student Assessment

Part 1 – Individual Student Sample: Please provide a written statement (no page limit) that describes a time during your internship in which you assessed and interpreted a student's strengths and needs (academic, personal/social, career), recognizing uniqueness in cultures, languages, values, backgrounds and abilities. Please describe how you selected appropriate assessment strategies, and describe how you were able to analyze the assessment information in a manner that produced valid inferences. If it was a formal assessment, you may include a copy of the results (eliminating any identifying information).

Part 2 – School Assessment: In your future career as a professional school counselor, how will you assess (a) the effectiveness of educational programs, and (b) barriers that impede the academic, career, and personal/social development of all k-12 students?

9. School Counselor Referrals

Please provide a written statement (maximum of one page, single-spaced) describing the difference between an appropriate and inappropriate referral (made by a school counselor) to school and/or community resources.

RESEARCH AND EVALUATION (CACREP 5.G.1.f.; 5.G.3.a-d and n-o)

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 school counseling?
- b. How do you (or how will you) develop measurable outcomes for school counseling programs, activities, interventions, and experiences?
- c. How do you (or how will you) analyze and use data to increase the effectiveness of school counseling programs?

ACADEMIC DEVELOPMENT (CACREP 5.G.3)

11. Academic Development Program Examples

Please provide a written statement that describes:

- a. A program you conducted during your internship that was designed to enhance all students' academic development (one to two paragraphs).
- b. A program you conducted during your internship in which you implemented a strategy or activity designed to prepare all students for a full range of postsecondary options and opportunities (one to two paragraphs).

Include any examples (in digital format) of evidence to support the programming (e.g., flyers, PPT presentation, video).

12. Implementation of Research-Based Instructional Strategies

Please provide a written statement (maximum of one page, single-spaced) that describes your plan for implementing research-based differentiated instructional strategies that draw upon subject matter and pedagogical content knowledge and skills to promote the achievement of all students. If you had the opportunity to implement strategies during your practicum or internship, please describe the experience.

COLLABORATION AND CONSULTATION (CACREP 5.G. 2)

13. Community Resources and Development

Please list resources from the community (during your practicum and internship) that you located and coordinated – to utilize in the school to improve student achievement and success. Provide the name and location of the resource. For some of these resources, you should have established referral procedures to secure assistance for students and their families. Please describe the procedures for accessing these resources.

14. Teacher/Staff Consultation Example

Provide a written statement (maximum of one page, single-spaced) that describes a time during your internship in which you consulted with a teacher or staff member at your school. The consultation should be focused on the promotion of an environment that promotes the academic, career, and/or personal/social development of a student or students.

15. Peer Assistance Program(s)

Provide a document (in digital format) that presents evidence of your work on a peer assistance program (peer helping strategy) that helps augment the school counseling program. The document may be a picture (with descriptive text), a handout, handbook for peer helpers, recording, written description of the program, etc.

LEADERSHIP (CACREP 5.G.1-3)

16. School Counseling Program Evaluation

Please provide a written design for the evaluation of a school counseling program. Make sure to describe how it is implemented, managed, and analyzed. It can be in either text/paragraph format or outline (with descriptive information).

17. Presentations

Please describe the school counseling-related education programs that you presented to either parents, teachers, or both. Make sure to include any documents (in digital format) that provide evidence of your presentations.

ADDITIONAL DOCUMENTS (CACREP.5.G.2.a-e)

18. Professional Disclosure Statement

Please provide a copy of your professional disclosure statement.

Professional Growth Plan (PGP)

School Year: _____

Name: _____

Internship Site: _____

NC Professional School Counselor Standards

(found here: <http://www.ncpublicschools.org/docs/studentsupport/counseling/standards/counselingstandards.pdf>)

<ol style="list-style-type: none"> 1. Demonstrates leadership, advocacy, and collaboration. 2. Promotes a respectful environment for diverse populations of students. 3. Understands and facilitates the implementation of a comprehensive school counseling program. 4. Promotes learning for all students. 5. Actively reflects on his/her practice. 	<p><u>Goal 1:</u> Standard(s) to be addressed:</p> <p>Element(s) to be addressed:</p> <p><u>Goal 2:</u> Standard(s) to be addressed:</p> <p>Element(s) to be addressed:</p>
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School Counselor’s Strategies

Goals for Elements	Activities/ Actions/Artifacts	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline

North Carolina School Counselor Evaluation Process Web-based resources

WIKI space

<http://schoolcounseling.ncdpi.wikispaces.net/>

Evaluation instrument

<http://schoolcounseling.ncdpi.wikispaces.net/School+Counselor+Evaluation+Instrument>

Activities/Artifact examples

<https://docs.google.com/document/d/1Etv3LWwonkIRbyugeGHaHyfjgnqCXLkitNJZ96Ud3-A/pub?pli=1>