



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

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
CON 5390
 Internship in Counseling
FALL 2015

Instructor:	Chadwick Royal, Ph.D., LPCS
Campue Office:	2127 School of Education
Telephone:	(campus office) 919/530-6465 (virtual office) 919/585-5229
Skype username:	chadwick.royal
email:	croyal@nccu.edu
Office Hours (campus):	Tues. 10am-3:30pm
Office Hours (virtual):	Mon., Wed., & Thurs. 10-11:30am

On Mondays, Wednesdays, and Thursdays, you may (a) call my virtual office # or (b) Skype with me (video and/or audio). On Tuesdays, you are welcome to call or stop by the office.

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

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.

Required Text:

Gehart, D. (2013). *Theory and treatment planning in counseling and psychotherapy*. Belmont, CA: Brooks/Cole. ISBN10: 0-8400-2860-1, ISBN13: 978-0-8400-2860-0

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.

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.

CON 5390 Student Learning Outcomes (for all majors) Corresponding CACREP Standards are cited (CACREP, 2009) <i>The counselor trainee will be able to....</i>	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
1. Participate in at least 240 clock hours of direct counseling services, including experience leading groups. (III.G.1)	Placement	Recordings, Supervisor evaluation; Journal; Log; Project
2. Interact weekly (averaging one hour per week of individual and/or triadic supervision) throughout the internship, usually performed by the onsite supervisor. (III.G.2)	Placement meetings with site supervisor	Supervisor evaluation,, Journal, Log
3. 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.G.3)	Supervision meetings	Supervision meeting attendance, Journal, Log
4. Report an opportunity to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings). (III.G.4)	Placement; Readings	Supervisor evaluation, Journal, Log, Recordings, Project
5. Produce program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients. (III.G.5)	Placement, Supervision meetings, Site visits	Recordings, Supervisor evaluation; Journal; Log; Project
6. Receive an evaluation of the student's counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor. (III.G.6)	Placement, Supervision Meetings, Project, Site visits	Supervisor evaluation, Log; Meeting attendance; Journal; Project

Additional CACREP expectations for School Counseling Majors

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

Students who are preparing to work as 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 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 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).

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:

FOUNDATIONS

B. Skills and Practices

1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
2. Applies knowledge of public mental health policy, financing, and regulatory processes to improve service delivery opportunities in clinical mental health counseling.

COUNSELING, PREVENTION, AND INTERVENTION

D. Skills and Practices

1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
3. Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
4. Applies effective strategies to promote client understanding of and access to a variety of community resources.
5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
6. Demonstrates the ability to use procedures for assessing and managing suicide risk.
7. Applies current record-keeping standards related to clinical mental health counseling.
8. Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.

DIVERSITY AND ADVOCACY

F. Skills and Practices

1. Maintains information regarding community resources to make appropriate referrals.
2. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of clients.
3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.

ASSESSMENT

H. Skills and Practices

1. Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
4. Applies the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care.

RESEARCH AND EVALUATION

J. Skills and Practices

1. Applies relevant research findings to inform the practice of clinical mental health counseling.
2. Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
3. Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.

DIAGNOSIS**L. Skills and Practices**

1. Demonstrates appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.
3. Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Additional CACREP 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 information.

Course Requirements:

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. Copies of the form are available at www.nccucounseling.com. The instructor will use the site supervisor's final evaluation as an element of the overall final evaluation by the instructor/university supervisor.

University Supervision:

There will be individual and group supervision meetings with your university supervisor/instructor on a weekly basis via web videoconferencing. 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. Attendance at all meetings is worth 130 points. If you miss more than two meetings, please drop the course. If you fail to drop the course by the last drop day, you will be assigned an NF grade (which is equivalent to an "F"). In addition, per University policy, students are permitted two absences per year for religious observances.

Group meetings will be held during our assigned "class time" (Tuesdays from 6 to 7:30pm Eastern Time). Individual meetings will be scheduled independently by students through an online calendar scheduling system. The available meeting times will vary during the week, and students must schedule an appointment at least one week in advance. The address to schedule an appointment is: www.con5390.appointy.com. The link for the calendar system will also be available on the course Blackboard site.

Session Recordings:

You are required to audio record a certain amount 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 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.

Recordings should be played directly for the instructor while connected using Skype. The recording will remain on your device - and you will erase it after it has been reviewed by the instructor. **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 approximately 25 points. 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.*

Journal:

Keep a journal on Blackboard 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. The entire journal is worth 75 points (5 points per week). Do not include any information that would identify a client.

Log:

You are required to submit a copy of your log of your hours at your site on a weekly basis. The initial template for your log sheet is an excel file found on the Blackboard site. You are responsible for completing all areas of the log. Make sure that your site supervisor digitally signs off on your log before submitting the final copy to the instructor. Failure to submit a copy of your log each week could result in a failing grade for the course.

Project:

Candidates are required to submit a professional project in Foliotek in order to complete the course. The project is specific to your program specialty area (e.g., school, clinical mental health, career). There are specific directions for each element to be included in the project. The directions for the project can be found on the course website (and a smaller version is found at the end of the syllabus). This assignment is worth 150 points.

Technical Specifications related to our Course Supervision

Group Supervision:

Group supervision meetings will be held on campus.

Individual Supervision:

Individual supervision meetings will be held using Skype, VSee, or Facetime videoconferencing software. Software packages are available on desktop, laptop, tablet, and smartphone formats.

All of the software indicated above will require a private, stable, high-speed internet connection. There is no cost for any of the software, and links to download the software (or check your system) will be posted on the course Blackboard site.

If you need (or prefer) to meet in-person on campus, you are welcome to do so. However, meeting times will need to be scheduled during office hours on Tuesdays.

Responsibilities and Requirements for Video-based Individual Supervision:

- Each student is responsible for ensuring that they have the software and devices necessary to participate in every supervision meeting.
- Each person (student and instructor) is required to use headphones 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 his campus office). You should NOT be located in a public setting, where others may hear the conversation. If at home, you will need to ensure that you have a private and undisturbed environment in which to meet. If your computer is located in a common room, you will need to ensure that you are meeting during a time in which no one else is home. You will be playing recordings of your counseling sessions during individual supervision meetings, and you MUST ensure the confidentiality of your client recordings. Turn off (or mute) all telephones, televisions, music players.
- Please treat each supervision meeting as you would if you had an appointment scheduled with your site supervisor at a campus location. The technology that is used to hold our meetings can be a bit deceptive regarding boundaries, because:
 - you may be located in a familiar and relaxing environment (e.g., your home),
 - you do not have to travel to a campus or professional location for supervision.

People have been known to dress very casually (e.g., pajamas), conduct other household chores while meeting for supervision (e.g., washing dishes), or show up late for a scheduled meeting. A good rule to live by: Do not dress in any way – or engage in any activities – that you wouldn't do if you were physically sitting beside the instructor on campus. You wouldn't wear pajamas and wash dishes at a meeting on campus, would you? You are required to maintain appropriate professional boundaries related to our supervision time. Show up on time for our meetings, dress professionally, and stay focused and attentive to our conversation.

Course Evaluation

Method	Points
Recordings (6 recordings at 25pts each)	150
Journals (15 journals at 5 pts each)	75
Project (submitted on Foliotek or a CD or DVD)	150
Participation in group meetings	130
Final Evaluation	50
Total	555

Missing log = Minus 25 points OR automatic failure/drop (instructor's discretion)

Grading

499-555 = A
 444-498 = B
 388-443 = C
 <388 = F

STUDENT DISABILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic medical, etc.) who would like to request accommodations and services are required to register (preferably during the first 2 weeks) with the Office of Student Disability Services in Suite 120 in the Student Services Building. Please contact the SDS staff at (919)530-6325 or email sds@nccu.edu. If you are NEW to SDS, please contact the office for an appointment. If you had accommodations previously, you can resubmit a request by visiting our website at www.nccu.edu/sds and clicking on the **Accommodate** link. Students are expected to update their accommodations each semester, preferably during the first 2 weeks of each semester.

STUDENT SUPPORT/OMBUDSPERSON

The Student Ombudsperson is available to assist students in navigating unexpected life events (e.g., short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns, understanding NCCU policies or general problem-solving strategies. Schedule an appointment by contacting the Student Ombudsperson in the Office of the Dean of Students, G-06 Student Services Building, at (919) 530-7492 or bsimmons@nccu.edu.

VETERANS SERVICES

One of the goals of the faculty and the NCCU Veterans Affairs Office's (VAO) is to provide a welcoming and supportive learning experience for veterans. Specifically, the VAO's primary goal is to provide a smooth transition from military to college life for veterans, service members, and dependents. If you wish, please contact your professor and/or the Director of the VAO during the first weeks of class so that we may support and assist you. During your matriculation, the VAO is here to assist you with the VA Educational Benefits process and offer overall support to ensure academic progression towards graduation. For more information please contact the VAO at 919-530-5000 or veteransaffairs@nccu.edu.

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. If you are requested to send a recording to the instructor, you are to upload them up in BlackBoard under the Assignment Tab (if they need to be sent).
- When in a supervision meeting, you should be located in a private environment, where no other individuals can listen to what is being said (or recordings being played aloud). Classroom/office doors will be closed when we are discussing cases or viewing videos of actual clients. Headphones should be used by the student and the instructor.
- Guests such as students from other environments or classes, prospective students, family members, or children should not be present during a supervision meeting.
- 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.

Schedule	Activity/Topic	Due *Your weekly journal and log are to be submitted to the instructor by midnight every Sunday
August 19 - GROUP	Introductions Syllabus Discussion of: Difference between practicum and internship, case conceptualization, discovering or understanding style. Suggested topics to be discussed during semester (compile list of topics would like to cover = anything felt missed over the course of training).	
August 26 - GROUP	Check-in Discuss Project – Questions	Log and Journal
Week of September 2 - INDIVIDUAL	Check-in Presentation of case/recording	Log and Journal Recording 1
September 9 - GROUP	Check-in Suggested Topic/Reading	Log and Journal
Week of September 16 - INDIVIDUAL	Check-in Presentation of case/recording	Log and Journal Recording 2
Week of September 23 - INDIVIDUAL	Check-in Presentation of case/recording	Log and Journal Recording 3
September 30 - GROUP	Check-in Suggested Topic/Reading	Log and Journal
Week of October 7 - INDIVIDUAL	Check-in Presentation of case/recording	Log and Journal Recording 4
Week of October 14 - INDIVIDUAL	Check-in Presentation of case/recording	Log and Journal Recording 5
October 21 - GROUP	Check-in Suggested Topic/Reading	Log and Journal
Week of October 28 - INDIVIDUAL	Check-in Presentation of case/recording	Log and Journal Recording 6
Week of November 4 - INDIVIDUAL	Check-in Presentation of case/recording	Log and Journal
November 11 – GROUP	Check-in Suggested Topic/Reading	Log and Journal
Week of November 18 - INDIVIDUAL	Check-in Presentation of case/recording	Log and Journal
Week of November 25 – INDIVIDUAL (AS NEEDED)*	Check-in Presentation of case/recording	Log and Journal Site Evaluation Due
December 2 - GROUP	Wrap-up - Final group meeting Evaluation of placement	Final log and Journal Project Due Student Eval. of Placement due (online survey)

Your hours at your site must halt on _____ . Your final journal and log are due by the last meeting with your university supervisor.

Internship – CON 5390
Tape Critique/Analysis

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) **1** Date of Session _____ Tape # **1**

Description of Client:

Summary of session content:

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

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)

Your strengths in the session (Please be specific and detailed)

Areas that you need to improve (Please be specific and detailed)

Plans for future sessions with this client:

Questions or issues you would like to discuss about this client during supervision:

CLINICAL PLACEMENT PROJECT – School Counseling

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 school counselors will demonstrate the professional knowledge and skills/practices that are necessary to promote the academic, career and personal/social development of all K-12 students.*”

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”, “Academic Development”, “Collaboration and Consultation”, and “Leadership”.

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

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 career 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

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

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.

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 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. 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

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 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

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

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

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 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 person 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

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

18. Professional Disclosure Statement

Please provide a copy of your professional disclosure statement.

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:

- your ability to apply and adhere to ethical and legal standards of career counseling,
- your ability to adhere to record-keeping standards, and
- 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):

- case conceptualization
- diagnosis
- treatment
- referral (specifically, the promotion of client understanding of and access to a community resource)
- prevention
- multicultural competencies/culturally responsive modalities
- promotion of optimal human development
- promotion of wellness
- education
- advocacy
- strategy used with a client with an addiction

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

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).

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.

CLINICAL PLACEMENT PROJECT – Career Counseling

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 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: Statement of Beliefs 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 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

Imagine yourself working in the setting in which you plan to apply after graduation (university career center?, high school career center?, community college career center? corporate setting?). Develop a sample comprehensive marketing and public relations campaign on behalf of the career development activities and services you will theoretically provide in this setting. Your campaign may include a sample timeline for your plans, a description of the events planned, sample marketing/PR material, etc.

In thinking about the events that you have planned for this organization, make sure that you describe how you will go about collecting and analyzing information regarding organizational needs and level of employee/student skills, and how you will develop performance improvement training.

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.