
CON5372 Syllabus
Supervised Practicum in Counseling
Spring 2019

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

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Class location: School of Education 1074
Class time: Wednesdays 5:00-6:30,
Triadic as scheduled



COUNSELOR EDUCATION MISSION STATEMENT

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

I. COURSE DESCRIPTION

Prerequisites: Phase 2 completion and a B or better in CON 5371. Advanced candidates in counseling will participate in a clinical instructional environment under the supervision of a faculty member. Candidates will receive supervision from a faculty member as they obtain individual and group counseling experience. The practicum is a 100-hour field experience in a mental health, career, or school counseling setting.

II. METHODS OF INSTRUCTION

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

III. STUDENT LEARNING OUTCOMES

CON 5372 Student Learning Outcomes (SLOs) The corresponding CACREP standards met in this class are listed here. <i>At the completion of this course:</i>	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. At least 40 of the clock hours must be of direct service with actual clients that contributes to the development of counseling skills (Section 3, F & G)	Clinical Placement in approved site	Hour Log
Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement (Section 3, H)	Weekly triadic supervision meetings, site supervision meetings	Hour log, attendance
Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. (Section 3, I)	Weekly group supervision meetings	Hour log, attendance
Students will apply counseling theory in professional practice with clients who represent ethnic and demographic diversity in their community (Section 3, General)	Clinical placement in approved site, readings	Audio recordings with self-critique, treatment plan/case conceptualization, discussion
Students will develop their counseling skills under supervision from a Program faculty member (development is relative and specific to each student) (Section 3, General)	Clinical placement in approved site; supervision meetings; readings	Audio recordings with self-critique, case presentation, mid-term evaluation and final evaluation
Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (Section 3, D)	Clinical placement in approved site; group supervision discussions; readings	Log, discussion, mid-term and final evaluations

IV. TEXTS AND OTHER RESOURCES

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

Online resources

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

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

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

V. BLACKBOARD

The syllabus, assignments, readings, and other materials related to the course can be found on Blackboard. **Please ensure that you have complete access to the course on Blackboard by the end of the first week of class.** If you have questions about your Blackboard (Bb) account, please contact the campus Helpdesk at <http://www.nccu.edu/facultyandstaff/its/helpdesk.cfm> or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676.

VI. COURSE POLICIES:

Attendance

Class attendance, punctuality, and participation are required and necessary to accomplish the goals of the course. Our meetings will consist of experiential activities and active discussions about the readings, course assignments, and your work with clients at your placement site. *Two unexcused absences will result in a deduction of three points from the final grade and three absences will result in five points deduction. More than three absences will result in an F grade.* In addition, it is expected that all assignments will be handed in on time. Students are encouraged to reach out to the instructor with any questions/concerns and asked to inform the instructor of any potential issues in regard to attendance/participation. Any assignment or homework handed in late will receive reductions in five points for each day late.

Emergency Procedures

Any emergencies at your practicum site should be handled according to their policies and with the guidance of your site supervisor. You must report any emergencies and departures from standard procedures to me ASAP (within 24 hours that the incident occurred) via email that does not contain identifying client information or by calling my office at 919-530-5049.

Emails

By and large, I will respond to emails within 24 hours during the school week and within 48 hours on the weekends. Emails with questions about assignments due that week should be sent to me at least 48 hours prior to class.

Food and Drink

Food and drink are permitted in class. Please be mindful of the ways in which your eating may impact the learning community (e.g., smells, allergies, and noisiness). We may try to schedule some pot luck-style meals to enjoy as a class.

Respect

- Students are expected to assist in creating and maintaining an environment that is conducive to learning. All members of the learning community will demonstrate such respect by refraining from distracting, discourteous, or harmful behavior.
- Cell phones and laptops must be turned off and stowed prior to the start of class. If you are expecting an emergency call, please advise the instructor prior to class. Otherwise I will begin to deduct participation points for the day to discourage distractions and the use of

unpermitted electronics. Please consider this course a break from electronic stimuli! Ahhh. Freedom.

- Students are expected to practice classroom confidentiality: in other words, whatever is discussed in the classroom is expected to remain in the classroom. Failure to practice classroom confidentiality may result in failure or dismissal from the course.
- Emotional safety is paramount in a class of this nature. Disrespecting another's racial, religious, sexual identity; attacking another's point of view; etc. will not be tolerated.

Academic Honesty Policy

North Carolina Central University views academic honesty as a critical value protecting the transmission of knowledge. Academic dishonesty is a serious violation and includes providing/receiving unauthorized assistance with papers, projects, and exams; presenting, as one's own, another's words/ideas without acknowledgement; presenting the same papers/projects for credit in two classes without explicit professor permission; and using undocumented internet information. Academic dishonesty will result in a grade of "F" in the course.

Statement of Inclusion/Non-Discrimination

North Carolina Central University is committed to the principles of affirmative action and non-discrimination. The University welcomes diversity in its student body, its staff, its faculty, and its administration. The University admits, hires, evaluates, promotes, and rewards on the basis of the needs and relevant performance criteria without regard to race, color, national origin, ethnicity, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran's status, or religion. It actively promotes diversity and respectfulness of each individual.

Student Accessibility Services

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or SAS@ncu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.ncu.edu/SAS and logging into **Eagle Accommodate**. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with the Office of Student Accessibility Services.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual

Misconduct Policy (POL 01.04.4). NCCU faculty and instructors are considered to be *responsible employees* and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through https://cm.maxient.com/reportingform.php?NCCentralUniv&layout_id=15.

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

- Written materials (e.g. journal entries, special projects, tape critiques, etc.) referring to clients should either refer to them by initials only or by a pseudonym. If the materials are copied and contain the client's name, the name should be blocked out so that you cannot see the name.
- Video and audio recordings of client counseling sessions should be kept secure and should be erased after instructional and supervisory reviews are completed.
- Video and audio recordings should not be sent via email. 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).
- Guests such as students from other environments or classes, prospective students, family members, or children should not be present during a supervision meeting.
- Your case presentation should be uploaded into BlackBoard and possibly Foliotek. Again, any mention of clients should either refer to them by initials only or by a pseudonym.
- All client records are the property of your site. No client records or files of information from your site are to be kept in your personal possession (e.g. your car or home) except for the temporary necessity of carrying selected copies of information on which identifying information has been removed or thoroughly covered.
- Any departure from strict adherence to this must be fully disclosed and agreed to by your site supervisor and your campus supervisor. This includes retaining copies of records belonging to the site. Violations of this policy may have significant legal and ethical consequences, and may put the completion of your practicum at risk.
- All written materials from your placement setting, typically copies of case notes and treatment plans should be returned to the files of your site after being reviewed by the instructor and returned to you. If they are not returned to the files of your internship site, they are to be destroyed. Under no circumstances are any of these site-based materials to remain in your personal possession.

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

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator.* The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Suite 236, (919) 530-7492, studentadvocacy@nccu.edu.
- *Counseling Center.* The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- *University Police Department.* The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupdinfo@nccu.edu.

Foliotek Statement

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

VII. COURSE COMPONENTS AND ASSIGNMENTS

1. COUNSELING EXPERIENCE

A total of 100 hours of counseling experience (indirect and direct hours) at a site (CACREP 3.F). Forty clock hours of your time must be spent in direct **face-to-face** service with your clients (CACREP 3.G). The remaining sixty hours can be obtained through indirect service, including but not limited to preparing for sessions, writing case notes, attending site meetings, case consultations, observing sessions, and scheduling appointments. **This is the meat and potatoes of practicum!**

2. GROUP UNIVERSITY SUPERVISION MEETINGS

Weekly one hour and one half meetings with your university supervisor for group supervision (CACREP 3.I), held from 5:00-6:30pm (see schedule below). During these meetings you will discuss your practicum site progress, class readings, and present audiorecordings for group

review. You must complete the assigned readings and be prepared to discuss them at our group meetings. Your **participation** is a portion of your final grade.

Missed meetings can result in failure of the course

3. TRIADIC UNIVERSITY SUPERVISION MEETINGS

Weekly meetings with a university supervisor for one-hour triadic supervision (CACREP 3.H). This meeting time will be arranged within the first week of classes. During these meetings, you will discuss client cases in more detail, listen to audio recordings, and receive personalized supervision.

Missed meetings can result in failure of the course

4. SESSION RECORDINGS AND TAPE REVIEW FORMS

During triadic, you will also submit **at least 6 audio recordings** for critique and evaluation over the course of the semester. We will listen to a 15-20 minute segment of this tape in our meeting together to analyze collectively. You are required to have already listened to the entire tape on your own and analyzed it in great detail. To aid in this, students must complete a **session review form** (see Appendix B) for each recording and **upload this to Blackboard 48 hours prior** to your scheduled time for triadic. This form will also help guide our discussions in triadic. You must have documentation for each client's consent to be taped (see the Counselor Education Program's website for an example form).

4. CASE PRESENTATION

Each student will present at least one tape for class critique in group supervision. The tape will count towards the six recordings required for dyads. You will also submit a write-up of contextual information of the case, apply a theory (of your choice) to the client, and develop a plan for what you might do with this client in the future. Appendix C contains the complete outline for you to follow. This assignment will be submitted to Foliotek. Again, be sure to document your client's consent to be taped.

5. FORMS, REFLECTIONS, AND EVALUATIONS

A. **Statement of 3-5 goals for the semester**, due in our second group meeting. Consider what you hope to gain throughout practicum in terms of counseling skills (e.g., more use of immediacy, more reflections of feeling, fewer close-ended questions), conceptualization skills, self-awareness, use of theory or interventions, multicultural development, knowledge about client population or presenting concern, etc. For each listed goal, please be descriptive- what specifically are you aiming for? How will we know you have attained it? What will be different?

B. **Completed evaluations forms** are due to your university supervisor at the midterm and end of the semester. These forms are located on the NCCU Counselor Education Program site. It will serve as the formal part of your course evaluation.

C. You must have a revised **Memorandum of Agreement and professional liability insurance** before you may begin your practicum.

D. You must have signed **consent to tape forms** from each of your clients in a secure place at your site. This form is on Blackboard for you to print as needed and use with each client.

E. **Hour log forms** due at the end of the semester and checked periodically in triadic (see Appendix A). *Be sure that you are up to date on your hour log and alerting the instructor of any issues reaching required hours at site.*

F. Submit two 2- page reflections on progress towards your goals and any revisions to your **goal statement at midterm** (due 2/27 by 11:59pm) and the **end of the semester** (due 4/17 by 11:59pm) to Blackboard.

6. BRIDGING RESEARCH AND COUNSELING PRESENTATION

Applying research in counseling improves the services we provide to clients. For this assignment you are required to locate and read one scholarly journal article related to one of your client's presenting concerns OR an intervention that you may use with a client. Then you will share this article with your peers, provide a 1-page handout with relevant information from the article (just the highlights/big takeaways!), and lead a brief (5-10 minute) discussion of how you incorporated this into your counseling. In other words, you will be applying something you learned from a research article into your work with a client and discussing how it impacted your work together. You must share this article with me to distribute to your peers at least one week prior to the group session in which you are scheduled to present.

To find articles, use one of the research databases available through the NCCU Library (<http://web.nccu.edu/shepardlibrary/>) I recommend using PSYCINFO or Proquest Central. Example article topics might pertain to specific disorders or presenting concerns expressed by your client or a specific client population (e.g., social anxiety in college men), specific interventions you could use with a client (e.g., journaling, practicing meditation in session with clients), or using a particular treatment approach with a specific population (e.g., CBT with nontraditional college students).

VIII. COURSE EVALUATION

Assignment	Due Date	Points
Participation in supervision (including meeting hours, completing readings, providing feedback, engaging in discussions, submitting paperwork)	Ongoing	200
Recordings and session review forms	Ongoing	100
Bridging Research and Counseling Presentation	Due on agreed upon date: _____	50
Case Presentation	Due on agreed upon date: _____	150
Midterm Goals Reflection	Due 2/27	25
Final Goals Reflection	Due 4/17	25
	TOTAL	550

Grading Scale:

A	495-550
B	440-494

C	385-439
F	<385

Course Schedule

Date	Format	Focus / Readings and Assignments
Week 1 January 7-11	Group Wednesday 5:00-6:30pm	Getting started <ul style="list-style-type: none"> • Introductions • Review syllabus, sign ups (triadic, bridging research and practice presentation) • Discuss learning goals Due as available: Copy of Liability Insurance and MOA
Week 2 January 14-18	Group Wednesday 5:00-6:30pm	Readings due: McGlothlin (simple steps) Myer & Cogdal (crisis work) Due: Goal Statement
	Triadic (as scheduled)	
Week 3 January 22-25 Happy MLK Day!	Group Wednesday 5:00-6:30pm	Readings due: Othmer (building rapport)
	No Triadic	
Week 4 January 28- February 1	Group Wednesday 5:00-6:30pm	Readings due: Day-Vines et al., 2007 (broaching)
	Triadic (as scheduled)	
Week 5 February 4-8	Group Wednesday 5:00-6:30pm	Readings due: Scott, Boylan, & Jungers, 2015 (assessment/conceptualization) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 6 February 11- 15	Group Wednesday 5:00-6:30pm	Readings due: McNichols, et al., 2016, Gehart Ch. 3 (goal setting) Case Presentation(s) _____
	Triadic (as scheduled)	

Week 7 February 18-22	Group Wednesday 5:00-6:30pm	Readings due: Halbur & Halbur ch. 3 Case Presentation(s) _____
	Triadic (as scheduled)	
Week 8 February 25 – March 1	Group Wednesday 5:00-6:30pm	Readings due: Halbur & Halbur ch. 4 Case Presentation(s) _____
	Triadic (as scheduled)	Due: Midterm Reflection on Goals
Week 9 March 4 - 8	Group Wednesday 5:00-6:30pm	Readings due: Hutchinson, 2007 (termination) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 10 Spring break 3/9-3/17 Meetings cancelled	Group	
	Triadic	
Week 11 March 18-22	Group Wednesday 5:00-6:30pm	Readings due: (skim) “Bridging Research and Practice” articles Case Presentation(s) _____
	Triadic (as scheduled)	
Week 12 March 25-29	Group Wednesday 5:00-6:30pm	Readings due: (skim) “Bridging Research and Practice” articles Case Presentation(s) _____
	Triadic (as scheduled)	
Week 13 April 1-5	Group Wednesday 5:00-6:30pm	Readings due: (skim) “Bridging Research and Practice” articles Case Presentation(s) _____
	Triadic (as scheduled)	
Week 14 April 8-12	Group Wednesday 5:00-6:30pm	Readings due: (skim) “Bridging Research and Practice” articles Case Presentation(s) _____
	Triadic (as scheduled)	
Week 15 April 15-18	Group Wednesday 5:00-6:30pm	Due: Final Reflection on Goals, Hour log, Final Eval

Appendix B: Session Review Form

Counselor _____ Date _____ Tape # _____

Category	Evaluation	Comments <small>(minimum of one comment per section)</small>
Session Management		
1) Prepared for client prior to session	1 2 3 4 5 NA	
2) Created a safe clinical environment	1 2 3 4 5 NA	
3) Conducted comprehensive informed consent	1 2 3 4 5 NA	
4) Conduct comprehensive intake session	1 2 3 4 5 NA	
5) Appropriate pacing and management of time during sessions (transition through phases of session)	1 2 3 4 5 NA	
6) Appraised client when session was almost over	1 2 3 4 5 NA	
7) Conducted ending phase of session and discussed time between sessions	1 2 3 4 5 NA	
Counseling Skills and Abilities		
8) Overall demonstrated effective facilitative (basic helping) skills	1 2 3 4 5 NA	
9) Ability to establish relationship and build rapport	1 2 3 4 5 NA	
10) Ability to accurately respond to variety of client emotions	1 2 3 4 5 NA	
11) Accurate and meaningful reflections of feeling	1 2 3 4 5 NA	
12) Accurate and meaningful reflections content	1 2 3 4 5 NA	
13) Understanding the uniqueness and meaning of the client's story	1 2 3 4 5 NA	
14) Timing – responding at the optimal moment	1 2 3 4 5 NA	
15) Demonstrated congruence in session	1 2 3 4 5 NA	
16) Appropriate use of silence	1 2 3 4 5 NA	
17) Appropriate use of self-disclosure	1 2 3 4 5 NA	
18) Appropriate use of immediacy	1 2 3 4 5 NA	
19) Appropriate use of open- and close-ended questions	1 2 3 4 5 NA	
20) Understanding and response to	1 2 3 4 5 NA	

<p>Nonverbal communication</p> <p>21) Ability to keep the focus of the session on the client</p> <p>22) Ability to deal with client resistance</p> <p>23) Demonstrated developmentally appropriate multicultural competence</p>	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>	
<p>Case Conceptualization, Goals, and Interventions</p> <p>24) Considered cognitive, affect, behavioral, and interpersonal aspects of client issue</p> <p>25) Ability to create ongoing holistic assessment of the client with consideration to background/demographic/cultural (worldview) information</p> <p>26) Used conceptualization as basis for planning session, choosing culturally sensitive interventions, collaboratively setting goals, and evaluating client progress</p> <p>27) Considered environmental factors (e.g., stressors and resources)</p> <p>28) Identified patterns and themes</p> <p>29) Demonstrated effective collaborative goal setting with clients</p> <p>30) Facilitated movement towards goals</p> <p>31) Used and matched a variety of appropriate and intentional counseling approaches/strategies/interventions</p> <p>32) Conducted comprehensive crisis assessments/intervention as appropriate</p> <p>33) Competent analysis and resolution of ethical issues/dilemmas</p>	<p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p> <p>1 2 3 4 5 NA</p>	

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

Appendix C: Case Presentation Guidelines for Case Presentations

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

1. Client Demographics

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

2. Presenting Problem

- a. Why is client here? Why now? Is presenting problem described by client the same as what you see as the presenting problem? How has the presenting problem developed/changed over time? How is it manifesting now?

3. History of significant events

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

4. Conceptualization

- a. Working hypotheses for DSM Diagnosis (if applicable)
 - i. Including previous client diagnoses
 - ii. Documented learning or physical disabilities
- b. Conceptualization of client
 - i. Apply a theory of your choice to describe your client's situation (in at least four sentences)
 - ii. Describe relevant cultural variables, their impact on client's strengths, access to resources, and beliefs/values/worldview. Discuss your match/mismatch with the client in terms of these cultural variables.
 - iii. Identify developmental stages/concerns of the client
 - iv. Assess client's level of overall wellness

5. Course of Counseling

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

6. Current difficulties, blocks, needs from group

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