



North Carolina Central University

"Communicating to Succeed"
"Preparing Educators for Diverse Cultural Contexts for the 21st Century"

School of Education's Vision

To become an international community of scholars who are culturally responsive educators and practitioners.

SCHOOL OF EDUCATION'S 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 5372 – Supervised Practicum in Counseling (Online)

FALL 2018

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On Mondays, Wednesdays, and Thursdays, you may (a) call my telephone # 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 Texts

No required texts for this section of the course.

Recommended Texts

- Gehart.D., (2013). *Theory and Treatment Planning in Counseling and Psychotherapy*, (2nd ed.). Belmont, CA: Brooks/Cole
- Halbur, D. & Halbur, V. (2006). *Developing your theoretical orientation in counseling and Psychotherapy* (2nd ed.). Uppersaddle River, NJ: Pearson, Prentice Hall.
- Cromier.S., Nurius,P., & Osborne, C.(2013). *Interviewing and change strategies for helpers: Fundamental skills and cognitive behavioral interventions*. (7th ed.). Belmont, CA: Brooks/Cole

Course Description:

Prerequisites: Phase 2 completion and B or better in CON 5371. This course presents an opportunity for advanced students in counseling to demonstrate in an institution, agency, or industry the ability to apply interviewing skills, counseling interventions, vocational assessment, and placement techniques in individual and/or group counseling sessions. The practicum is a 100-hour field placement experience.

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	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	Student Log Attendance log
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	Student Log Attendance log

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	Audio recordings with self-critique Journal Treatment plan/case conceptualization
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	Audio recordings with self-critique Journal Treatment plan/case conceptualization 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	Journal Log Mid-term and final evaluations

Course Requirements:

Direct and Indirect Hours on Site

A total of 100 hours experience at a site. A minimum of 40 clock hours of your time must be spent in direct **face-to-face** (breathing the same air) service with your clients. The remaining hours can be indirect hours, but they need to be completed at your placement site. There are no points to be gained for completing your hours, but because this is the primary element of the Practicum, if you fail to reach 100 hours (with a minimum of 40 direct hours) you will lose 60 points from your point total.

University Supervision, Group Supervision:

Weekly one-and-a-half (1.5) hour meetings with your university supervisor (i.e., class instructor) for group supervision. This is our designated “class time” and will take place using web-conferencing software. During these meetings, you will discuss your practicum site progress, present cases/clients that they are seeing, provide feedback to fellow group members, discuss readings/topics regarding their placement and professional development, and present audio recordings for group review. Remaining time will be devoted to discussion of topics of interest.

Attendance is mandatory. ***Missed meetings can result in failure of the course.***

Attendance is worth 5 points per group meeting, but you must be on time. If you are late to a group supervision meeting, you will receive less than full credit for that meeting. If you miss more than two meetings, please drop the course.

University Supervision, Triadic Supervision (aka, “Triads” or “Dyads”):

Weekly meetings with a university supervisor for one hour of additional supervision (beyond the group supervision). This time will be arranged within the first few weeks of classes. During these meetings, you will discuss clients and cases in more detail, listen to audio recordings, and receive more personalized supervision.

Attendance at these meetings is also mandatory. Attendance is worth 5 points per triad meeting, but you must be on time. If you are late to a triad meeting, you will receive less than full credit for that meeting. If you miss more than two triad meetings, please drop the course.

Session Recordings

You will submit at least 6 audio recordings during supervision for critique and evaluation. Each student will present at least one of these recordings for class critique (group supervision). This recording will be presented as your case conceptualization (see below). Be sure to document your client’s consent to be taped.

A sample permission form is available on the Counselor Education Program’s website. 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 a 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.

In triads/dyads, you will play a total of 6 digital audio recordings and complete a digitally written critique of your skills. You are required to listen to each recording 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 will not be reviewed until a critique has been submitted on Blackboard.

Recordings will be played directly for the instructor while connected using the web-conferencing software. 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 10 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. If you fail to submit a recording, an additional 25 points will be deducted from your final grade per missing recording.

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 32 points (2 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. There are no points to be gained for submitting your log, but failure to submit a copy of your log in any week will result in being asked to stop all activities at your site until the log is submitted.

Case Presentation/Treatment Plan:

For the recording that you present to the class, you will develop a case presentation/conceptualization and treatment plan. The conceptualization will require you to draft a narrative of your thoughts regarding this client – and then develop a plan for what you might do with this client in the future.

The guidelines for the presentation are presented near the end of the syllabus. A template/model for a treatment plan will be presented during class time. The project is worth 25 points.

Evaluations:

Completed evaluations forms from your site supervisor are due to your university supervisor at mid-term and at the end of the semester. They will serve as a part of your final grade. The mid-term and final evaluations are both worth 10 points each. Failure to submit an evaluation will result in a subtraction of an additional 25 points from your final grade. Copies of the form are available at www.nccucounseling.com.

Course Evaluation

ELEMENT	POINTS AVAILABLE
Attendance: Group Supervision (5 points per meeting, 14 meetings)	70
Attendance: Triadic meetings (5 points per meeting, 9 meetings)	45
Recordings: 6 recordings (10 points per recording)	60
Journals: One per week (2 points per week, 16 weeks)	32
Case Conceptualization/Presentation	25
Evaluations: Mid-term and Final (10 points each)	20
TOTAL	252

NEGATIVE NOTES:

- Failure to complete 100 hours (with at least 40 direct hours): Minus 60 points
- Failure to submit and review 6 recordings: Minus an additional 25 points
- Failure to submit a log each week: Stop hours at site immediately until submitted
- Failure to submit a site supervisor evaluation: Minus an additional 25 points
- Miss more than two group meetings: Withdraw or failure
- Miss more than two triad meetings: Withdraw or failure

Grading Scale

226-252 points	A
201-225	B
176-200	C
Below 176	F

Course Schedule

Date	Activity/Topic	Due
Aug. 13	1 st Day of Class Syllabus Review, Introductions, Overview, Expectations Logistics	
Aug. 20	Theoretical orientation discussion Case conceptualization and treatment planning	Journal and Log
Aug. 27	Check-in, case discussions, seminar topic	Journal and Log
Sept. 3	LABOR DAY – no group supervision meeting	Journal and Log
Sept. 10 + triad	Check-in, case discussions, seminar topic	Journal and Log
Sept. 17 + triad	Check-in, case discussions, seminar topic	Journal and Log
Sept. 24 + triad	Check-in, case discussions, seminar topic	Journal and Log
Oct. 1 + triad	Check-in, case discussions, seminar topic	Journal and Log
Oct. 8 + triad	Check-in, case discussions, seminar topic	Mid-term Evaluation Journal and Log
Oct. 15	FALL BREAK – no group supervision meeting	Journal and Log
Oct. 22 + triad	Check-in, case discussions, seminar topic	Journal and Log
Oct. 29 + triad	Check-in, case discussions, seminar topic	Journal and Log
Nov. 5 + triad	Check-in, case discussions, seminar topic	Journal and Log
Nov. 12 + triad	Check-in, case discussions, seminar topic	Journal and Log
Nov. 19	Check-in, case discussions, seminar topic	Journal and Log
Nov. 26	Check-in, case discussions, seminar topic Wrap-up	Final evaluation Journal and Log

- Triads scheduled directly with instructor and partner
- All recordings reviewed initially during triads
- Case conceptualization presented during group as scheduled/arranged with instructor

Technical Specifications related to our Course Supervision

- Individual and group meetings will be held using WebEX videoconferencing software. It is available (for free) in desktop, laptop, tablet, and smartphone formats.
- If you will use a desktop or laptop computer, you can enter a test meeting at any time (to test your equipment): <https://www.webex.com/test-meeting.html>
- If using a smartphone or tablet, download the WebEX app. Search your app store for “WebEX” or Cisco WebEX meetings.
- Connection will require a private, stable, high-speed internet connection. If you will use a smartphone, you will need a strong cell signal.
- Please make sure that you have a microphone and video camera enabled on whatever computer or device that you will use to connect. Video and audio are required. Once you enter the meeting space, you will need to activate or enable both your audio and video.

Responsibilities and Requirements for Video-based Individual Supervision:

- Each student is responsible for ensuring that they have the software and devices necessary to participate in every supervision meeting.
- Each person (student and instructor) is required to use headphones or earbuds for every supervision meeting. This is important for technical reasons (to reduce audio feedback), but it is also important for confidentiality purposes.
- When participating in supervision, students should be at a location that provides a private, stable, high-speed internet connection.
- When participating in a supervision meeting, the student should be located in a private and closed room (i.e., behind a closed door, just like you were meeting with the instructor in 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.

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 Project 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 internship 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 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.

ATTENDANCE POLICY

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

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

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 DISABILITY SERVICES

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Disability Services (SDS) in Suite 120 in the Student Services Building. Students who are new to SDS or who are requesting new accommodations should contact SDS at [\(919\) 530-6325](tel:9195306325) or sds@nccu.edu to discuss the programs and services offered by SDS. Students who are already registered with SDS may renew previously granted accommodations by visiting the SDS website at www.nccu.edu/sds and logging into **Eagle Accommodate**. Accommodations plans for law students are effective for one academic year and must be renewed every fall semester. All other students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class.

CONFIDENTIALITY AND MANDATORY REPORTING

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (POL 80.07.1). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Rules and Regulations website at www.nccu.edu/policies/retrieve.cfm?id=450. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-6334 or TitleIX@nccu.edu, or submitting the online form through <http://www.nccu.edu/administration/dhr/titleix/index.cfm>.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, AND RESOURCES

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, [\(919\) 530-7492](tel:9195307492), studentadvocacy@nccu.edu.
- *Counseling Center*. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. Contact Information: Student Health Building, 2nd Floor, [\(919\) 530-7646](tel:9195307646), counseling@nccu.edu.

- *University Police Department.* The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, nccupinfo@nccu.edu.

VETERANS SERVICES

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

Resources

- Baird, B. (2011). *The internship, practicum and field placement handbook: A guide for the helping profession.* (6th ed). Uppersaddle River, NJ: Pearson, Prentice Hall.
- Boylan, J. & Scoll, S.(2009). *Practicum internship: The textbook and resource guide for counseling and psychotherapy.* New York, NY: Routledge.
- Cates, J. T., & Schaeffle, S. E. (2009). Infusing Multicultural Training into Practicum. *Journal Of Counseling Research & Practice*, 1(1), 32-41.
- Cormier , S. & Hackney, H. (2012). *Counseling strategies and interventions*, (8th ed.). Upper Saddle River, NJ: Pearson.
- Dupre, M., Echterling, L. G., Meixner, C., Anderson, R., & Kielty, M. (2014). Supervision Experiences of Professional Counselors Providing Crisis Counseling. *Counselor Education & Supervision*, 53(2), 82-96. doi:10.1002/j.1556-6978.2014.00050.x
- Fall, K., Holden, J. & Marquis,A. (2010). *Theoretical models of counseling and psychotherapy* (2nd ed.). New York, NY: Routledge.
- Helms, J.E., & Cook, D.A., (1999). *Using race and culture in counseling and psychotherapy: Theory and perspective.* Boston, MA: Allyn and Bacon.
- Ivey, A.E., D'Andrea, M.D. , Ivey, M.B. & Simek-Morgan, L., (2002). *Theories of counseling and psychotherapy: A multicultural perspective.* Boston, MA: Allyn Bacon.
- Ivey, A., Ivey, M., Myers, J., & Sweeney, T. (2005). *Developmental counseling and therapy: Promoting wellness over the lifespan.* Boston, Ma: Houghton Mifflin Company.
- Ivey, A.E. & Russell-Chapin, L.A. (2004). *Your supervised practicum and internship: Field resources for turning theory into action.* Belmont, CA: Thomson Brooks/Cole.
- Kaiser, D. H., McAdams, C. R., & Foster, V. A. (2012). Disequilibrium and Development: The Family Counseling Internship Experience. *Family Journal*, 20(3), 225-232. doi:10.1177/1066480712448787
- Lenz, A., Oliver, M., & Sangganjanavanich, V. (2014). Perceptions of the Wellness Model of Supervision among Counseling Interns. *Clinical Supervisor*, 33(1), 45-62. doi:10.1080/07325223.2014.905814
- Robinson, T.L. (2012). *The convergence of race, ethnicity, and gender: Multiple identities in counseling* (4th ed.). Upper Saddle River, NJ: Pearson- Merrill Prentice Hall.

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?