



## North Carolina Central University

"Communicating to Succeed"

"Preparing Educators for Diverse Cultural Contexts for the 21<sup>st</sup> Century"

### 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 professional to serve and inspire excellence in teaching, administration, counseling, communication, technology 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 community. The primary focus of the counselor education mission is to prepare professional counselors who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. 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. The guiding conceptual framework for all programs in the School of Education is stated as *preparing educators for diverse cultural contexts*.

The School of Education's Vision: To Prepare Educators for Diverse Cultural Contexts and Advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

The Department of Counselor Education's Mission: North Carolina Central University is located in Durham, a fairly urban area in central North Carolina. Nearby regions include rural areas, as well as the Research Triangle Park. The Department of Counselor Education prepares professional counselors to work in career, school, and community agency settings who promote development across the lifespan, advocate for systemic change, and respond to the complexity of human needs associated with a diverse society. Faculty are expected to teach and mentor students, serve the community and profession, and conduct and disseminate research.

### Course Information

**Course Prefix and Title:** CON 5390: Internship in Counseling ONLINE: Fall 2018

**Number of Credits:** 3 hr or 6 hr

#### Course Description:

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

**Meeting Time:** Fall 2018: Wednesdays, 5:00pm to 6:30pm. (Aug 13– Nov 26, 2018)

**Class Location:** Online - Synchronous Class Meeting via WebEx: <https://nccu.webex.com/join/swasik>

#### Instructor Information:

Name: Suzan Z. Wasik, PhD, NCC, LPC, (NC)

Email: [swasik@nccu.edu](mailto:swasik@nccu.edu)

#### Office location:

2132 School of Education. Office phone (919) 530-5179; FAX: (919) 530-7522

#### Office hours:

Tues 10-2 pm; W 10 – 2pm (virtual and by appointment); Th 10am– 12pm (virtual and by appt.)

\*\*\*Please allow 24-48 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays.

**Website:** <https://nccu.blackboard.com> and WebEx Meetings via Blackboard.

**Textbooks:**

There are two (2) recommended textbooks for this course. (Note: Neither are required, but both are *highly recommended* - especially if you are a clinical mental health major and/or planning to sit for the National Counselor Exam).

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

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

*There will also be selected readings throughout the semester as well in the form of journal articles and case studies.*

**Foliotek Statement:**

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

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

**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.

**LEARNING OUTCOMES:**

| Department of Counselor Education Program Outcomes:<br>The program develops counselors who can demonstrate:  | Course(s) Covered*  |
|--|---|
| 1. Develop a theoretically solid philosophy of practice. Formulate a professional identity that responds to the needs of their client populations.   | CON 5200; Career: CON 5320; CON 5325; Community Agency: CON 5380; School: CON 5303                  |
| 2. Utilize cultural competence in practice.<br>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. | Individual: CON 5371; Group: CON 5351; Family: CON 5372; Diversity: CON 5360; Development: CON 5331 |
| 3. Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development.   | CON 5360; Career: CON 5320; Community Agency: CON 5380; School: CON 5303                            |
| 4. Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access.  | CON 5360; CON 5373  |
| 5. Utilize appropriate assessment tools and procedures.  | CON 5361  |
| 6. Consult with others concerning the developmental needs of culturally diverse clients.   | CON 5373; CON 5360; CON 5390  |
| 7. Integrate research data into evidence-based practice.   | EDGR 5910; EDGR 5920; CON 5390  |
| 8. Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics.   | CON 5371; CON 5390  |

| Student Learning Outcomes (for all majors)<br>Corresponding CACREP Standards are cited (CACREP, 2016).<br><br>The counselor trainee will be able to....  | METHOD FOR OBTAINING OUTCOME                          | METHOD FOR EVALUATION OF OUTCOME                                 |
|--|---|--|
| 1. After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. (III.J)<br>2. Participate in at least 240 clock hours of direct service. (III.K)   | Placement   | Recordings, Supervisor evaluation; Journal; Log; Project         |
| 3. Interact weekly (averaging one hour per week of individual and/or triadic supervision) throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member. (III.L) | Placement meetings with site supervisor               | Supervisor evaluation, Journal, Log                              |
| 4. Meet an average of 1 1/2 hours per week for group supervision provided (on a regular schedule throughout the internship) by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member. (III.M)                            | Supervision meetings                                  | Supervision meeting attendance, Journal, Log                     |
| 5. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (III.D)   | Placement; Readings                                   | Supervisor evaluation, Journal, Log, Recordings, Project         |
| 6. Document the opportunity for the student to develop program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. (III.B)  | Placement, Supervision meetings, Site visits          | Recordings, Supervisor evaluation; Journal; Log; Project         |
| 7. Receive formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship (III.C)  | Placement, Supervision Meetings, Project, Site visits | Supervisor evaluation, Log; Meeting attendance; Journal; Project |

## **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

## **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 or [sds@nccu.edu](mailto: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](http://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.**

## **Other Campus Programs, Services, Activities, and Resources**

Other campus resources to support NCCU students include:

- *Student Advocacy Coordinator (formerly Student Ombudsperson)*. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, G-06, (919) 530-7492, [studentadvocacy@nccu.edu](mailto: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, 2<sup>nd</sup> Floor, (919) 530-7646, [counseling@nccu.edu](mailto: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@ncsu.edu](mailto:nccupinfo@ncsu.edu).

### **North Carolina Central University Class 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. (See Course Policies section of the syllabus). 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.**

## **INTERNSHIP COURSE REQUIREMENTS & POLICIES**

### **Counseling Department Attendance Policy for Internship Class:**

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

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. Students who miss class to participate in pre-approved university-authorized activities may be 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.

### **Confidentiality:**

Some class discussions may be confidential in nature. While the learning environment is different from a clinical setting, growing self-awareness often involves self-disclosure. Should they occur, these disclosures should be treated as confidential information not divulged outside of the classroom environment with non-class members or instructors without permission.

In addition, client confidentiality is required and expected at all times. Interns may not disclose clients' names (either verbally or in case write-ups) and tapes should be erased immediately after being presented in class. Finally, interns must use headsets when meeting in online classes and may not meet in public areas or where confidential information may be overheard by others.

### **Course Policies**

- Candidates are expected to participate in all classes and assigned activities. Candidates **cannot miss more than 2 class meetings**. If more than two classes are missed, the student will be dropped from the course and/or not receive a passing grade. In addition, the instructor will not be able to sign off on the endorsement forms required for LPC licensure. The instructor will report the facts to the student's academic dean and department chair for appropriate follow-up. **As of Fall 2017, NW and NF attendance grades will no longer be assigned.**
- Class begins and ends on time. More than two (2) tardies and/or leaving class early will count against participation points. Further, any assignments/activities missed as a result of missing class time will result of missed points.

- 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.
- All assignments are to be completed and submitted on time directly onto Blackboard (BB) according to dates listed in the syllabus. The course BB site is where you will find the most up to date and specific information. Any potential changes in the syllabus or changes of due dates will be updated on BB accordingly. If you have a general question about an assignment, please contact your instructor via email for quickest response.
- Students are expected to check their Blackboard course and participate several times per week to ensure they are up to date on announcements, assignments and relevant course information.
- Written assignments are graded on the quality of content, format, grammar, and spelling according to the Publication Manual of the American Psychological Association unless otherwise noted. All papers should reflect graduate level content and preparation. Careless preparation or inappropriate presentations will adversely affect the grade for that assignment.
- Please note: **I strive to provide continual feedback on papers and projects throughout the semester within 7-14 days after DUE DATE of assignment.**

#### **Missed Assignments:**

- Late assignments will not be accepted. If there are special concerns or circumstances, contact your instructor electronically or in person as soon as possible. Assignments that are not turned in will receive a grade of zero (0). Grades for the course are based on accumulation of points. See grading scale below for specific point values of each assignment.

#### **Communication with Professor:**

- Email is the quickest way to reach me. I will be sending the class emails and/or announcements at least once per week. When communicating via email, I will only be communicating through your [nccu.edu](mailto:nccu.edu) email account. Please check and use your official nccu.edu email for all university and supervision related communication. I will respond to emails within 24-48 hours (excluding nights, weekends, and holidays).

#### **Site Supervision:**

- You must participate in **weekly, individual on-site supervision with your on-site supervisor totaling one hour per week**. You will also need your site supervisor to sign off on weekly logs. Weekly logs should be signed by supervisor every week, scanned, and emailed to me on a week-to-week basis. Scanned weekly logs should be emailed to me every Monday before 11:59 pm. Weekly logs should be saved in the following format:  
**YourLastName\_Hours\_Week1.pdf YourLastName\_Hours\_Week2.pdf...**
- Your site supervisor should have their **midterm and final formal internship evaluation submitted to the instructor as directed on the syllabus**. Copies of the form are available at [www.nccucounseling.com](http://www.nccucounseling.com) and on BB. The instructor will use the site supervisor's midterm and final evaluation as an element of the overall final evaluation by the instructor/university supervisor. Interns are encouraged to discuss their midterm and final evaluations with their site supervisors.

**University Supervision:**

- There will be group supervision meetings with your university supervisor/instructor on a weekly basis. Attendance is mandatory. (Please review Internship Attendance Policy). Missed meetings can result in failure of the course. Be on time/early. Class begins and ends on time. (Tardiness counts against Participation points.)
- During these meetings, we will review audio recordings. Candidates will provide feedback to fellow group members, present cases/student-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.
- For on-campus sections, if you must have your cell phone with you, please silence your phone (including silence when it is on vibrate). Please DO NOT answer the phone during class as it is not professional. It is also very disruptive and disrespectful to fellow colleagues' learning process. I recognize emergencies occur and would ask that you quietly remove yourself from class in order to answer calls of an urgent nature. / NOTE: This is also the case for online meetings when we meet in the virtual WebEx classroom
- **For virtual/online Internship sections**, students are to come to the virtual classroom as though they were attending a traditional class meeting. Students should find a quiet and private space (free of distractions) so to maintain confidentiality and with good internet connection. Please wear earphones during class to further protect privacy of the discussions. Public cafes or public meeting spaces are not appropriate virtual classroom meeting spaces for this course. Further, online internship students should behave in a professional manner while attending virtual internship supervision. Refrain from eating, leaving the class meeting, and other disruptive behavior. Contact the instructor with any questions or clarifications.

**INTERNSHIP PROCEDURES AND EXPECTATIONS**

We will be meeting for group supervision on a weekly basis via WebEx on Tuesdays at 5-6:30 pm. (This is in addition to the minimum of 1-hour weekly site supervision that you should be having at your site with your individual site supervisor.)

**Responsibilities and Requirements for Video-based Group 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 the webcam as well as 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) and 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, attentive, and participatory to our conversation.**
- Interns are not allowed to begin their hours until AFTER our first university class meeting.
- Important note regarding on-site professional behavior – It is important maintain professional and appropriate boundaries and practice ethical behavior at your site. *Do not share personal emails or phone numbers with clients.* If you ever have any questions or concerns at any time during the course of your internship, please contact your site supervisor and/or your internship university supervisor. We are here to help you navigate this experience successfully and professionally.

### **The Difference Between Individual Site Supervision and University Group Supervision**

Individualized supervision and specific content expertise is meant to ***be obtained at your site***. The university group supervision model is more collective in nature and is focused on overall case conceptualization and presentation of cases in an online group setting.

The protocol for the group supervision internship course will be based on CACREP requirements that require interns to submit **6 recordings during the course of the semester and meet for 1.5 hours weekly in a group supervisory format** (in addition to their regular site supervision of no less than 1-hour per week at the internship site). The required group supervision recordings should be ***taped over the course of the semester*** and highlight a variety of clinical issues and examples.

### **What to Expect in Group Supervision Class Meetings:**

Each week, a group supervision session will last 1.5 hours and will be focused on having students present portions of 6 recordings *over the course of the semester*. Your recordings should demonstrate different aspects of your internship experiences (intake, typical sessions, termination, career presentations, etc...), should span across the four months, and do not all have to highlight what you do well. A lot can be learned when discussing/presenting something that you wish could have gone better!

Group supervision will begin promptly on time, although the professor will be on the WebEx approximately 15 minutes prior to address any individual questions as needed.

Each week, 3-4 students will present their case/recording in the following manner:

- Upload your recording critique online by *the Monday before* the class meeting as per due dates noted on the syllabus. (Critique forms can be found on Blackboard).
- Before you present your case, give us a brief (no longer than 2 minutes) verbal synopsis/case overview as if you were about to present at a site team meeting. This will help demonstrate overall case conceptualization.
- Have your audio cued and ready *before class begins*. Have a specific portion of the recording prepared to discuss as reported in your Critique assignment. (Reflect upon what you need help with. Think about questions/comments such as: I didn't know what to do when..., I need some help with....or, I found this part interesting because....).

- Share a 10-15 minute audio segment of this session for which you have a SPECIFIC QUESTION, CONCERN, ISSUE or COMMENT that you would like to discuss with the group.
- Interns will be provided with feedback that is requested from the supervisor and group. In some cases, the university supervisor might request additional one-on-one meeting time with the supervisee to discuss issues regarding the recording or the case as needed.
- Please DO NOT be unprepared or unsure of what you want to highlight in your recording. These assignments should be thoughtfully considered and planned by you before group supervision.
- At any time throughout the course of the semester, interns may request to meet individually with the university supervisor to discuss internship related issues outside of group supervision.

## Syllabus Snapshot

|  |   |   |   |  |
|--|---|---|---|--|
| <u>6 Recording Sessions/Critiques</u><br>20 points each/<br>120 points total | <u>Weekly Journals (12 journals)</u><br>5 points each/<br>60 points total | <u>Midterm and Final Evaluations</u><br>10 points each<br>20 points total | <u>Clinical Placement Project (CPP) – Final Project</u><br>200 points total | <u>Participation</u><br>100 points total |
|--|---|---|---|--|

| <b>Method</b>  | <b>Points</b> |
|--|---------------|
| Recordings/Critiques (6 recordings at 20 pts each)                   | 120           |
| Journals (12 journals at 5 pts each)                                 | 60            |
| Midterm/Final Evaluation from Supervisor (10 pts each)               | 20            |
| Clinical Placement Project (CPP) – Final Project with Drafts         | 200           |
| Participation (attendance, homework, engagement, Marketing Project)* | 100           |
| <b>Total</b>   | <b>500</b>    |

### Grading

|                |          |          |
|----------------|----------|----------|
| <b>450-500</b> | <b>=</b> | <b>A</b> |
| <b>400-449</b> | <b>=</b> | <b>B</b> |
| <b>350-399</b> | <b>=</b> | <b>C</b> |
| <b>349-0</b>   | <b>=</b> | <b>F</b> |

## **SYLLABUS BREAKDOWN:**

### **Journal (5 points each/60 points total):**

You are asked to post a reflective journal entry of your experiences, reflections, thoughts, and feelings about your placement on Blackboard. Often, you will be given a topic or writing prompt. Your journal is a mandatory developmental exercise in self-analysis and reflection. You are responsible for one typed entry (several paragraphs, but no more than one page) per week. Journals are worth 5 points (12 total Journals) for a total of 60 points. Do not include any information that would identify a client. **\*Your weekly journal is to be uploaded onto Blackboard no later than 11:59pm every MONDAY.**

### **Session Recordings/Critiques (20 points each/120 total points):**

You are required to audio record a certain amount of your sessions - Six over the course of the semester at 20 points each whether you are doing a 300 or 600-hour internship. 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. Recordings will be listened to during group meetings and via peer review.

**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 previous recording with your university supervisor. It is expected that the 6 sessions will span across the entirety of the semester and will demonstrate growth in counseling skill. (Please do NOT record all 6 sessions during a short span of time just you're your recordings completed. The point is to demonstrate diverse skills and growth over a 4-month period.)

- You are expected to secure your consent forms. 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/](http://www.nccucounseling.com/students/)).**
- Submit a total of 6 digital recordings (see departmental website for recommended digital voice recorder) along with a written critique of your skills to be uploaded on BB.
- You should come to class with the audio cued or with the time stamp readily available to begin. You are required to listen to your own recording and evaluate it prior to submitting it. Critique forms are available on Blackboard and are to be uploaded on a weekly basis.
- 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. Self-reflection may prove to be the most powerful learning tool during this course. 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, may do in the future, and how your next interaction(s) may be improved.
- Recordings should be played directly for the instructor while connected using Skype or WebEx. 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. You can upload the critique onto Blackboard. It is your responsibility to ensure the security of all client information.
- Each recording and critique are worth up to 20 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.

NOTE: A minimum of 6 acceptable recordings must be submitted over the course of the semester in order to pass the course.

**CPP – Clinical Placement Project - Final Project (200 points):**

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 at the end of the syllabus and on Blackboard). There will be three due dates for portions of this assignment as it will be a progressive project spanning the course of the semester. *This entire assignment is worth 200 points.* NOTE: This project is due each semester – whether or not you are completed a 300- or 600-hour internship. For those completing a second 300-hour semester, you can update your project accordingly. *Your Clinical Placement Project is to be completed by your Final Defense Date.* For students not graduating this semester, the CPP will be due by Week 13.

**Participation (100 points)\*:**

This is a group supervision course. Participation and professionalism are key for a successful experience, both individually and collectively. One hundred points of this course are earned through participation. You are expected to act in a professional manner, attend class on time, and be prepared. Points are deducted for late/incomplete work, tardiness, absences, and related unprofessional behavior. The following are components of the course participation score:

**Participation points can be earned by:**

Attendance, timeliness, class engagement/discussions, completing assignments, and completing a Marketing Project.\*

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

**Weekly Logs:**

You are required to submit a signed copy of your log of your hours at your site on a weekly basis. The digital log sheet can be found on Blackboard. You are responsible for completing all areas of the log. *Make sure that your site supervisor signs your original log before submitting the copy to the instructor.* Do not submit logs in which your site supervisor has not endorsed. Logs should have a running weekly total of your hours (both direct and indirect). Failure to submit a copy of your log each week will result in Participation points deduction, and could also result in a failing grade for the course.

**Participation points will be deducted accordingly per incident:**

Late for class = ( – 5 pts )

Absent from class\* = ( – 10 pts)

\*Note: ***More than 2 classes missed will result in an automatic deduction of -240 points from your total participation grade which will result in a grade of F for the course.***

Late or incomplete assignments/forms (i.e. handed in late or uploaded after deadline) = ( – 10 pts)

Unprofessional behavior = (minimum – 5 pts)

More than 1 incidence will result in meeting with Program Coordinator and/or Dean.

Missing log – Students will not be allowed to continue or successfully complete internship without appropriate documentation that is submitted on a weekly basis. Logs should be completed, signed by the site supervision and submitted to the instructor every week on the Monday before class. If proper documentation is not submitted on due dates, 10 points will be deducted, and students can be dropped from the course (instructor's discretion).

**PROFESSIONAL NOTE REGARDING ONLINE/VIRTUAL CLASSROOMS:**

It is important to attend virtual meetings in a secure and confidential location with the use of headsets. It is imperative that these sessions maintain client confidentiality, and that they are not held in public locations where others can overhear your conversations and subject matter. Also, during virtual WebEx meetings, students are expected to behave in a professional manner, utilize video cameras and headsets during session and treat the virtual class as a professional meeting.

**Technical Specifications related to our Course Supervision**

Group Supervision: Group supervision meetings will be held via weekly WebEx teleconferencing.

Individual (Dyad/Triad) Supervision: Individual supervision meetings (can be held as needed) via WebEx, 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.

NOTE: This schedule is tentative. The instructor reserves the right to alter the schedule and assignments as needed.  
 \*\*\*For students completing their final internship, Clinical Placement Projects (CPP's) are due by your Final Defense Dates.  
 \*\*\*Your hours at your site must halt on: **Wednesday, Nov 21, 2018.**

|    | Tentative Schedule | Activity/Topic   | Due   |
|----|--------------------|--|---|
| 1  | Aug 15             | Introductions /Syllabus<br>Discussion of: Difference between practicum and internship, case conceptualization, and course expectations.<br>Suggested topics to be discussed during semester.   |   |
| 2  | Aug 22             | Check-in /Discuss Project – Questions<br>Treatment Planning/Case Conceptualization   | Read Ch 1 & 2 in Gehart text<br>Log 1 / Journal 1   |
| 3  | Aug 29             | Check-in/ Case Conceptualization / Marketing/Branding<br>Discussion/ Presentations of case/recording   | Read Ch 15 & 16 in Gehart text<br>Log 2 / Journal 2<br>Recording 1 DUE!   |
| 4  | Sept 5             | Check-in / Presentation of case/recording  | Log 3 (25% hours completed)<br>Journal 3 / Recording 1  |
| 5  | Sept 12            | Check-in / Presentation of case/recording<br>Presentation of case/recording  | Log 4<br>Journal 4<br>Recording 2 DUE!  |
| 6  | Sept 19            | Presentation of case/recording<br>Suggested Topic/Reading, as needed<br><b>Draft 1 of CPP Project</b>  | Log 5/ Journal 5<br>Recording 2<br><b>CPP Project Draft 1</b>   |
| 7  | Sept 26            | Presentation of case/recording   | Log 6 /Journal 6<br>Recording 3 DUE!  |
| 8  | Oct 3              | Presentation of case/recording<br>(Midterm of the Semester - Over 50% hours completed)<br><b>MIDTERM EVALUATIONS DUE</b>   | Log 7/Journal 7<br>Recording 3<br><b>MIDTERM EVALUATIONS DUE</b>  |
| 9  | Oct 10             | Presentation of case/recording<br><b>Marketing Project Due</b>   | <b>Marketing Project Due</b> (50 points)<br>Log 8 /Journal 8<br>Recording 4 DUE!  |
| 10 | Oct 17             | Presentation of case/recording<br>Suggested Topic/Reading, as needed<br><b>Draft 2 of CPP Project</b>  | Log 9 /Journal 9<br>Recording 4<br><b>CPP Project Draft 2</b>   |
| 11 | Oct 24             | Presentation of case/recording<br>(75% of hours completed)   | Log 10 /Journal 10<br>Recording 5 DUE!  |
| 12 | Oct 31             | Presentation of case/recording   | Log 11/Journal 11<br>Recording 5  |
| 13 | Nov 7              | Presentation of case/recording<br>Final Defense Dates:   | Log 12/Journal 12<br>Recording 6 DUE!   |
| 14 | Nov 14             | Presentation of case/recording<br><b>CPP Final Project Due</b>   | Log 13<br>Recording 6   |
| 15 | Nov 21             | Last Week to Complete Hours!<br>ALL HOURS COMPLETED – by Weds., Nov 21<br>Individual Meetings as needed<br><b>Wrap-up - Final group meeting</b><br>Evaluation of placement –<br><a href="http://www.nccucounseling.com/placementeval/">www.nccucounseling.com/placementeval/</a> | Log 14<br><b>ALL HOURS COMPLETED!</b><br><b>Signed Final Evaluation Due</b><br>Site Evaluations Due<br><b>All forms, final logs and paperwork due</b> |

Note: Save Critiques in the Following Format: YourLastName\_Tape1.doc, YourLastName\_Tape2.doc, etc...

**Internship-CON 5390**  
**Tape Critique/Analysis for CLINICAL MENTAL HEALTH SITES**

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

**Student Counselor's Name** \_\_\_\_\_ **Date of session** \_\_\_\_\_

**Student-Client's Initials** \_\_\_\_\_ **Session #(with this client)** \_\_\_\_\_ **Tape#** \_\_\_\_\_

Why did you pick this portion of your taped session to present?

Presenting issue/topic and client overview. (Please be sure to preserve client's anonymity):

Summary of session content:

Identify key clinical theory or interventions used. How and when?

What are some 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 precise time in the session from your recorder's time counter):

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

Areas for improvement. (ex. What did you wish you did better or differently? What did you wish you knew more about?):

Plans for future session(s) with this student-client:

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

*Note: Save Critiques in the Following Format: YourLastName\_Tape1.doc, YourLastName\_Tape2.doc, etc...*

**Internship-CON 5390**  
**Tape Critique/Analysis for CAREER SITES**

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

**Student Counselor's Name** \_\_\_\_\_ **Date of session** \_\_\_\_\_

**Student-Client's Initials** \_\_\_\_\_ **Session #(with this client)** \_\_\_\_\_ **Tape#** \_\_\_\_\_

Why did you pick this portion of your taped session to present?

Presenting issue/topic and client overview. (Please be sure to preserve client's anonymity):

Summary of session content:

Identify and apply any key **career theory** or interventions used. How and when?

What are some 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 precise time in the session from your recorder's time counter):

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

Areas for improvement. (ex. What did you wish you did better or differently? What did you wish you knew more about?):

Plans for future session(s) with this student-client:

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



## CAREER PLACEMENT PROJECT – **CAREER COUNSELING MAJORS ONLY!**

Due: By your Final Defense. See Syllabus/Blackboard for Draft Due Dates.

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

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

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

There should be no spelling or grammatical errors in your portfolio. Any errors/omissions will result in loss of points. Please submit all documents in a digital format. Upload all elements to FolioTek as well as onto Blackboard.

### FOUNDATIONS

#### 1. Ethics Attestation

Obtain a formal letter from your site supervisor that attests to your ability to apply and adhere to ethical and legal standards of career counseling. The letter should be dated and might start with, “To whom it may concern....”. Ask them to cite specific examples from your placement that might attest to your ability.

#### 2. Statement of Beliefs

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

### COUNSELING, PREVENTION, AND INTERVENTION

#### 3. Case Study

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

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

#### 4. Preparing/Initiating Life-Work Role Transitions

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

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

#### 5. Sample Career Information

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

## 6. Networking/Contacts

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

Example:

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

## 7. Sample of Self-Awareness

Provide a written statement (maximum of 1 page, single -spaced) that specifies a time in which you recognized your own limitations as a career counselor and you sought supervision. Make sure to describe the outcome.

## DIVERSITY AND ADVOCACY

### 8. Program Design

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

### 9. Recent Experience

During your placement, describe what you have done to assist staff members, professionals, and community members in understanding the unique needs/characteristics of multicultural and diverse populations with regard to career exploration, employment expectations, and economic/social issues (maximum of 1 page).

## ASSESSMENT

### 10. 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.

### 11. 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

### 12. 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

## 13. 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).

## 14. 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.

## 15. 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.

## 16. Sample Marketing and Public Relations Campaign

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

INFORMATION RESOURCES

## 17. 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.

-----END OF CAREER PLACEMENT PROJET

**CLINICAL PLACEMENT PROJECT – Clinical Mental Health Counseling Majors ONLY**

**Due:** By your Final Defense. See Syllabus/Blackboard for Draft Due Dates.

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

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

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

There should be no spelling or grammatical errors in your portfolio. Any errors/omissions will result in loss of points. Please submit all documents in a digital format. Upload all elements to Foliotek as well as onto Blackboard.

**FOUNDATIONS (CACREP 5.G.1; 5.G.2)**

1. Ethics Attestation

Obtain a formal letter from your site supervisor that attests to:

- (a) your ability to apply and adhere to ethical and legal standards of career counseling,
- (b) your ability to adhere to record-keeping standards, and
- (c) your ability to conduct an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.

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

Mental Health Service Delivery

2. 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 INTERVENTIONS (CACREP 5.G.3)**

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

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

## 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 (CACREP 5.G.1.f.; 5.G.3.a-d and n-o)**

## 10. Research and Program Evaluation

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

- How do you (or how will you) apply relevant research findings to inform the practice of clinical mental health counseling?
- How do you (or how will you) develop measurable outcomes for clinical mental health programs, interventions, and treatments?
- 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**

Professional Disclosure Statement - Please provide a copy of your professional disclosure statement. Write the document as if you are submitting it to the NCLPC Board. <http://www.ncblpc.org/Licensure/Current/PDS>

**Final CPP Submission Directions:**

This project should be uploaded onto Blackboard as a single document. Due dates for graduating interns are by the Final Defense dates. For interns not graduating this semester, see the syllabus for due dates of draft and final project.

This project is also a Foliotek capstone which requires separate uploading onto Foliotek to present at your Final Defense.

**Grading of the CPP Project:**

This project is the capstone of your internship experience and should be created with the upmost professionalism and academic rigor in mind. It is worth 200 points of your total grade.

\*15 points will be deducted for any missing pieces and/or sections of the final CPP Project submission.

\*10 points will be deducted for content that is misspelled, incorrect, or which provides too little detail.

\*Please consult with your professor with any questions/concerns as you build this project over the course of the semester.

**Please refer to BlackBoard for the most current information, updates and announcements regarding this course throughout the semester.**

## **Clinical Mental Health Counselor Suggested Internship Experiences**

**\*required/strongly recommended**

### **Direct services**

- Individual counseling, family or couples counseling
- Assessment and intake clinical interviews, interpret assessment
- Conduct a group/co-facilitate groups, develop curriculum for group
- Create/Facilitate an interactive workshop (e.g. psychosocial rehabilitation (PSR))
- Participate in/ know procedures for reporting mental health concerns (e.g. harm to others) and domestic violence concerns to the appropriate authorities
- Participate in/know procedures for assessing suicidal/homicidal ideation)
- Collaborate with counseling centers or mental health agencies to offer programs on depression/anxiety
- Build rapport with staff and observe senior staff/future colleagues

### **Indirect services (training, supervision activities)**

- Ask about safety protocol for staff (e.g., office layout, violent client in session)
- Volunteer for at least one extra activity ( e.g., outreach, crisis counseling)
- Case management meetings/ Participate in staff meetings
- Understanding pharmacology/prescriptions used by population for improved health
- Understand data collection and clinical note-taking methods, assist with interpreting data that is collected
- Prepare for supervision (e.g. case conceptualization, tape review)

- Understand billing and how to access insurance panel
- Process for involuntary commitment and accessing a DVPO (domestic violence protective order)
- How to report child/elder abuse in your community?
- Create a handout/resource for served population (e.g., community resources, how to... guides)
- Coordinate and facilitate professional development opportunities
- Participate in professional development
- Use of social media to promote practice

### **Personal Professional Development**

- Learn how to advocate for clinical mental health counseling programs and how to interface with other helping professionals in your community
- Join a professional development association and attend a conference
- Read articles to stay up to date on best practices, evidence-based practices
- Note how your site supervisor organizes work space
- Learn more about community resources/referral process within your organization
- Create a digital portfolio with needs assessments, presentations, worksheets etc...
- How to protect confidentiality of clients (e.g., phone messages, files, digital notes, email communications)
- Question Notebook:** Write down every question you have about counseling in a community setting, university setting, private practice. Leaving room to write a response and find a time to get the answers to the questions you have written down.



## **Career Counselor Suggested Internship Experiences**

### **\*required/strongly recommended**

#### **Direct services**

- Assist a student with identifying the best classes for their “career plan” (some universities this is a part of academic advising not necessary career services)
- Individual counseling – graduate school, career exploration, major exploration, assessments, review resumes and cover letters, conduct mock interviews**
- Conduct a group focused on Major/Career Exploration**
- Create/Facilitate an interactive workshop on resume/cover letters/interview strategies/career inventories/job and internship search strategies/networking/LinkedIn**
- Participate in/ know procedures for reporting mental health and domestic violence concerns to the appropriate authorities**
- Participate in/know procedures for assessing suicidal/homicidal ideation** (this would be included in the mental health concerns and reporting to the appropriate authorities on most college/university campuses)
- Collaborate with an academic or a student affairs department to offer a program on career and professional development needs
- Collaborate with counseling centers or mental health agencies to offer programs on depression/anxiety** (I think this would depend where the career counseling is taking place, at a university depending on the size could be hard for an intern to do)
- Build rapport with faculty, staff, and employers
- Visit classrooms to promote career counseling and resources available
- Transcript review (What does that mean? Depending on the career center staff members may not have access to student academic records)

- Administer and interpret a career assessment (MBTI, MAPP, SII, Keirseley Temperament Sorter, etc.)

### **Indirect services**

- Volunteer for at least one extra activity (student affairs event, homecoming event,)
- Use data, collect data (design intervention (direct service delivery) attached to data, for example, departmental referrals (athletics, student leaders, undecided majors)
- Understand data collection methods, assist with interpreting data that is collected
- Complete/participate in development of a Mental Health Intervention Plan to integrate into campus/organization** (I would not suggest strongly recommending this as this is a very specific task that is not usually done in a university career center)
- Multi-tier System of Support framework, how it applies to your site?**
- Create information on graduate/professional school, personal statements, and professional portfolios
- Create a handout/resource for resumes, cover letters, job search, professional dress, and interviewing
- Coordinate and facilitate professional development opportunities (career fair, on-site interviews, major exploration fairs, resume party)
- Conduct consistent outreach to area employers
- Create a handout/resource to assist students on how to understand career assessments as they relate to their major/career plans
- Familiarize yourself with different Career Service Management Systems (CSMs: Symplicity, Handshake, Grad Leaders)

- Familiarize yourself with engaging students/clients on social media (Facebook, Snapchat, Twitter, Instagram)
- Participate in staff meetings`