



**North Carolina Central University
Department of Allied Professions
“Communicating to Succeed”**



The School of Education’s Vision:

To Prepare Educators for Diverse Cultural Contexts and Advance Teaching, Scholarship, and Service through Diversity, Partnership, and Technology.

Counselor Education 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 Counselor Education Program prepares professional counselors to work in career, school, and mental health 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.

**CON 5372 – Supervised Practicum in Counseling
Fall 2023 - SYLLABUS**

Instructor Information

Name: Dr. Levette S. Scott
LCMHC, RN, Licensed K-12 School Counselor (NC), NCC
Associate Professor and Director of Career Counseling Program

Location: Virtually

Email: Levette.scott@nccu.edu
You will receive a response from me in 24 hrs. If you email me on a weekday (after Friday) expect a response by Monday during virtual office hours.
Grade Turn-Around: Feedback and grading will take one week after due date.

Alternate: Juls Joyner (Administrative Assistant: 919-530-7289)

Online Office Hours:

Monday & Friday: Service Days;
Tuesday: 8 am - 12 pm (Office)
Virtual and by appointment - Wednesday (5:00 pm – 8:00 pm); Thursdays (4 – 7 pm);

About This Course

Mandatory Class

Date: Tuesday - 5:00 pm – 6:30 pm
Triad Meetings: Thursday: 5 – 6 pm (This can be adjusted)
Course Location: Online

I. COURSE DESCRIPTION AND PRE-REQUISITION

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

This course is a 3-semester hour graduate credit class and is a requirement for all counseling majors.

II. METHODS OF INSTRUCTION

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

III. TEXTS AND OTHER RESOURCES

Required

This class utilizes CANVAS and Zoom. Students will find required readings on the CANVAS site and google share for this course. Students should become familiar with the following websites (descriptions are links):

[NCCU Counselor Education Program](#)

[American Psychological Association APA Writing Style Page](#)

[American Counseling Association](#)

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

Other Suggested Text & Readings:

American Psychological Association (2020). Publication Manual of the American Psychological Association (7th Edition). Author

Halbur, D.A., & Halbur, K.V. (2019). Developing your theoretical orientation in counseling and psychotherapy. Pearson. ISBN-13: 978-0134805726 ISBN-10: 0134805720

Recommended:

Technology Needed: Headphones, camera, speakers, working internet, Zoom account. Zoom can be downloaded on your phone (**The Web Ex program is free**)

IV. STUDENT LEARNING OUTCOMES

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

Students will examine the effects of power and privilege for counselors and clients, as well as examine strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. (Section 2, F. 2.e. & h.)	Clinical placement in approved site; supervision discussions; readings	Case note assignment, audio recordings with session review forms, case conceptualization
Students will be able to identify and describe interrelationships among and between work, mental wellbeing, relationships, and other life roles and factors. (Section 2, F. 4.b.)	Clinical placement in approved site; Readings; supervision discussions	Audio recordings with session review forms, case conceptualization
Students will be able to articulate a general framework for understanding and practicing consultation. (Section 2, F. 5.c.)	Clinical placement in approved site; supervision discussions	Audio recordings with session review forms, case conceptualization
Students will practice essential interviewing, counseling, and case conceptualization skills, including suicide prevention models and strategies. (Section 2, F. 5. g. & l.)	Clinical placement in approved site; supervision discussions; readings	Audio recordings with session review forms, role play
Students will implement and analyze the efficacy of counseling treatment plans with their clients. (Section 2, F. 5. h.)	Readings, direct hours with clients; supervision discussions	Session review forms
Students will create and monitor tangible goals with clients to support positive counseling outcomes. (Section 2, F. 5. i.)	Clinical placement in an approved site; readings; supervision discussions	Goal construction exercise; audio recordings with session review forms; case conceptualization
Students will research and apply evidence based practices with their clients/students. (Section 2, F. 5. j.)	Supervision discussions; lecture	Bridging research and practice assignment; case conceptualization; audio recordings with session review forms
Students will identify and suggest referrals as needed to clients/students. (Section 2, F. 5. k.)	Lecture; supervision discussions	Direct hours on hour log; case conceptualization; audio recordings with session review forms
Students will identify processes for aiding in their development of a personal model of counseling. (Section 2, F. 5. n.)	Readings;supervision discussions	Audio recordings with session review forms; case conceptualization
Students will examine the theoretical foundations of group counseling and group work. (Section 2, F. 6. a.)	Readings; supervision discussions	Audio recordings with session review forms; case conceptualization
Students will examine therapeutic factors and understand how they contribute to group effectiveness. (Section 2, F. 6. c.)	Readings; supervision discussions	Audio recordings with session review forms; case conceptualization
Students will be able to identify the methods of effectively preparing for and conducting initial assessment meetings. (Section 2, F. 7. b.)	Readings, supervision discussions	Audio recordings with session review forms; case conceptualization
Students will examine the importance of research in advancing the counseling profession, including how to critique research to inform counseling practice. (Section 2, F. 8. a. & b.)	Group supervision discussions; readings	Bridging research and practice assignment

V. COURSE FORMAT AND WEBSITE

This course has weekly, synchronous, meetings on Zoom for group and triadic supervision. CANVAS is utilized to submit assignments, and Google Drive is utilized to submit recorded work. The syllabus, assignments, readings, and other materials related to the course can be found on CANVAS. Please ensure that you have complete access to the course on CANVAS by the end of the first week of class. If you have questions about your CANVAS account, please contact the campus Helpdesk at <http://www.nccu.edu/facultyandstaff/its/helpdesk.cfm> or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676.

All content is posted or linked on CANVAS which is the Learning Management System used by NCCU (<http://nccu.CANVAS.com>). Every student has a username and password issued by the University. You are required to log on to the CANVAS system at least once per week in order to view course content which includes lectures from the instructor, supplemental lectures, web links, as well as other content. You are also required to submit assignments via CANVAS during the semester. Emailed assignments will not be scored. If you have questions about your CANVAS account, please call Bb or the IT department at 919-530-7676.

VI. COURSE POLICIES

Counseling Department Attendance Policy for Practicum Class

Class attendance, punctuality, and participation are required and necessary to accomplish the goals of the course. Aside from successfully completing the required field experience hours at the designated site, and obtaining regular supervision from the site supervisors, practicum students are also required by CACREP to have weekly group supervision and weekly triadic supervision from the university internship supervisor. Practicum students are expected to attend all scheduled class meetings and may not miss more than 2 class meetings. If a student misses more than 2 practicum class/group supervision meetings, they can be dropped from the course and/or not receive a passing grade for the course.

Each unexcused absence will result in a 50-point deduction from your participation/attendance grade. Three absences will result in a failing grade for the course. In addition, it is expected that all assignments will be handed in on time. Students are encouraged to reach out to the instructor with any questions/concerns and asked to inform the instructor of any potential issues in regard to attendance/participation. Any assignment or homework handed in late will receive reductions in five points for each day late.

Attendance Verification Policy from NCCU Scholarship and Student Aid

3.3 Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least **one** day to confirm attendance in the course. Students who do not attend before the census date will be dropped. After the census date (the 10th day of class), any student who misses the equivalent of two (2) weeks of class meetings or 13.3% of total instructional time (as set forth below) prior to the determined drop date for the university (as noted in the Academic Calendar) will receive an automatic grade of WA (withdrawal due to lack of attendance) at the point of the withdrawal date. This will be the final grade for the grading period. This grade will automatically be entered by the faculty member teaching the course.

Two Weeks of Instruction equates to the following:

M/W/F Classes: 6 total absences

M/W or T/R Classes: 4 total absences

Classes that meet once a week: 2 total absences

*Special consideration must be granted if a student has accommodations as required by the Americans with Disabilities Act based on a documented disability or another documented need. Special consideration may be granted if a student is absent or late due to the student's participation in a University-sponsored program or event.

3.4 After the University's established withdrawal date, as noted in the Academic Calendar, a student will earn the letter grade commensurate with his/her/their course performance. The student's final grade will be based on the student's performance and participation, to include attendance as noted in the instructor's syllabus. A faculty member may incorporate points for class participation or online synchronous or asynchronous class participation (i.e., CANVAS, CANVAS Collaborate, Zoom) as they deem appropriate based on the nature of the course content and delivery.

4. Recording Class Attendance

4.2 If a student misses three (3) consecutive class meetings and the faculty member deems advisable, the faculty member is required to enter that information into Navigate or any other academic system used to track student attendance, and to also report the information to the student's academic dean for appropriate follow-up.

4.3 Students who miss class to participate in University-sponsored activities can request documentation from the appropriate office (Athletics, Honors, etc.) to note that they have an excused absence for the missed class time. It is ultimately the student's responsibility to

inform the faculty member of such activities at least one (1) week before the authorized absence, and to make up all work as determined by the faculty member.

Disposition and Class Participation

As a part of your attendance and participation evaluation, students are graded regarding the following criteria:

- Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery;
- Demonstration of effective leadership skills;
- Active engagement in class activities and participate as a group member; and
- Contributions to class discussion displaying critical and creative thinking skills.
(*See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

As your instructor, I do not foresee there being any concerns about professional behaviors; each of you have demonstrated these behaviors, as evidenced by acceptance into the program. If there is a reason for me to have any concern about a student's dispositions and there is a potential for the student to receive a less than ideal evaluation in this area, I will be in contact with that student immediately to address the concern.

Respect

- Students are expected to assist in creating and maintaining an environment that is conducive to learning. All members of the learning community will demonstrate such respect by refraining from distracting, discourteous, or harmful behavior.
- Cell phones must be turned off (unless used for group supervision via Zoom) and stowed prior to the start of class. If you are expecting an emergency call, please advise the instructor prior to class. Otherwise I will begin to deduct participation points to discourage distractions and the use of unpermitted electronics.
- Students are expected to practice classroom confidentiality: in other words, whatever is discussed in the classroom is expected to remain in the classroom. Failure to practice classroom confidentiality may result in failure or dismissal from the course.
- Emotional safety is paramount in a class of this nature. Disrespecting another's racial, religious, sexual identity; attacking another's point of view; etc. will not be tolerated.

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 responsibility to confidentiality include the following matters:

- Written materials (e.g. journal entries, special projects, tape critiques, etc.) referring to clients should either refer to them by initials only or by a pseudonym. If the materials are copied and contain the client's name, the name should be blocked out with a black felt tip pen if possible so that you cannot see the name.
- Video and audio recordings of client counseling sessions should be kept secure and should be erased after instructional and supervisory reviews are completed. Video and audio recordings should not be sent via email. You will submit them via Google Apps for Education as directed by your university/faculty supervisor.
- Classroom/office doors/Zoom will be closed when we are discussing cases or viewing videos of actual clients. This includes scheduled and impromptu supervision or consultation meetings.
- Guests such as students from other environments or classes, prospective students, family members, or children may not be brought to class. This means, they may not be in the same room/meeting space with you while you are meeting with your university supervisor.
- Your Case Presentation should be uploaded into CANVAS and Taskstream. Any time you mention a client in your project, you should utilize either their initials or pseudonym.
- All client records are the property of your practicum site. No client records or files of information from your practicum site are to be kept in your personal possession (e.g. your car or home or stored on your personal electronic devices) except for the temporary necessity of carrying selected copies of information on which identifying information has been removed or thoroughly covered.
- Any departure from strict adherence to this must be fully disclosed and agreed to by your site supervisor and your campus supervisor. This includes retaining copies of records belonging to the site. Violations of this policy may have significant legal

and ethical consequences and may put the completion of your practicum at risk.

- All written materials from your practicum setting (typically copies of case notes and treatment plans) should be returned to the files of your internship site after being reviewed by the faculty supervisor/instructor and returned to you. If they are not returned to the files of your practicum site, they are to be destroyed. Under no circumstances are any of these site-based materials to remain in your personal possession. Additionally, we will respect the confidentiality of classmates by maintaining privacy of any disclosures shared within our class (supervision) time. This information should not be shared outside of the classroom environment without permission

Additionally, we will respect the confidentiality of classmates by maintaining privacy of any disclosures shared within our class (supervision) time. This information should not be shared outside of the classroom environment without permission.

Student Liability Coverage in Practicum and Internship

We have a change in the requirement for professional liability coverage while in Practicum and Internship. Starting this summer, 2022, students will no longer purchase a blanket policy through the University.

Students will need to join either ACA, ASCA, or AMHCA and receive liability coverage through the organization (which should come with membership). Students will need to submit a "Certificate of Insurance" (COI) when they submit their Memorandum of Agreement (MOA).

When you join one of the above organization, be sure to either download or request a copy of your COI. It is only one of many benefits in joining a professional organization.

- [American Counseling Association](#)
- [American School Counseling Association](#)
- [American Mental Health Counseling Association](#)

Technical Specifications related to our Course Supervision

- Individual and group meetings will be held using Zoom 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.Zoom.com/test-meeting.html>
- If using a smartphone or tablet, download the *Zoom* app. Search your app store for "*Zoom*".
- 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 Triadic and 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 headphones or earbuds for every supervision meeting. This is important for technical reasons (to reduce audio feedback), but it is also important to maintain confidentiality.
- When participating in supervision, students should be at a location that provides a high-speed internet connection.
- When participating in a supervision meeting, the student should be located in a private and closed room (i.e., behind a closed door, just like you were meeting with the instructor in her campus office). You should NOT be located in a public setting, where others may hear the conversation. If at home, you will need to ensure that you have a private and undisturbed environment in which to meet. If your computer is located in a common room, you will need to ensure that you are meeting during a time in which no one else is home. You will be playing recordings of your counseling sessions during individual supervision meetings, and you MUST ensure the confidentiality of your client recordings.
- Turn off (or mute) all telephones, televisions, music players. If you are using a smartphone, please silence calls or activate "do not disturb" in order to prevent interruption with phone calls.
- 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.

Emergency Procedures

Any emergencies at your practicum site should be handled according to their policies and with the guidance of your site supervisor. You must report any emergencies and departures from standard procedures to me ASAP (within 24 hours that the incident occurred) via email that does not contain identifying client information or by calling my office at 919-530-6212. You will get me quicker by email.

Emails

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

Taskstream Statement

Foliotek is being replaced with Task Stream. More information will be disseminated about Task Stream as it becomes available. Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio 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 Task Stream 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. You will receive notice if an assignment needs to be uploaded to Task stream. Please note that some of the assignment names may be different than what appears in Task stream.

7th Edition APA Style New Changes

<https://www.scribbr.com/apa-style/apa-seventh-edition-changes/>

Respect

- Students are expected to assist in creating and maintaining an environment that is conducive to learning. All members of the learning community will demonstrate such respect by refraining from distracting, discourteous, or harmful behavior.
- Cell phones must be turned off (unless used for group supervision via Zoom) and stowed prior to the start of class. If you are expecting an emergency call, please advise the instructor prior to class. Otherwise I will begin to deduct participation points to discourage distractions and the use of unpermitted electronics.
- Students are expected to practice classroom confidentiality: in other words, whatever is discussed in the classroom is expected to remain in the classroom. Failure to practice classroom confidentiality may result in failure or dismissal from the course.
- Emotional safety is paramount in a class of this nature. Disrespecting another's racial, religious, sexual identity; attacking another's point of view; etc. will not be tolerated.

VII. UNIVERSITY POLICIES

SECTION 504, ADA AND TITLE IX COMPLIANCE

North Carolina Central University ("NCCU") is committed to academic and professional excellence, which is evidenced by NCCU's intent to enhance and protect the educational process. In furtherance of this commitment, NCCU prohibits unlawful discrimination and strives to ensure a safe and inclusive learning environment for all students. This memorandum is intended to remind all NCCU faculty and staff employees about the University's obligations under federal law to provide accommodations to students with disabilities and to report information regarding sexual harassment and other misconduct of a sexual nature. This memorandum also reminds NCCU faculty and staff employees about campus resources available to assist them in meeting these obligations.

Legal Background: Accommodating Students with Disabilities and Mandatory Reporting of Sexual Harassment

In addition to State law, NCCU must comply with two key federal laws that prohibit discrimination on the basis of disability: (1) Section 504 of the Rehabilitation Act of 1973 ("Section 504"), as amended; and (2) the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendment Act of 2008 (collectively "ADA"). Section 504 prohibits discrimination on the basis of disability in any program or activity operated by a recipient of federal funds. Title II of the ADA prohibits disability discrimination in public entities, regardless of whether they receive federal financial assistance. As a recipient of federal funds from the U.S. Department of Education and also as a public entity, NCCU is covered by both Section 504 and the ADA.

Under Section 504 and the ADA, colleges and universities are required to provide students with appropriate academic adjustments and auxiliary aids/services (collectively "accommodations") that are necessary to afford an individual with a disability an equal opportunity to participate in the school's programs. It is the responsibility of the student with a disability/diagnosis to initiate the request for accommodations by contacting the NCCU Office of Student Accessibility Services ("SAS") and providing documentation of a disability. Once a student makes

a request, SAS will engage the student in an interactive process to determine his or her eligibility as a student with a disability and appropriate accommodations. Accommodations approved by NCCU must be made available at no cost to the student.

Recently, the U.S. Department of Education Office of Civil Rights has increased enforcement to address barriers preventing individuals with disabilities from participating in online services, programs, and activities made available to students and the public. We have attached the Joint Dear Colleague Letter from the U.S. Department of Justice and U.S. Department of Education for your review. It is important as a University that we remain compliant, and ensure full accessibility to individuals with disabilities.

NCCU also must comply with Title IX of the Education Amendments of 1972 ("Title IX"), which prohibits discrimination on the basis of sex (including sexual harassment and sexual assault) in the University's educational programs and activities. NCCU's Sexual Harassment Policy (NCCU POL 01.04.2) was adopted in compliance with Title IX and applies to all members of the NCCU community, including students, faculty, staff, administrators, volunteers, vendors, independent contractors, and any individuals regularly or temporarily employed, studying, living, visiting, conducting business or having any official capacity with the University. The Policy describes prohibited sexual harassment, establishes procedures for responding to reports of sexual harassment, and sets forth resources available to students and employees. All faculty and staff (with the exclusion of certain individuals who provide services to NCCU as licensed professional counselors) are considered mandatory reporters who must promptly report instances of sexual harassment to NCCU's Title IX Coordinator.

Expectations

NCCU expects all faculty and staff to support students in excelling academically and professionally by complying with the federal laws referenced in this memorandum. In compliance with Section 504 and the ADA, NCCU faculty and staff members should not make inquiries or referrals based on an assumption that a student has a disabling or handicapping condition. Rather, faculty members are expected to review the approved accommodations for students who are registered with SAS and to provide accommodations as outlined by the SAS staff. To determine reasonable accommodations, SAS may seek information during the interactive process from faculty and instructors regarding essential standards for courses, programs, services, activities, and facilities. Upon receiving notification of a student's accommodations from SAS staff, faculty members should provide accommodations and modifications to students in a timely manner to ensure that course materials and activities are accessible to students with disabilities at the same time as students without disabilities. NCCU expects all faculty and staff to maintain academic standards by providing accommodations to students with disabilities without compromising the content, quality or level of instruction. If a student self-identifies a disability to a faculty member, department or professional school, the faculty member should refer the student to SAS to determine reasonable and appropriate accommodations. It is also important to note that the University requires professors and administrators to treat pregnancy, childbirth, false pregnancy, termination of pregnancy, recovery and related conditions in the same manner as any other temporary disability.

NCCU also expects all mandatory reporters to ensure that NCCU complies with Title IX by promptly reporting information regarding possible violations of the Sexual Harassment Policy to the Title IX Coordinator. Prompt reporting by mandatory reporters makes it possible for students to get the support and supportive measures they need and for NCCU to respond appropriately to incidents of sexual harassment. When a report is made to a mandatory reporter, the Title IX Coordinator has an obligation to take appropriate action.

To assist students in self-identifying a disability, understanding the obligations of mandatory reporters, and requesting other support, faculty members are expected to include the following statement (indicated below in bold text) on all course syllabi:

Statement of Inclusion/Non-Discrimination

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

Student Accessibility Services

Students in need of support for personal conditions (i.e. neurodiversity, psychosocial & physical diagnosis, and/or medical conditions) can request reasonable accommodations under the Americans with Disabilities Act through the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should complete an accessibility request form here: https://nccu-accommodate.symphlicity.com/public_accommodation/

Should student have any questions or concerns when completing the form, students can contact SAS at (919) 530-6325 or sas@nccu.edu to discuss available programs and services. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by logging into the Eagle Accommodate Student Portal here: <https://nccu-accommodate.symphlicity.com> Students can also find the Eagle Accommodate System in the MyEOL portal.

Students are expected to renew previously granted accommodations prior to the beginning of each semester (Fall, Spring & Summer sessions). Reasonable accommodations may be requested at any time during the semester for all students; however, accommodations are not retroactive. Returning semester requests for returning students are expected to be done within the first two weeks of the semester. Students are advised to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services must register with SAS. Additionally, we have included the most recent U.S. Department of Education Pregnancy Guidelines for your review, and to ensure your compliance.

Confidentiality and Mandatory Reporting

All forms of discrimination based on sex, including sexual harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.2). NCCU faculty and instructors are considered to be mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator. The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.

Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.

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

Faculty members are encouraged to contact SAS at (919) 530-6325 with questions about compliance with Section 504 and the ADA, or the Title IX Coordinator at (919) 530-7944 with questions about the Sexual Misconduct Policy and compliance with Title IX.

VIII. COURSE COMPONENTS AND ASSIGNMENTS

**See the course schedule for due dates*

1. PARTICIPATION includes attendance and quality of engagement for the below activities. a.

- a. **COUNSELING EXPERIENCE.** Forty clock hours of your time must be spent in direct face-to-face service with your clients (CACREP 3.G). The remaining sixty hours can be obtained through indirect service, including but not limited to preparing for sessions, writing case notes, attending site meetings, case consultations, observing sessions, and scheduling appointments. It is okay to have more direct hours than required (over 40). If this happens, you can count those towards your total 100 (in essence they can stand in for indirect hours). This is the meat and potatoes of practicum!
- b. **SITE SUPERVISION.** You are expected to meet with your site supervisor regularly. Your site supervisor will prepare formative and summative evaluations of your work. Please request evaluations early so they may be scheduled/prepared in advance of the due dates. Site supervisors may complete the printed copy of the evaluation or the online version (when it is available) at www.nccucounseling.com/supervisors/. The faculty supervisor will use the site supervisor's final evaluation as an element of the overall final evaluation by the faculty supervisor.
- c. **GROUP UNIVERSITY SUPERVISION MEETINGS.** Weekly one and one half (1.5) hour meetings with your university supervisor for group supervision (CACREP 3.I), held online via Zoom meeting from 5:00-6:30 pm on Tuesdays (see schedule below). During these meetings you will discuss your practicum site progress, class readings, and present audio recordings for group review. You must complete the assigned readings and be prepared to discuss them at our group meetings. **Missed meetings can result in failure of the course.*

- d. **TRIADIC UNIVERSITY SUPERVISION MEETINGS.** Students must meet weekly for at least one hour of triadic supervision (CACREP 3.H). This meeting time will be every Thursdays 5 – 6 pm will take place using Zoom. During these meetings, you will discuss client cases in more detail (guided by your session review forms), listen to audio recordings, and receive personalized supervision. **Missed meetings can result in failure of the course.*

2. PAPER AND RECORDINGS

- a. **HOURLY LOG.** You must maintain a record of hours at your field site using the electronic form provided by the instructor. You will bring this form to each triadic supervision session in order to verify your attendance and progress toward required hours at your site. A completed hour log signed by your site supervisor must be uploaded to CANVAS by the last day of the MOA. It is your responsibility to keep your hour log up to date and alert the instructor of any barriers to obtaining the required hours at your site.
- Students must have completed hour logs available weekly during triadic.
 - Final hours' logs must be uploaded to CANVAS by end of MOA.
 - Final hours' logs must be uploaded to CANVAS by end of MOA (dated 11/22/23).
 - Weekly logs are worth approximately 1 points per week.
- b. **CONSENT TO RECORD.** You must request permission to record all direct client care. Although there is no assigned point value in this course, failure to request consent to record direct client care can result in failure of the course because it is an ethical behavior. You must solicit and maintain documentation for each client's (or their parent/guardian's) consent or refusal of consent to recording sessions. Students are expected to consult with their site supervisor about recording policies at their field site. For sites who do not have an established recording policy or consent form, students may utilize the Permission to Record form prepared by the NCCU Counselor Education Program. Signed recording consent (or refusal) forms are to be stored securely at your field site.
- c. **SESSION REVIEW FORMS AND RECORDINGS.** In preparation for triadic supervision, you will submit a minimum of 6 tape review forms with their corresponding tape throughout the semester in which you critique and evaluate a counseling session. **Use the form in Appendix A.** Due dates for these forms will be discussed in triadic. **You are required to upload this completed form and the corresponding recording to your Google Drive folder at least 24 hours prior to your scheduled time for triadic. DO NOT UPLOAD YOUR RECORDING TO CANVAS.** In triadic we will listen to a 15-20-minute segment of the tape you have selected and reviewed, to analyze collectively. You are required to have already listened to the entire tape on your own and analyzed it in great detail.
- d. **RECORDINGS.** You are charged with recording all client sessions in which the client has provided their consent to be recorded. It is important to capture as much of your work on tape as possible because this will allow you to review your work regularly and to seek supervision with "raw data" to consult. Exceptions may include spontaneous interactions or crises where it might disrupt the flow of the meeting to begin recording. Upload all recordings to the shared Google Drive folder within 24 hours of making the recording and delete the file from your personal device. Note that as your university supervisor, I can request additional recordings in excess of those submitted for triadic.

3. PROJECTS AND REFLECTIONS

- a. **GOAL STATEMENT.** In a statement of 3-5 goals for the semester you will consider what you hope to gain throughout practicum in the following areas: counseling skills (e.g., more use of immediacy, more reflections of feeling, fewer close-ended questions), conceptualization skills, self-awareness, use of theory or interventions, multicultural development, knowledge about client population or presenting concern, etc. For each listed goal, please be descriptive and behavioral- what specifically are you aiming for? How will we know you have attained it? What will be different?
- i. **The goal statement is due August 22nd. 2023.**
- b. **CASE PRESENTATION.** Each student will present at least one 15-minute tape for class critique in group supervision. You will also submit a write-up of contextual information of the case, apply a theory (of your choice) to the client, and develop a plan for what you might do with this client in the future. Appendix B contains the complete outline for you to follow. The case write-up and recording is due in CANVAS 48 hours before your scheduled presentation time. As always, be sure to document your client's consent to be taped and have this stored at your site. You must base this presentation on a tape that you have not submitted for review in triadic.
- **Case Presentations are due as scheduled. Case 1 - 9/16; Case 2-10/3; Case 3 - 10/17; Case 4 - 10/24; Case 5 - 10/31; Case 6 - 10/14**
- c. **COUNSELING CASE NOTES.** Submit two thorough case notes (de-identified and consistent with confidentiality standards) in the formats included in Appendix C (SOAP and DART) and described in your week 3 reading. Use two different sessions, with the same or two different clients. After writing the notes, respond to each reflection question with 3-5 sentences. Upload a single Word document with your two case notes and responses to the reflection questions.
- Due date is reflected in the course schedule.
- i. **This assignment is due September 26th , 2023**
- d. **BRIDGING RESEARCH AND PRACTICE.** Applying research in counseling improves the services we provide to clients. For this assignment you are required to locate and read one scholarly journal article related to a client population, presenting concern you have encountered, or a relevant counseling intervention. To find articles, use one of the research databases available through the NCCU Library (<http://web.nccu.edu/shepardlibrary/>). I recommend using PSYCINFO or ProQuest Central. You will then develop a 1-page handout with (a) key takeaways from the article (just the highlights!) and (b) a brief description of how you incorporated this into your counseling. You will upload this handout to the designated CANVAS discussion board by the due date. You are then required to read through your peers' handouts on CANVAS, making notes about the insights that are relevant to your work for discussion in class. Use APA style writing. Due dates are reflected in the course schedule.
- i. **This assignment is due November 7th, 2022.**
- e. **FINAL GOALS REFLECTION.** Submit a 2- page reflection on your progress towards your goals (assignment 3.a.) throughout the semester as well as any revisions or additions you would like to make to your goals as you move into internship. This is due at the end of the semester in CANVAS.
- i. **This assignment is due November 22, 2023.**

4. EVALUATIONS

- a. **MIDTERM EVALUATION.** This evaluation is to be completed by your site supervisor and submitted at the midterm of the semester. The form is located on CANVAS (Content tab, Forms folder). Points are determined by on time submission as well as content of the evaluation. **The Site Supervisor Midterm (CSDAT) Evaluation is due October 3rd, 2023.**
- b. **FINAL EVALUATION.** Similar to the midterm evaluation, this form is to be completed by your site supervisor and submitted at the end of the semester. You can find this form on CANVAS as well (Content tab, Forms folder). Points determined by on time submission as well as content of the evaluation. **The Site Supervisor Final (CSDAT) Evaluation is due November 22, 2022.**
- c. **EVALUATION (CSDAT).** This evaluation completed by the university supervisor will also contribute to your overall assessment of skills, disposition, strengths, and areas for growth. The evaluation form will be provided. Note: Significant issues relating to professional disposition can result in failure of the course. These will be brought to your attention in a timely manner in order to allow for prompt reflection and correction. **The Faculty Supervisor evaluation is ongoing. You will also be required to complete one of the CSDAT and I will complete one. They will be averaged.**

IX. KEY PERFORMANCE INDICATORS: COUNSELOR EDUCATION PROGRAM ASSESSMENT PLAN

As part of the overall assessment plan for the Counselor Education program, designated courses have specific Key Performance Indicators (KPIs) that are connected to accreditation standards. Practicum has 6 KPIs which are listed below. The assignment that measures each standard is listed beside it. The instructor will record the final grade for each assignment in TaskStream which is a portal for recording grades. If the student does not meet the grade standard which will be clearly communicated when the assignment is introduced, the student will be asked to repeat the assignment.

KPI 1: Students will understand the role and professional identity as a counselor and have knowledge of the ethical codes to which counselors adhere: *CSDAT*

KPI 2: Students will demonstrate ethical practice and ethical decision-making in courses and in counseling practice. *CSDAT*

KPI 3: Students will demonstrate knowledge of theories and models of multicultural counseling including Multicultural and Social Justice Counseling Competencies: Case Presentation

KPI 4: Students will understand group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness: *CSDAT*

KPI 5: Students will understand the importance of evidence-based practice and critique research to inform counseling practice. Building Research to Practice assignment

KPI 6: Students will understand psychopathology as well as principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning. Case Presentation

VIII. COURSE EVALUATION

Course Component	Assignment	Due Date	Points
1.Participation	Attendance at site and supervision sessions	Ongoing	100
	Engagement in supervision sessions (e.g., contributing to discussions, completing readings, offering feedback) and dispositions (personal and professional behaviors and attitudes).	Ongoing	80
2. Paperwork and Recordings	Hour log (Due every Sunday at 11:59 pm)	Weekly	12
	Session review forms + recording (6 x 10 points each)	Ongoing	60
3. Projects and reflections	Upload MOA & liability	Aug 15 th	10
	Intern Disclosure Statement	Aug 22 nd	5
	University Supervision Contract	Aug., 22 nd	5
	Goal Statement	Aug 22 nd	25
	Bridging Research and Practice	Nov., 7 th	25
	Case Presentation + recording (not recycled from triadic)	9/16; 10/3;10/17; 10/24; 10/31; 10/14	125
	Counseling Case Notes (one DART and one SOAP)	Sept., 26 th	25
	Final Goals Reflection	Nov., 22 nd	25
4.Evaluations	Midterm Evaluation, (CSDAT) site supervisor	Oct., 3 rd	50
	Final Evaluation, (CSDAT) site supervisor	Nov., 22 nd	50
	Evaluation (CSDAT) university supervisor (Ongoing)	Nov., 22 nd	100
	Aggravate Final hours' logs must be uploaded	Nov., 27 th	3
	TOTAL		

Grading Scale:

A	630 - 700
B	560 - 629
C	490 - 559
F	< 490

No grade below “C” will be accepted toward a graduate degree. This includes C- grades

Course Policies

All assignments and exams must be completed and uploaded CANVAS on time in order to receive a passing grade in the course. Late assignments will not be accepted. TaskStream assignments should be edited and uploaded after grading.

Completed assignments must be submitted no later than the designate time. Any assignment turned in after the designated time is considered late.

It is recognized that many of our students have families, work, and take classes. While we understand that conflicting demands on your time will occur, our first priority is to assure that you leave this program with the knowledge and skills required of a graduate level counselor. Your future clients have a right to service from a fully qualified counselor. As a professional you will develop networks of resources to assist you in providing quality services to your clients. While a student, begin the networking experience by developing peer groups, study groups or other supports with your counseling colleagues. To assist in your professional development course expectations, include; course work/assignments will be submitted with proper grammar, typed, and of professional quality meeting APA (7th edition) writing standards. To contribute to a learning environment classroom conduct will include: arriving on time, being attentive, and being respectful of the instructor and fellow students.

COURSE SCHEDULE

Wk.	Date	Format	Focus/Readings and Assignments	Assignment Due
MODULE 1				
1	Aug, 15	Group Supervision Tuesday 5-6:30 pm	<p>Topic: Getting started</p> <ul style="list-style-type: none"> • Introductions • Purpose of supervision • Review syllabus and sign ups • Discuss learning goals <p>Verify that MOA and Liability Insurance are completed</p> <p>Readings due: Review the ACA Code of Ethics</p>	<p>Due:</p> <ul style="list-style-type: none"> - Upload your MOA and Liability Insurance - Review Scott PDS - Review Weekly log - Sign the Student Acknowledgement of Risk COVID-19 Risk Form - Review all forms
1	Aug., 17	Triadic (as scheduled): Thursdays 5 - 6pm (Everyone will meet during Triadic for your orientation about what we will be doing during this time.		
2	Aug., 22	Group Supervision Tuesday 5-6:30 pm	<p>Topic: Simple Steps & Crisis Work</p> <p>Readings: McGlothlin, 2008 (Suicide Assessment); Bray, 2021 (Crisis Counseling Safety Plan)</p>	<p>Due:</p> <ul style="list-style-type: none"> - Submit signed copy of Intern PDS - Sign and Upload your University Supervision Contract - Upload Goal Statement - Upload Intern Disclosure Statement - Upload Weekly log
2	Aug., 24 th	Triadic (as scheduled): Thursdays 5 – 7 pm Please reminder your Site Supervisors about Site Supervisor Orientation at 3pm via Zoom link provided to supervisors on Friday, August 25 at 3pm.		
3	Aug., 29 th	Group Supervision Tuesday 5 - 6:30 pm	<p>Topic: Case Notes</p> <p>Readings: Zhang & Parsons, 2016</p> <p>Watch video entitled: "How to Write SOAP notes"</p>	<p>Due:</p> <ul style="list-style-type: none"> - Read Article - ACA Code of Ethics Scavenger Hunt (Bring answers to class) - Upload Weekly log - Upload Recording 1 - Complete Session Review Form # 1
3	Aug., 31 st	Triadic (as scheduled): Thursdays 5 - 6 pm: Due: Recording 1		
4	Sept., 4 th	Labor Day		

4	Sept., 5 th	Group Supervision Tuesday 5 - 6:30 pm	Topic: Broaching Readings: Day-Vines et al., 2020; Baynes & Branco, 2018 – Broaching); Ratts et al., 2016 (Multicultural Social Justice Counseling Competencies)	Due: - Read Article - Upload Weekly log
4	Sept., 7 th	Triadic (as scheduled): Thursdays 5 - 6 pm		
MODULE 2				
5	Sept., 12 th	Group Supervision Tuesday 5-6:30 pm Sep. 16th- Last day to withdraw from university with a prorated tuition and fee adjustment	Topic: Assessment/conceptualization Readings due: Scott, Boylan, & Jungers, 2015 (assessment/case conceptualization); Sperry & Sperry, 2020 (Case conceptualization)	Due: - Read Article - Upload Weekly log - Upload Recording 2 - Complete Session Review Form # 2
5	Sept., 14 th	Triadic (as scheduled): Thursdays 5 - 6 pm Recordings # 2		
6	Sept., 19 th	Group Supervision Tuesday 5-6:30 pm	Topic: Goal setting & Treatment Planning Readings: McNichols, et al., 2016 (Goal Setting), Gehart Ch. 3 (Treatment planning)	Due: - Read Article - Weekly log
6	Sept., 21 st	Triadic (as scheduled): Thursdays 5 - 6 pm		
7	Sept., 26 th	Group Supervision Tuesday 5-6:30 pm	Topic: Building rapport Readings: Othmer & Othmer, 1994 (Building Rapport)	Due: - Read Article - Case Presentation 1 - Counseling Case Notes - Upload Weekly log - Upload Recording # 3 - Complete Session Review Form # 3 - Recordings # 3
7	Sept., 28 th	Triadic (as scheduled): Thursdays 5 - 6 pm		
8	Oct., 3 rd	Group Supervision Tuesday 5-6:30 pm Professional Counseling Panel, October 3rd @ 5:30 pm Oct. th - Last day for graduate students to withdraw from a class with a WC	Topic: Theory Listen to: Podcast episode from <i>The Thoughtful Counselor</i> titled " Theory, Practice, and In-Between – Musings on the Strengths and Shortcomings of Theory with Matthew Lemberger-Truelove "	Due: - Midterm site supervisor evaluation (CSDAT) submitted via CANVAS - Upload Weekly log - Case Presentation 2

		grade or from the university with a W grade.		
8	Oct., 5 th	Triadic (as scheduled): Thursdays 5 - 6 pm		
MODULE 3				
Fall Break- Oct. 9th-Oct. 10th Mid-term Break				
9	Oct., 10 th	No Tuesday Class		
9	Oct., 12 th	Triadic (as scheduled): Thursdays 5 – 6 pm		
9	Oct., 12 th	Thursday-Triadic (as scheduled); Thursdays 5 – 6pm; Recording # 4 Due		
10 ^h	Oct., 17 th	Group Supervision Tuesday 5-6:30 pm	<p>*Topic: Termination (Virtual Recordings)</p> <p>Readings: Hutchinson, 2007</p> <p>*I will be hosting my Group Counseling Residency from October 16 – 18th.</p>	<p>Due:</p> <ul style="list-style-type: none"> - Read Article - Case Presentation 3 - Weekly log - Weekly log - Recording # 4 - Complete Session Review Form # 4
10	Oct., 19 th	No Thursday Triadic		
11	Oct. 24 th	Group Supervision Tuesday 5-6:30 pm	<p>Topic: Group Work</p> <p>Readings: Yildirim, 2012; Gladding, 1994</p>	<p>Due:</p> <ul style="list-style-type: none"> - Read Article - Case Presentation 4 - Upload Weekly log
11	Oct., 26 th	Triadic (as scheduled); Thursdays 5 - 6 pm		
12	Oct., 31st	Group Supervision Tuesday 5-6:30 pm	<p>Topic: *(Maybe Virtual Recording) Expressive arts and creativity in counseling)</p> <p>Readings: Rosen & Atkins, 2014; Lenz, Holman & Dominguez</p> <p>*I will be attending the North Carolina School Counseling Association so I may not be able to have a virtual meeting.</p>	<p>Due:</p> <ul style="list-style-type: none"> - Read Article - Case Presentation # 5 - Upload Weekly log - Upload Recording # 5 - Complete Session Review Form # 5 - Recording # 5
12	Nov., 2 nd	Triadic (as scheduled); Thursdays 5 - 6 pm		
13	Nov., 7 th	Group Supervision Tuesday 5 - 6:30 pm	<p>Topic: Wellness and burnout</p> <p>Readings: Lawson & Myers, 2011</p> <p>Listen to: Podcast episode from The Thoughtful Counselor titled, "The Quest for Wellness- A conversation with Dr. Gerard Lawson."</p>	<p>Due:</p> <ul style="list-style-type: none"> - Bridging Research and Practice Handout uploaded to CANVAS Discussion Post - Upload Weekly log - Upload Recording # 6 - Complete Session Review Form # 6 - Recording # 6

14	Nov., 9 th	Triadic (as scheduled); Thursdays 5 - 7 pm		
14	Nov., 14 th	Group Supervision Tuesdays 5 – 6:30 pm	Topic: Research Readings: Bridging Research and Practice Handouts	Due: - Read Article - Case Presentation # 6 - Weekly log - Recording # 6 - Complete your CSDAT
14	Nov., 16 th	Triadic (as scheduled); Thursdays 5 - 6 pm (Last Triad) - Individual Meetings Individual conference with instructor to be scheduled. Dr. Scott will provide Counseling Skills & Dispositions Assessment Tool Final Review		
15	Nov., 22 nd	Group Supervision Tuesdays 5 – 6:30 pm Final Reflection – Last Class https://pubmed.ncbi.nlm.nih.gov/31721425/		Due - Final Goals Reflection - Final Site Supervisor Evaluation (CSDAT) - Aggregate Final Log (end of MOA) Weekly hourly log
15	Nov., 23 rd	THANKSGIVING WEEK		
15	Nov., 27 th	Last Day for Hours – Due: Upload Aggravate Final hours' logs		
15	Nov., 28 th	Dr. Scott will provide feedback about Counseling Skills & Dispositions Assessment Tool Final Review		
Last Day of Class - December 7th, 2023				
Final Grades for graduating students due - December 1 st , 2023				
Final Grades for all students due - December 8 th , 2023				

Schedule Tentative to Change

Appendix A: Session Review Form

North Carolina Central University Counselor Education Program Session Review Form Practicum

Student Name: _____ **Tape Session number** _____

Please rate yourself on a scale of 1 to 5 in the following areas using this rating system:

- 1-The skill was not demonstrated and should have been present in the session.
- 2-The skill was used minimally or not demonstrated accurately.
- 3-The skill was demonstrated adequately.
- 4-The skill was demonstrated well.
- 5-The skill was demonstrated very well and provided value to the session.

Give **ONLY ONE** number for each skill and list examples of the skill used.

Note: You might not demonstrate each of the below skills in every tape so there may be skills that will not be rated. Please put N/A if the skill was not necessary in the session.

Counseling Process: Stage of the Session	Skill	Rating	Examples/ Comments
Stage 1: The Therapeutic Relationship	Developing rapport, greeting, structuring the session		
	Self-Disclosure		
Stage 2: Invitational Skills	Attending Behavior (Visual, vocal, verbal tracking, body language, nonverbal matching)		
	Encouragers ("nodding, "uh huh"; key word encouragers)		

	Open-ended Questions		
	Broaching		
Stage 3: Reflecting Skills	Paraphrasing		
	Reflection of feelings		
Stage 4: Advanced Reflecting Skills	Reflection of meaning		
	Summarizing		
	Reframing		
Stage 5: Challenging Skills	Feedback		
	Empathic Confrontation		
	Immediacy		
Stage 6: Assessment and Goal Setting	Appropriate Closed Questions		
	Goal setting		

Stage 7: Change Techniques/ Theory informed strategies	Strategies/Techniques (i.e. role play, relaxation, coping skills building, psychoeducation)		
Stage 8: Concluding the session	Follow-up and support (looking ahead to the next session and what to work on until that time)		
	Assigning homework		

Rating form adapted from Young Learning The Art of Helping (7th edition)

Please answer the questions below.

- 1.) What did you do to prepare for your session?
- 2.) Identify key themes of the session.
- 3.) Comment on how you helped the client focus and your management of time in the session.
- 4.) Comment on any intentional use of silence in the session?
- 5.) What theoretical orientation(s) did you use in this session? Why did you work from that theory? *What is the evidence that you worked from that theory?*
- 6.) What areas of challenge and improvement were needed in this session and what were areas of strength?
- 7.) What multicultural and environmental factors were evident in the session and how did you work with those?
- 8.) What are your plans for future sessions (s) with this student/client?
- 9.) What would you like to discuss about this session in supervision? Be specific!

Appendix B: Case Presentation

Guidelines for Case Presentations

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

1. Client Demographics

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

2. Presenting Problem

- a. Why is the client presenting for counseling? Why now? Is the 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?

Appendix C: Case Note Formats

SOAP Note

(Review Progress Notes Guideline)

Counselor _____ Session # _____ Date of Session _____

Brief Client Description:

Subjective (client's conceptualization of the problem/issues):

- a. In this section of the case note, provide a general description of the client's feelings, homework report, concerns, problems expressed, thoughts, and any other relevant information reported by the client during the counseling session. Examples of specific ways of phrasing such reports are:
 - *The client reported ...*
 - *The client stated...*
 - *The client expressed...*
 - *The client declared...*

Objective (counselor's observations of client behaviors during session):

- b. by the client such as mood scale reports, test results, surveys, and anything that the client has objectively measured), clinician's empirical observations (any mental status Objective Report: There are at least three types of information that you can report in reports, psychological reports, psychiatric reports, school reports, medical information and any other outside reports that would be relevant for treatment). When reporting empirical observations of the client's mood it is recommended to use the formula:
 - *The client appeared to be _____ as evidenced by _____*
 - *The client seemed to be _____ as reflected by _____*
 - *The client gave the impression to be _____ as indicated by _____*

Assessment (counselor's assessment of themes and patterns, application of theory):

- b. **Focus of the Session:** In this section of the case note, provide a brief description of the "working stage" of the counseling section. If clinically relevant, report on specific strategies for change, interventions, primary this section of the case note: Client's objective reports (description of specific objective information reported information, adherence to treatment reports, strengths, assessment of progress towards goals/objectives, and interpersonal or physical findings relevant to treatment), and outside documented reports (mental health diagnostic and secondary themes, activities, as well as goals and or objectives addressed (from the treatment plan). If possible, make sure to report on the client's response to any strategy used. When reporting on the focus of the session it is recommended to use the formula:
 - *The focus of the session was _____*
 - *The target for this session was _____*
 - *The focal point of this session was _____*
 - *The goal or objective of the session was _____*

Plans (for client and counselor in between sessions and in continuing sessions):

- a. Plan: In this section of the case note, provide a brief description of the next steps to follow in working with this client. Report on what you expect to be the focus of the next session, the next goal or objective to be addressed, the next topic to be covered, etc.

A regular formula when reporting on this section is:

- *The plan is to continue working on* _____
- *The next step in treatment is to* _____
- *In the next session, the focus will be on* _____
- *The goal or objective for next session is to* _____

- a. Homework/Practice: In this section of the case note, describe what the client has agreed to do in order to put in practice what has been worked on during the session.

A formula for reporting on this section is:

- *As a homework, client is to* _____
- *HW: Client is to* _____

As a practice exercise, client will _____

DART Note

(Review Progress Notes Guideline)

Counselor _____ Session # _____ Date of Session _____

Brief Client Description:

Description (details of the client and client situation):

Assessment (counselor observations and conceptualization):

Response (how counselor intervened and how client was impacted):

Treatment (next steps, including "homework," upcoming session date/time and plan, referrals, etc.):

Reflection questions

1. Which note format did you prefer to use? Why?
2. Keeping case notes requires counselors to balance including important information without being overly specific or detailed. In essence, you are required to filter in the most salient information, report it in a concise and professional manner, while filtering out "fluff." Give an example of how you grappled with which information to include in the above notes. Did you filter it in or out? How did you arrive at that decision?
3. Which theory(ies) did you rely on to write your case notes? Where are they visible within the note (e.g., terminology or interventions used)?

Progress Notes Guidelines

2. Please make sure to complete all areas required and sign every case note with credentials if appropriate.
3. In the "**Type of Service**" section, make sure to indicate the appropriate recipient of services. The "**Other**" category is for you to indicate other modalities of contact with clients such as phone calls, letters, or any other forms of communication with clients approved by the clinical supervisor.

4. When writing your case notes, make sure to address as a minimum the following areas:
 - a. **Subjective Report:**
 -
 - b. **Focus of the Session:** In this section of the case note, provide a brief description of the “working stage” of the counseling session. If clinically relevant, report on specific strategies for change, interventions, primary and secondary themes, activities, as well as goals and or objectives addressed (from the treatment plan). If possible, make sure to report on the client's response to any strategy used. When reporting on the focus of the session it is recommended to use the formula:
 - *The focus of the session was* _____
 - *The target for this session was* _____
 - *The focal point of this session was* _____
 - *The goal or objective of the session was* _____
5. As a counselor in training, you are expected to report systematically on every one of the areas identified in this progress note format (Subjective, objective, focus, plan & homework). This will help you develop a more structured approach in documenting the work that you do with your clients. You don't have to necessarily address all the components within each area but only those that are clinically relevant.
6. When you want to correct something that you have written use the “legal method”. Draw a line across the word or phrase and initial it (BP). Do not use “white-out” under any circumstance (See case note example).
7. Write your case note as a continuous paragraph without leaving any spaces between phrases or after a period. If you have left any spaces between lines draw a horizontal or diagonal line (if more than one empty writing line) over the open writing space and initial it. (-----BP). This would be a legal protection for a clinical record so information cannot be added after the case note is complete.
8. If a client does not show up for a session or cancels a session document it in the case notes. Also, make sure to document any phone calls and any other attempts to reach your client. No case note should be left without a note or the corresponding signatures, particularly if the client has missed the session. When you call, remember not to leave any explicit messages unless the client has given consent to do so.

Progress Note

Dr. Maureen Duffy Family Enrichment Center

Date:	Time:	Session #:
Type of Service: <input type="checkbox"/> Individual <input type="checkbox"/> Couple <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Other:		
Subjective Report (By Client)		

Objective Report (Client's objective reports, Clinician's empirical observations, test results, etc.)	
Focus of the Session (Intervention, Strategy for change, theme, activity, goal or objective addressed, etc.)	
Plan (Next steps)	
Homework/ Practice	
Signatures:	
_____	_____
Counselor-in-Training	Faculty Course Supervisor

Appendix D

BIOPSYCHOSOCIAL ASSESSMENT

Client Name:

Date of Assessment:

I. PROBLEM IDENTIFICATION

PRESENTING PROBLEM (Reason for Referral, reported symptoms, affected areas of functioning, strengths, coping strategies):

PRECIPITATING EVENTS (Frequency, Intensity, and Duration):

TREATMENT HISTORY (Previous Counseling/Consultations/Referrals for this Problem):

II. FAMILY/SOCIAL/CHILDHOOD HISTORY

FAMILY INFORMATION (Family of Origin, Parents, Birth Order, Siblings, Children, Childhood Family Experience):

HOUSING AND FINANCIAL INFORMATION (Current Living Situation, financial situation):

SUPPORT SYSTEMS: (Friends, Pets, Clubs, AA/NA, Past/Present Romantic Relationships, etc.):

OCCUPATIONAL INFORMATION (Vocation/Profession, employment history):

EDUCATIONAL INFORMATION (Last grade completed, area of educational focus, current and future educational plans):

MULTICULTURAL INFORMATION: (Race, ethnicity, country of origin, religious or spiritual association, main values, level of acculturation, socio/racial identity development level, etc.)

DEVELOPMENTAL/CHILDHOOD HISTORY (Issues during pregnancy, Birth, Infancy, Childhood):

III. TRAUMA HISTORY:

History of Trauma: YES NO

<input type="checkbox"/> Trauma Type	Explain	Details of Report (if minor, elder, or vulnerable person, date of report, specify which authorities it was reported to, outcome of report)
<input type="checkbox"/> Emotional Abuse		
<input type="checkbox"/> Physical Abuse		
<input type="checkbox"/> Physical Neglect		
<input type="checkbox"/> Sexual Abuse/Molestation		
<input type="checkbox"/> Rape/Sexual Assault		
<input type="checkbox"/> Domestic/Intimate Partner Violence		
<input type="checkbox"/> Elder Abuse		

<input type="checkbox"/> Community Violence		
<input type="checkbox"/> Family Trauma		

IV. MEDICAL/PHYSICAL/PSYCHIATRIC HISTORY:
--

DATE OF LAST PHYSICAL EXAM:

PAST/CURRENT MEDICAL ISSUES (significant injuries, diseases/illnesses, medical hospitalizations, surgeries, allergies, sleep problems, nutritional problems):

CURRENT MEDICATIONS:

Medication	For Whom Was It Prescribed For:	Prescribed By (Type of Doctor):	Reason for Taking Medication	Amount/Frequency	Duration	Side Effects
Homeopathic	<input type="checkbox"/> Self <input type="checkbox"/> Other (please describe):					
	<input type="checkbox"/> Self <input type="checkbox"/> Other (please describe):					
	<input type="checkbox"/> Self <input type="checkbox"/> Other (please describe):					
	<input type="checkbox"/> Self <input type="checkbox"/> Other (please describe):					
	<input type="checkbox"/> Self <input type="checkbox"/> Other (please describe):					
	<input type="checkbox"/> Self <input type="checkbox"/> Other (please describe):					

HISTORY OF COUNSELING, PSYCHIATRIC, PSYCHOLOGICAL, and/or PSYCHOEDUCATIONAL EVALUATIONS, TREATMENT, OR PROBLEMS (Self, Immediate / Extended Family, Diagnosis, Medications, Results of Evaluations/Testing Focus of Interventions, Areas of Success, Areas for Improvement, Outpatient, Inpatient, State Hospital, etc.)

V. SUBSTANCE USE/ADDICTIVE BEHAVIOR HISTORY

SUBSTANCE USE INFORMATION: YES NO

Type	Use	Age Of First Use	Amount/Frequency	Method	Date/Age of Last Use
<input type="checkbox"/> Alcohol	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Marijuana or Hashish	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Cocaine	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Crack Cocaine	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Ecstasy,	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Hallucinogens (Mushrooms, acid)	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Prescription:	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Heroin	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Crystal Methamphetamine	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Methadone	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Caffeine	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Nicotine/Cigarettes	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Inhalants (e.g. glue, gas)	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Opiates	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Ketamine, GHB)	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				
<input type="checkbox"/> Other:	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A				

ADDICTIVE BEHAVIOR INFORMATION: YES NO

Type	Use	Age Of Onset	Amount/Frequency	Date/Age of Last Use
<input type="checkbox"/> Gambling	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A			
<input type="checkbox"/> Sexual	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A			
<input type="checkbox"/> Internet	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A			
<input type="checkbox"/> Food	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A			
<input type="checkbox"/> Shopping	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A			
<input type="checkbox"/> Other:	<input type="checkbox"/> Past <input type="checkbox"/> Present <input type="checkbox"/> N/A			

Current/Prior Treatment for Addictive or Substance Use/Abuse (residential, outpatient, MarchMan Act, Court Ordered, Support Groups):

VI. LEGAL HISTORY

LEGAL INFORMATION (Arrest history, Convictions, Probation/Parole, Court Ordered treatment, Court Involvement, custody issues):

V. MENTAL STATUS EXAM

General Observations	
Appearance	<input type="checkbox"/> Well-groomed <input type="checkbox"/> Unkempt <input type="checkbox"/> Disheveled <input type="checkbox"/> Malodorous
Build	<input type="checkbox"/> Average <input type="checkbox"/> Thin <input type="checkbox"/> Overweight <input type="checkbox"/> Obese
Attitude	<input type="checkbox"/> Average <input type="checkbox"/> Preoccupied <input type="checkbox"/> Hostile <input type="checkbox"/> Withdrawn <input type="checkbox"/> Guarded <input type="checkbox"/> Demanding
Eye Contact	<input type="checkbox"/> Average <input type="checkbox"/> Avoidant <input type="checkbox"/> Intense
Psychomotor Activity	<input type="checkbox"/> Normal <input type="checkbox"/> Agitation <input type="checkbox"/> Wringing of Hands <input type="checkbox"/> Pacing <input type="checkbox"/> Restlessness <input type="checkbox"/> Slow body Movements
Speech	<input type="checkbox"/> Clear <input type="checkbox"/> Slurred <input type="checkbox"/> Rapid <input type="checkbox"/> Pressured
Thought Content	
Delusions	<input type="checkbox"/> None Reported <input type="checkbox"/> Grandiose <input type="checkbox"/> Persecutory <input type="checkbox"/> Somatic <input type="checkbox"/> Religious <input type="checkbox"/> Paranoia Describe:
Other	<input type="checkbox"/> None Reported <input type="checkbox"/> Obsessions <input type="checkbox"/> Compulsions <input type="checkbox"/> Phobias <input type="checkbox"/> Poverty of Content <input type="checkbox"/> Anhedonia <input type="checkbox"/> Ideas of Reference <input type="checkbox"/> Thought Broadcasting Describe:
Suicidal	<input type="checkbox"/> None Reported <input type="checkbox"/> Ideation History <input type="checkbox"/> Previous Attempts <input type="checkbox"/> Current Ideation <input type="checkbox"/> Viable Plan <input type="checkbox"/> Available Means Comments:
Homicidal	<input type="checkbox"/> None Reported <input type="checkbox"/> Previous Intimidation <input type="checkbox"/> History of Violence <input type="checkbox"/> Current Intent <input type="checkbox"/> Viable Plan <input type="checkbox"/> Available Means Comments:
Self-Abuse	<input type="checkbox"/> None Reported <input type="checkbox"/> Self-mutilation (Cutting, burning, etc)
Perception	
Hallucinations	<input type="checkbox"/> None Reported <input type="checkbox"/> Auditory <input type="checkbox"/> Visual <input type="checkbox"/> Olfactory <input type="checkbox"/> Gustatory <input type="checkbox"/> Tactile Describe:

Clinician's Name (Credentials/Title)	Clinician's Signature	Date
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Clinical Supervisor Name (Credentials/Title)	Clinical Supervisor Signature	Date
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Appendix E
Treatment Plan

Dr. Maureen Duffy Family Enrichment Center

Treatment Plan

<input type="checkbox"/> Initial Treatment Plan	<input type="checkbox"/> Updated Treatment Plan
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Date of Intake: _____

Date of Treatment Plan Creation: _____

Client Name: _____

Referral Source: _____

Reason for Referral: _____

Goal:	Dates for Goal	Objectives	Interventions
	Date Goal Created:		
	Projected Completion Date of Goal:		
	Actual Completion Date of Goal:		

Number of Recommended Sessions: Frequency of Sessions:

As part of our services to you today, the above recommendations have been made. Your signature indicates that you have participated in the development of this plan and understand the recommendations.

Client/Guardian

Date

Counselor-In-Training

Date

Faculty/Individual Course Supervisor

Date

APPENDIX D: Supervised Practicum Checklist

All items must be complete in their entirety by the scheduled submission dates in order to successfully complete the practicum course. This checklist is provided for your reference.

Required Forms/Documents

- _____ Liability Insurance
- _____ MOA
- _____ Counseling/Recording Consent Form
- _____ Signed Supervision Disclosure Statement
- _____ Signed Weekly Log
- _____ Aggregate Final Log
- _____ Student Evaluation of Placement (online)
- _____ SOE Data and Verification Form

Counseling Practice/Preparation

Complete at least 100 Total Hours _____ Complete at least 40 Direct Hours _____

Submit 6 recordings with tape reviews throughout the semester

#1 _____ #2 _____ #3 _____

#4 _____ #5 _____ #6 _____

Submit at least 1 Case Presentation with written Case Summary

#1 _____

Scheduled Supervision Meetings & Evaluation

Individual/Triadic Supervision

- _____ Initial Learning Goals
- _____ Weekly Triadic Supervision
- _____ Final Goals Reflection
- _____ Site Visit
- _____ Case Notes Assignment

Site Supervision

_____ Midterm Evaluation by Site Supervisor

_____ Final Evaluation by Site Supervisor

_____ Regular

Meetings with Site

SupervisorGroup

Supervision

8/24 8/31