



North Carolina Central University
"Communicating to Succeed."

School of Education
"Preparing Educators for Diverse Cultural Contexts for the 21st Century."

The School of Education's Vision: To become an international community of scholars who are culturally responsive educators and practitioners

Counselor Education Program (CEP) Mission

The mission of North Carolina Central University is to prepare students academically and professionally to become leaders to advance consciousness of social responsibility in a diverse, global society. In accordance with the larger institution, the mission of the North Carolina Central School of Education is "to prepare educational professionals to serve and inspire excellence in teaching, administration, counseling, communication, technology, community outreach, and other related services". Central to this aim is "the development of leaders who promote social justice and dedicate themselves to the well-being of a global society". The Counselor Education Program prepares counselors to work in mental health, school, and career counseling settings who promote social justice and responsibility, serve as leaders in a diverse and global community, and respond to the complexity of human needs across the lifespan. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse populations. Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

Syllabus
CON 5372-OL2
Supervised Practicum in Counseling (SYNCHRONOUS ONLINE)
Fall 2020
3 Credit Hours

Instructor: Latasha Yvonne Hicks Becton, PhD, NCC, LCMHC, LCAS, CCS
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Phone: 919.530.7696
Email: Latasha.Becton@nccu.edu (Best way to contact me.)
WebEx: <https://nccu.webex.com/meet/latasha.becton>
Class Time: Wednesdays 5:00-6:30PM
Office Hours: Monday (Virtual by appointment)
Tuesday 8:00AM – 2:00PM (Virtual by appointment)
Wednesday 8:00AM – NOON (Virtual by appointment); Dinner Hour 6:30PM-7:30PM

During office hours, I am available via phone or WebEx. On some days, I am available to meet on campus. Please verify with me prior to traveling to campus. It is in your best interest to schedule an appointment as I may have other scheduled meetings or student visits. I will return phone calls within 48 business hours if you leave a message.

Email Correspondence is the best way to reach me: When contacting me via email, please include “CON 5310” in the subject line as well as the topic of your email. Please communicate professionally adhering to the standards of communication for the program, department, and university. My typical response time is 48 business hours.

REQUIRED TEXTBOOKS AND MATERIALS:

This class utilizes Blackboard and WebEx. Students will find required readings on the Blackboard site 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](#)

Other Suggested Text & Readings:

American Psychological Association (2020). *Publication Manual of the American Psychological Association* (7th Edition). Washington, DC: Author

Halbur, D.A., & Halbur, K.V. (2015). *Developing your theoretical orientation in counseling and psychotherapy*. Boston: Pearson

COURSE PREREQUISITES and DESCRIPTION:

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

COURSE FORMAT and WEBSITE:

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

All content is posted or linked on Blackboard which is the Learning Management System used by NCCU (<http://nccu.blackboard.com>). Every student has a username and password issued by the University. You are required to log on to the Blackboard 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 Blackboard during the semester. Emailed assignments will not be scored. If you have questions about your Blackboard (Bb) account, please call Bb or the IT department at 919-530-7676.

FOLIOTEK 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 Foliotek. Please note that some of the assignment names may be different than what appears in Foliotek.

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.

Please review the NCCU Counseling Website: www.nccucounseling.com. You are responsible for all material included in the [student handbook](#). You are expected to demonstrate dispositions that align with expectations of behavior for professional counselors. You may also find it helpful to review the links to learn [how to get started in an online course](#).

**STUDENT LEARNING OUTCOMES &
CACREP STANDARDS ADDRESSED IN THIS COURSE**

CON 5372 Student Learning Outcomes (SLOs) The corresponding CACREP standards met in this class are listed here. <i>At the completion of this course:</i>	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks. At least 40 of the clock hours must be of direct service with actual clients that contributes to the development of counseling skills (Section 3, F & G)	Clinical Placement in approved site	Hour Log, 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 well-being, 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

COURSE POLICIES AND EXPECTATIONS

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 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.

Student Liability Insurance through NCCU notice:

Beginning in the fall of 2019, *the \$15.00 liability insurance fee will now be on student's Tuition and Fee statement* each semester they register for clinical field placement. If a student drops Practicum or Internship AFTER the Drop/Add period, their \$15.00 liability insurance fee will NOT be refunded. If same student registers for Practicum or Internship the following semester, he/she will be charged AGAIN the \$15.00 fee for liability insurance.

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 919-530-7696.

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 should be sent to me at least 48 business hours prior to the assignment due date.

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 WebEx) 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.

Academic Honesty Policy

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

Policy on Incomplete Grade

Grades of "Incomplete" are not assigned in this course or other field experience courses in the Counselor Education Program.

Guidelines for Online “Class” Etiquette, Discussion, and Communication

Any information shared within this course is to remain confidential. You can find information [about video conference etiquette here](#).

- Students are expected to present to class dressed professionally and remain attentive for the duration. Audio and video connections are required. This means, if you are inattentive, doing other things on your computer or in the space around you, you are not in compliance with the course expectations.
- It is expected that students check email at least once daily. Should students have any questions or concerns please feel free to contact the instructor via email (best way to contact) or office phone.
- Everyone will respect each other in the classroom. There are always a diversity of experiences and values. I expect that we will all respect others and be mindful of others.
- Controversial topics and/or opinions may arise during class discussion that may cause strong feelings or emotions. It is important that any debate of these topics and opinions be discussed in a respectful and courteous manner. Please be mindful, respectful, and courteous of others as you are communicating in class. It is important that there be respectful and conscientious dialogue in class.

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 field placement site. All of this information is privileged. We share responsibility for maintaining its confidentiality and protecting the privacy of our clients, classmates, host sites, and sometimes supervisors and other professionals.

Guidelines for fulfilling our responsibilities in this regard include the following matters:

- Written materials (e.g. journal entries, special projects, tape critiques, etc.) referring to clients should either refer to them by initials only or by a pseudonym. If the materials are copied and contain the client’s name, the name should be blocked out with a black felt tip pen if possible so that you cannot see the name.
- Video and audio recordings of client counseling sessions should be kept secure and should be erased after instructional and supervisory reviews are completed.
- Video and audio recordings should not be sent via email. You will submit them via Google Apps for Education as directed by your university/faculty supervisor.
- Classroom/office doors 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 Blackboard and Task Stream. Any time you mention a client in your project, you should utilize either their initials or a pseudonym.
- All client records are the property of your field placement site. No client records or files of information from your field placement 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 field placement setting (typically copies of case notes and treatment plans) should be returned to the files of your field placement site after being reviewed by the faculty supervisor/instructor and returned to you. If they are not returned to the files of your field placement 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.

TECHNICAL SPECIFICATIONS & EXPECTATIONS FOR SYNCHRONOUS VIDEO SUPERVISION

Technical Specifications related to our Course Supervision

- Individual and group meetings will be held using WebEX videoconferencing software. It is available (for free) in desktop, laptop, tablet, and smartphone formats.
- If you will use a desktop or laptop computer, you can enter a test meeting at any time (to test your equipment): <https://www.webex.com/test-meeting.html>
- If using a smartphone or tablet, download the WebEX app. Search your app store for “WebEX” or Cisco WebEX meetings.
- Connection will require a private, stable, high-speed internet connection. Use of cellular phones in open spaces is not appropriate for this course.
- Please make sure that you have a working microphone and video camera enabled on whatever computer or device that you will use to connect. Video and audio are required. Once you enter the meeting space, you will need to activate or enable both your audio and video.

Responsibilities and Requirements for Video-based Individual Supervision

- Each student is responsible for ensuring that they have the software and devices necessary to participate in every supervision meeting. Please make other arrangements if your devices or internet connection are not working properly. There is *always* a solution.
- Each person (student and supervisor/instructor) is required to use headphones or earbuds for every supervision meeting. This is important for technical reasons (to reduce audio feedback), and 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 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 faculty 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 faculty supervisor/instructor on campus or meeting with the Chancellor or University President in their office.
- 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. Failure to present yourself appropriately will result in a reduction of participation points or being counted as absent from the course meeting.

GRADED COURSE ASSIGNMENTS & OTHER REQUIREMENTS

Each week, you will find a numbered and dated Module or Set of Modules to complete. You can find these by clicking on the “Learning Modules” link on the navigation panel for our Blackboard site. Each Module is marked with a title and due date. You are expected to complete all tasks within each Module. Please open the “LEARN” folder for lectures, supplemental videos, handouts, additional readings, and other course content. Please open the ASSESS folder for deliverables such as quizzes, discussions, assignments, etc. All tasks need to be completed by 11:59pm on the day it is due.

Additional information about each assignment will be posted on the course Blackboard site. Please check Blackboard and review the rubrics for each assignment prior to attempting/submitting. What you find below is a brief overview of each assignment.

Readings: Each student will complete all assigned readings. Budget a minimum of three hours per week to read the weekly reading assignments and other theories and techniques in counseling related literature.

COURSE PARTICIPATION EXPECTATIONS

MOA and Proof of Liability Insurance

Please upload a copy of each on Blackboard even though you have given a copy to Dr. Blount.

Professional Practice/Counseling Experience

In order to successfully complete the course, you must practice counseling for the designated number of hours. You must obtain at least one hundred (100) hours of counseling experience (indirect and direct hours) at a field site (CACREP 3.F). At least forty (40) 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 meetings at the site, case consultation, observing sessions, and scheduling appointments.

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.

Group Supervision with a University/Faculty Supervisor

Students must meet weekly for at least one and one half hours with a university supervisor for group supervision (CACREP 3.I). This meeting is held online via WebEx from 5:00-6:30 PM. During these meetings, you will discuss your progress at your practicum sites, class readings, and present audio recordings for group review. You must complete the assigned readings and be prepared to discuss them at group supervision meetings. *Missed meetings can result in failure of the course.

Triadic Supervision with a University/Faculty Supervisor

Students must meet weekly with a university supervisor for at least one hour of triadic supervision (CACREP 3.H.) This meeting time will be arranged within the first week of classes and will take place via WebEx. 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.

DOCUMENTATION and RECORDINGS

Hour Log

You must maintain a record of hours at your field site using the electronic form provided by the instructor/faculty supervisor. 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 Blackboard 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 site supervision.
- Final hours logs must be uploaded to Blackboard **by November 16, 2020**.

Consent to Record

You must request permission to record all direct client care. This is required. Although there is no assigned point value in this course, failure to request consent to record direct client care will result in failure of the course. 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.

- **By the end of the second week, students should either have access to and a full understanding of the recording permission form utilized by the site or have approval from the site supervisor to use the template provided by NCCU.**

Recordings

You are expected to request permission to record all direct client care. 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. Doing so allows you to review your work regularly and seek supervision "raw data" of your work. Exceptions to the expectation of recording all client sessions may include spontaneous interactions or crises where it might disrupt the flow of the meeting.

To this end, you will upload an additional 4 recordings (minimum length of 30 minutes per recording) to the Google Apps for Education Drive Folder shared with you by your instructor/faculty supervisor. Two of the four must be uploaded by the midterm (10/14) and the final two must be uploaded by 11/11. Instructors/university supervisors, may request that additional recordings be uploaded in excess of recordings submitted for triadic and these 4 additional recordings.

- **Students are expected to upload recordings to the shared folder created by their university supervisor within 24 hours and delete the recording from their personal device. Students will delete recordings from the Drive folder after they are reviewed in supervision.**

Session Review Forms

In preparation for triadic supervisor, you will submit a minimum of 6 tape review forms with their corresponding tape/recording throughout the semester. In order to review your work, you must first record a session, then listen to the recording in its entirety. Next, you will submit a written critique and evaluation of the counseling session using the form in [Appendix A](#). Session review forms should be uploaded to Blackboard.

You are required to upload completed session review forms to Blackboard. The corresponding recording will be uploaded to the secure Google Drive Folder created by the instructor. In triadic supervision, 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 recording on your own and have analyzed it in great detail.

- **Due dates for session review forms will be discussed in Triadic Supervision.**

PROJECTS and REFLECTIONS

Initial Goals Statement

In order to facilitate reflective practice, you will prepare a statement of goals for the practicum experience. In a written statement of 3-5 goals, consider what you hope to gain throughout the practicum experience in the following areas: counseling skills (e.g. increased use of immediacy, increased use of reflection of feelings, or decreased use of close-ended questions), conceptualization skills, self-awareness, use of theory or interventions, multicultural development/awareness, knowledge about client population or presenting concerns, et. For each listed goal, please be descriptive. It may be helpful to identify what you are aiming for, how you will know you have attained it/what will be different, and how supervisor will know you have attained it.

- The goal statement is **due September 2, 2020.**

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 Blackboard 48 hours before your scheduled presentation time. This assignment will also be submitted to Task Stream at the conclusion of the semester. As always, be sure to document your client's consent to be taped and have this stored at your site.

- Case Presentations are due as scheduled

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.

- This assignment is **due October 7, 2020.**

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 Blackboard discussion board by the due date. You are then required to read through your peers' handouts on Blackboard, making notes about the insights that are relevant to your work for discussion in class. Due dates are reflected in the course schedule.

- This assignment is **due November 11, 2020**

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 Blackboard.

- This assignment is **due November 18, 2020.**

EVALUATIONS

Midterm Evaluation (from Site Supervisor)

This evaluation is to be completed by your site supervisor and submitted at the midterm of the semester. The form is located on the NCCU Counseling website and in Blackboard. Points are determined by on time submission as well as content of the evaluation.

- The **Site Supervisor Midterm Evaluation is due October 14, 2020.**

Final Evaluation (from Site Supervisor)

This evaluation is to be completed by your site supervisor and submitted at the midterm of the semester. The form is located on the NCCU Counseling website and in Blackboard. Points are determined by on time submission as well as content of the evaluation.

- The **Site Supervisor Final Evaluation is due November 18, 2020.**

Faculty Supervisor Evaluation

This evaluation completed by the university supervisor will also contribute to your overall assessment of skills, disposition, strengths, and areas for growth. The form used will be the same as your final evaluation by your site supervisor. **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.

Note on Writing Quality: All written work is expected to be mechanically and grammatically correct (i.e. well-organized, correct spelling, noun-verb agreement, proof-read, edited, etc.). Evaluation of all written work will reflect the quality of writing as well as the content. Rubrics are provided.

- All assignments should show appropriate grammar, adhere to APA formatting, and be written in a scholarly manner. Assignments will be graded on APA formatting.
- When you make reference to research material in your assignments, you must use appropriate source citations and references as found in the APA 7th Edition Publication Manual. Referencing the book and author at the end of a paragraph is not enough. We need to be able to decipher your thoughts from cited material. Accidental plagiarism is still plagiarism.
- In addition, it is important to write at a professional level. For instance, there is rarely reason to refer to yourself in a paper. Instead of —*This learner believes that person-centered counseling focuses on unconditional positive regard*, simply state what you believe without referencing yourself. For example, —*Person-centered counseling focuses on unconditional positive regard*. This is much stronger and more professional than the first statement. We will be able to distinguish your thoughts from the thoughts of others because you will cite and then reference the thoughts of others so there is no reason to include yourself in any of your sentences. This also eliminates the need for the debate between using third person (this learner) or first person (I).

TENTATIVE COURSE SCHEDULE

Please note, the instructor reserves the right to modify this tentative calendar at any time. You will be notified via Blackboard of any changes. Use this schedule as a guide for your preparation.

Please refer to Blackboard for supplemental readings, required video lectures/lecturettes, supplemental videos, and other materials for each week.

Date	Format	Focus / Readings and Assignments
Week 1 August 24-30	Group Supervision Wednesday 5-6:30pm	Getting started <ul style="list-style-type: none"> • Introductions • Purpose of supervision • Review syllabus and sign ups • Discuss learning goals Verify that MOA and Liability Insurance Readings due: ACA Code of Ethics
	Triadic (as scheduled)	
Week 2 August 31-September 6	Group Wednesday 5-6:30pm	Readings due: McGlothlin, 2008 (simple steps) Myer & Cogdal, 2007 (crisis work) Due: Goal Statement
	Triadic (as scheduled)	
Week 3 September 7-13	Group Supervision Wednesday 5-6:30pm	Readings due: Zhang & Parsons; 2016 (case notes) Activity: ACA Code of Ethics Scavenger Hunt
	Triadic (as scheduled)	
Week 4 September 14-20	Group Wednesday 5-6:30pm	Readings due: Day-Vines et al., 2020; Baynes & Branco, 2018 (broaching) Case Presentation(s) _____
	Triadic (as scheduled)	

Week 5 September 21-27	Group Supervision Wednesday 5-6:30pm	Readings due: Scott, Boylan, & Jungers, 2015 (assessment/conceptualization) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 6 September 28- October 4	Group Supervision Wednesday 5-6:30pm	Readings due: McNichols, et al., 2016, Gehart, 2015, Ch. 3 (goal setting) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 7 October 5- October 11	Group Supervision Wednesday 5-6:30pm *Meet with Dr. Williams's group**	Readings due: Othmer & Othmer, 1994 (building rapport) Case Presentation(s) _____
	Triadic (as scheduled)	Due: Counseling Case Notes
Week 8 October 12-18	Group Supervision Wednesday 5-6:30pm	Readings due: Halbur & Halbur, 2015; ch. 3 & 4 (theory) Due: Midterm evaluation submitted via Blackboard and upload 2 of your 4 additional recordings to Drive along with session reviews uploaded to Blackboard
	Triadic (as scheduled)	
Week 9 October 19-25	Group Wednesday 5-6:30pm	Readings due: Hutchinson, 2007 (termination) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 10 October 26- November 1	Group Supervision Wednesday 5-6:30pm	Readings due: Yildirim, 2012; Gladding, 1994 (group work) Case Presentation(s) _____
	Triadic (as scheduled)	

Week 11 November 2- November 8	Group Supervision Wednesday 5-6:30pm	Readings due: Rosen & Atkins, 2014; Lenz, Holman & Dominguez, 2010 (expressive arts and creativity in counseling) Case Presentation(s) _____
	Triadic (as scheduled)	
Week 12 November 9-15	Group Supervision Wednesday 5-6:30pm	Readings due: Lawson & Myers, 2011 (wellness and burnout) Due: Upload final 2 of your 4 additional recordings to Drive along with session reviews uploaded to Blackboard Due: Bridging Research and Practice Handout uploaded to Blackboard Discussion Post
	Triadic (as scheduled)	
Week 13 November 16-22 Final meeting	Group Supervision Wednesday 5-6:30pm	Readings due: Bridging Research and Practice Handouts Due by Nov. 18: Final Reflection, Final Evaluation Due by end of MOA: Hour log
	Triadic (as scheduled)	

COURSE DELIVERABLES & EVALUATION

Course Component	Assignment/Activity	Due Date	Available Points
1. Participation	Attendance at site and supervision sessions	Ongoing	100
	Quality of engagement (e.g., contributing to discussions, completing readings, offering feedback)	Ongoing	100
2. Documentation and Recordings	Hour log	End of MOA	15
	Session review forms + recording (6 x 10 points each)	Ongoing	60
	Recordings uploaded to Drive (4 additional recordings)	10/14/2020 ; 11/11/2020	25
3. Projects and Reflections	Initial Goal Statement	9/2/2020	25
	Bridging Research and Practice	11/11/2020	25
	Case Presentation	Due: _____	100
	Counseling Case Notes (one DART and one SOAP)	10/7/2020	25
	Final Goals Reflection	11/18/2020	25
4. Evaluations	Midterm Evaluation, site supervisor	10/14/2020	50
	Final Evaluation, site supervisor	11/18/2020	50
	Evaluation, university supervisor	Ongoing	100
TOTAL			700

Final Grading Scale	
Letter Grade	Point Total
A	630-700
B	560-629
C	490-559
D	<490

Excerpts from the Counseling Student Handbook

Academic expectations and policies

The Counselor Education Program follows the universities policies regarding academic requirements. The University recognizes the grades that follow in the evaluation of the performance of graduate students:

A= Work of superior quality

B= Satisfactory passing work

C= Low passing work

I= Work that has not been fully completed. A grade of I is only given in extreme circumstances. (This does not apply to a thesis. The work must be completed within one year of the grade or the course will have to be repeated for credit.)

W= Represents withdrawal from all courses for the semester

WC= Represents withdrawal from the course

F= Failure

NF= Represents a course in which the student stopped attending classes without officially dropping the class; counts as a failing grade

Dispositions

The NCCU Counselor Education Program is committed to admitting, retaining, and graduating students who are a good fit for the nature of the work of being a capable counselor. We have university policies surrounding academic expectations, GPA, and standing in the program. Each student is assigned an academic advisor who will regularly meet with them for academic planning and performance. Sometimes a student might find challenges with being in the role of a counselor. The student may recognize these difficulties or they may receive feedback from faculty and others in the field indicating the counseling role may not be the best career option and fit. We are concerned about the well-being of our students and their readiness to engage in the responsibilities and ethics of counseling. The faculty serves as gate-keepers for the counseling profession, meaning we are ethically bound to discern best fit in terms of attitudes, characteristics, skills, judgment, and dispositions. We assess these non-academic but essential factors from the onset of applicant interest in the program and during the application interview.

In some cases, however, dispositions reveal themselves after admission is granted. **Faculty discusses the progress of each student on a regular basis and any concerns are addressed with a plan of action for remediation and re-evaluation.** The program also has formal points of review. One critical evaluation occurs at the Mid-Program Review which occurs after Phase I classes are completed and the student is moving from Pre-Practicum into Practicum. This review allows the faculty to endorse students for readiness to engage in field supervision. If the student is not assessed as ready for site placement, a remediation plan is put into action with a written contract specifying what needs to be done and within what timeframe. The advisor serves as the contact person as the action plan unfolds.

It is important that you understand the critical nature of the dispositions factor. As gate-keepers, faculty use best judgment in protecting the public from any questionable characteristic or behavior of a counselor-in-training that could impair professional and ethical service to clients. Faculty will give direct feedback when necessary and will direct the student toward resources that could help the student develop greater fit or redirect his/her career direction. The action plan could include not allowing the student to move ahead into supervised field experience. Faculty works with any student who is assessed to have these kinds of difficulties and options for remediation and remedy are given to the student with an appropriate timeframe before another evaluation is made. **If at any time during the student's training with the program faculty receive information about unethical professional behavior or if the student is unwilling to comply with the requirements of the stated remediation plan in order to address fit for service, the student can be dismissed from continuation in the program.**

NCCU POLICIES AND RESOURCES

NCCU ATTENDANCE POLICY

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

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

STATEMENT OF INCLUSION/NON-DISCRIMINATION

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

STUDENT ACCESSIBILITY SERVICES (formerly 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 Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@nccu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.nccu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

Students identifying as pregnant or other pregnancy-related conditions who would like to request reasonable accommodations and services under Title IX must register with SAS.

CONFIDENTIALITY and MANDATORY REPORTING

All forms of discrimination based on sex, including sexual misconduct, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Misconduct Policy (NCCU POL 01.04.4). NCCU faculty and instructors are considered to be responsible employees and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Misconduct Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the [Title IX Reporting Form](#), located at www.nccu.edu/titleix.

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

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.

Veterans Services

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

LGBTQ Resource Center

The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQ) Resource Center at NC Central University serves as a vital link by which LGBTQIA+ individuals can find a sense of community and everyone can learn about LGBTQIA+ identities and culture.

SPECIAL INFORMATION ABOUT COVID-19

COVID-19 Health and Safety Requirement for Wearing a Face Mask or Other Face Covering in the Classroom or Other Instructional Setting:

To create and preserve a classroom atmosphere, whether in-person or online, that optimizes teaching and learning, all participants share a responsibility in creating a civil and non-disruptive forum. At all times, students are expected to continuously conduct themselves in a manner that does not disrupt teaching or learning. Your responsibilities as a member of the North Carolina Central University community are outlined in the [NCCU Student Code of Conduct](#) (Code). The [Code](#) outlines disciplinary procedures, behaviors that are subject to disciplinary action, hearing procedures and the consequences that result from violating the [Code](#).

In addition to community standards to which all students are accountable, the [Code](#) outlines the requirement to abide by all other rules, regulations, policies, procedures and guidelines issued by the institution. In consideration of the University's commitment to maintain healthy and safe learning environments during the COVID-19 pandemic, the University has issued the [Operations, Recovery and Continuity](#) plan. The [plan](#) highlights and details the University's preparations to safely open for the Fall 2020 semester and includes behavioral standards for in-class instruction, such as physical distancing, use of face coverings, and hand hygiene. However, in light of the ever-changing nature of the COVID-19 pandemic, the plan is subject to change.

Please be advised that face coverings are required while on campus and during in-person instruction as per NCCU's guidelines, and the State of North Carolina's Executive Order 147. The few exceptions to this requirement can be found in the [Operations, Recovery and Continuity](#) plan.

Any action by a student that interferes with the education of another student or interferes with the operations of the University in carrying out its responsibility to provide a safe and conducive educational environment will be considered a violation of the [NCCU Student Code of Conduct](#).

SELECTED ADDITIONAL RESOURCES/CITATIONS

- Baird, B. N. (2007). *The internship, practicum and field placement handbook: A guide for helping professions* (pp. 121-145). Upper Saddle River, NJ: Prentice Hall. [Chapter 8 Stress and Self-Care]
- Baynes, H.B., & Branco, S.F. (2018). A phenomenological inquiry into counselor of color broaching experiences. *Journal of Counseling & Development, 96*, 75-85.
- Day-Vines, N.L., Wood, S.M., Grothaus, T., Craigen, L., Holman, A., Dotson-Blake, K., & Douglass, M.J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. *Journal of Counseling & Development, 85*, 401-409
- Deaner, R.G., & Hicks-Becton, L.Y. (2018, May). Navigating Fight, Flight, or Freeze: Developing Courage and Freedom to Act. *Counseling Today* 10-12
- Ellis, T.E., & Rutherford, B. (2008). Cognition and suicide: Two decades of progress. *International Association for Cognitive Psychotherapy, 1*(1), 47-68
- Gerhart, D. (2016). Case documentation in counseling and psychotherapy: A theory-informed competency-based approach. (2nd ed.) USA: Cengage Learning [Chapter 3 Treatment Planning]
- Halbur, D.A., & Halbur, K.V. (2011). Developing your theoretical orientation in counseling and psychotherapy. Boston: Pearson
- Hicks-Becton, L.Y., & Natwick, J. (2019, March). Processing trauma with clients in recovery. *Counseling Today* 14-15
- Hutchinson, D. (2007). *The essential counselor: Process, skills, and techniques* (pp. 91-120). Boston, MA: Lahaska. [Chapter 5: Assessment, Goal Setting, and Action Planning]
- Hutchinson, D. (2007). *The essential counselor: Process, skills, and techniques* (pp. 194-224). Boston, MA: Lahaska. [Chapter 9 Essential Action Skills: Working Toward Goals]
- Hutchinson, D. (2007). *The essential counselor: Process, skills, and techniques* (pp. 304-324). Boston, MA: Lahaska. [Chapter 13 Skills for Ending]
- Jones, C.T., & Welfare, L.E. (2017). Broaching behaviors of licensed professional counselors: A qualitative inquiry. *Journal of Addictions and Offender Counseling, 38*, 48-64. doi:[10.1002/jaoc.12028](https://doi.org/10.1002/jaoc.12028)
- King, K.M, and Borders, L.D. (2019). An experimental investigation of white counselors broaching race and racism. *Journal of Counseling & Development, 97*, 4, 341-351.
- McGlothlin, J. M. (2008). *Developing clinical skills in suicide assessment, prevention, and treatment* (pp. 35-46). Alexandria, VA: American Counseling Association.
- Myer, R.A., & Cogdal, P. (2007) in Gregoire, J., and Jungers, C.M The Counselor's Companion: What every beginning counselor needs to know. Mahway, NJ: Lawrence Erlbaum Associates, Inc. [Chapter 25]
- Othmer, E., & Othmer, S. C. (1994). *The clinical interview: Using the DSM-IV, volume 1: Fundamentals* (pp. 13-43). Washington, DC: The Psychiatric Press. [Chapter 2 Strategies for Rapport]
- Othmer, E., & Othmer, S. C. (1994). *The clinical interview: Using the DSM-IV, volume 1: Fundamentals* (pp. 43-98). Washington, DC: The Psychiatric Press. [Chapter 3 Strategies to Get Information: Techniques]
- Rosen, C.M., & Atkins, S.S. (2014). Am I doing expressive arts therapy or creativity in counseling. *Journal of Creativity in Mental Health, 9*, 292-303
- Vacc, N. A., & Juhnke, G. A. (1997). The use of structured clinical interviews for assessment in counseling. *Journal of Counseling & Development, 75*, 470-480.
- Ward, D. E. (1984). Termination of individual counseling: Concepts and strategies. *Journal of Counseling and Development, 63*, 21- 25.

APPENDIX A: SESSION REVIEW FORM

Counselor _____ Date _____ Tape # _____

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

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

What would you like to discuss about this session in triadic? 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. Include 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

Counselor _____ Session # _____ Date of Session _____

Brief Client Description:

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

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

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

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

DART Note

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)?

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	_____ Acknowledgement of Risk
_____ MOA	_____ Signed Weekly Log
_____ Counseling/Recording Consent Form	_____ Aggregate Final Log
_____ Signed Supervision Disclosure Statement	_____ Student Evaluation of Placement (online)

Counseling Practice/Preparation

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

Submit 10 recordings with tape reviews throughout the semester

#1 _____ #2 _____ #3 _____ #4 _____ #5 _____
#6 _____ #7 _____ #8 _____ #9 _____ #10 _____

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

Group Supervision

8/26	9/2	9/9	9/16	9/23
9/30	10/7	10/14	10/21	10/28
11/4	11/11	11/18		

Site Supervision

_____ Midterm Evaluation by Site Supervisor
_____ Final Evaluation by Site Supervisor
_____ Regular Meetings with Site Supervisor