



**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.

[www.nccucounseling.com](http://www.nccucounseling.com)

**Syllabus**  
**CON 5390**  
**Internship in Counseling – Spring 2021**  
**Wednesdays 5-7:30PM**  
**3 or 6 Credit Hours**

**Instructor:** Robert A. Horne, Ph.D., M.Div., NCC, ACS, LCMHC, LCAS, ICAADC  
**Office:** Rm. 2099, H. M. Michaux, Jr. School of Education  
**Phone:** 919.423.4484  
**Email:** Rhorne6@NCCU.EDU (Best method of contact)  
**SKYPE ID:** Live: Rhorne6

**\*Office Hours:** Monday: 1pm – 3pm (WebEx by appointment)  
Tuesday: 10:00am – 1:00pm (WebEx by appointment)  
Wednesday: 10:00am – 1:00pm (WebEx by appointment)  
Thursday: 6pm – 8pm (WebEx by appointment)  
Other times by appointment

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. \*For Spring 2021, I expect us to be virtual the entire semester and on-campus meetings will not be possible

**Email Correspondence** Email is the best way to reach me: My typical response time is 48 business hours, excluding weekends and holidays.

### **COURSE FORMAT & MEETING TIME:**

This course will be presented as an online, synchronous class. You are **required** to meet with the group for supervision via Dr. Horne's WebEx, <https://nccu.webex.com/join/rhorne6>, on Wednesdays at 5PM until 7:30PM and as scheduled for individual supervision. Please arrive to the meetings early. Late admission may not be permitted and may result in being counted absent for that week's meeting. Course documents will be housed in [Blackboard](#). Please check [Blackboard](#) regularly for course information. Individual meetings in addition to the scheduled group meetings will be scheduled as needed at the request of the instructor or at student request.

This is a web-based course. All interactions are scheduled online. The supervision group meets via WebEx, <https://nccu.webex.com/join/rhorne6>. You will be required to log on to the Blackboard system in order to complete assignments during the semester (e.g., submit assignments, obtain handouts).

### **CREDIT HOURS:**

This course may be taken for 3 credit hours or 6 credit hours. It is your responsibility to ensure you are registered for the appropriate number of hours based on your plan of study and consultation with your advisor.

### **REQUIRED TEXTS & READINGS:**

none

### **RECOMMENDED TEXTS:**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.). Arlington, VA: Author. ISBN: 9780890425558

Erford, B. (2014). *Mastering the National Counselor Exam and the Counselor Preparation Comprehensive Exam*. Pearson Higher Ed. ISBN: 9780135201619

Forester-Miller, H., & Davis, T. E. (2016). *Practitioner's guide to ethical decision making* (Rev. ed.). Retrieved from <http://www.counseling.org/docs/default-source/ethics/practitioner's-guide-to-ethical-decision-making.pdf>

Gehart, D. R. (2016). *Theory and treatment planning in counseling and psychotherapy*. ISBN-13: 9781305089617; DIGITAL ISBN-13: 9781305533875; ISBN-10: 1305089618

Johnson, S. L. (2018). *Therapist Guide to Clinical Intervention: The 1-2-3's of Treatment Planning*. Third Edition, San Diego: Academic Press.

Kaplan, D.M., France, P.C., Herman, M.A., Baca, J.V., Goodnough, G.E., Hodges, Spurgeon, S.L., and Wade, M.D. (2017). [New concepts in the 2014 ACA Code of Ethics](#). *Journal of Counseling and Development*, 95, 110-120.

McCarney, S. B. & Wunderlich, K. C. (2014). *Pre-Referral Intervention Manual* (4<sup>th</sup> ed.). Columbia, MO: Hawthorne Educational Services, Inc. **ASIN:** B00HNNVY0

Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders*. **ISBN-13:** 9780470889008; **ISBN-10:**0470889004

Stone, D., & Heen, S. (2015). *Thanks for the feedback: The science and art of receiving feedback well (even when it is off base, unfair, poorly delivered, and, frankly, you're not in the mood)*.

Unbound Medicine (2020). *DSM-5 Differential Diagnosis (DDx) App*. (Demonstration of the App: <https://www.youtube.com/watch?v=SoptBZXSKKA>)

Discount code: nccu

Discount link: <https://www.unboundmedicine.com/inst/nccu>

Ventura, E. (2017). *Casebook for DSM-5: Diagnosis and Treatment Planning*. New York: Springer Publishing Company.

### **COURSE PREREQUISITES & CATALOG DESCRIPTION**

Prerequisites: Phase 2 completion and a B or better in CON 5371 and CON 5372. This class provides an opportunity for advanced candidates in counseling to demonstrate the ability to perform all counseling duties and responsibilities with individuals and groups in their applied sites. The internship is a 600-hour field placement experience.

### **COURSE GOALS:**

The purpose of this course is for students to engage in professional practice in their designated specialty area and apply the foundational and contextual skills learned in previously or concurrently completed coursework.

Professional practice provides for the application of theory and the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel student-clients who represent the ethnic and demographic diversity of their community. The internship provides an opportunity for the student to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform. Begun after successful completion of the practicum, the internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area.

The overall internship is a 600-hour field placement experience. Forty percent (40%) of your time spent at your site should be direct contact with clients (240 direct hours for a 600-hour internship; 120 direct hours for a 300-hour internship) [CACREP Std. 3.G.j-k.].

### **COURSE WEBSITE:**

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 account, please call Bb or the IT department at 919-530-7676.

WebEx: <https://nccu.webex.com/meet/jbarrow4>

Blackboard: <http://nccu.blackboard.com>

## **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](http://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](#).

**CACREP STANDARDS ADDRESSED IN THIS COURSE**  
 CON 5390 STUDENT LEARNING OUTCOMES FOR ALL STUDENTS in INTERNSHIP

<p align="center"><b>2016 CACREP STANDARDS</b></p> <p align="center"><b>The counselor trainee will be able to:</b></p>	<p align="center"><b>METHOD FOR OBTAINING OUTCOME</b></p>	<p align="center"><b>METHOD FOR EVALUATION OF OUTCOME</b></p>
<p>Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. (3.A)</p>	<p>University Insurance Policy for Clinical Placement Students</p>	<p>University Insurance Policy for Clinical Placement Students</p>
<p>Students are provided information defining the roles and responsibilities of supervisors, including frequency of consultation. (3.R.)</p>	<p>MOA, Site Supervisor Orientation, Instructor Professional Disclosure Statement</p>	<p>MOA with documentation of University Insurance, Signature of Site Supervisor submitted before start of classes; Instructor's Professional Disclosure</p>
<p>Produce program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients. (3.B)</p>	<p>Placement, Supervision meetings, Site visits</p>	<p>Recordings with Tape Critique; Weekly/Group Supervision, Supervisor evaluation; Hours Log;</p>
<p>Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship. (3.C)</p>	<p>Field Placement Experience, Supervision Meetings, Project, Site visits, Supervisor Evaluations</p>	<p>Supervisor evaluation; Instructor Evaluation in University Individual Supervision Goals Review; Tape Critique; Weekly Logs; Group Supervision/Class Meeting attendance; Site Visit/Call conducted by instructor</p>
<p>Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (3.D)</p>	<p>Placement, Supervision Meetings, Site Presentation, Community Engagement Project</p>	<p>Supervisor evaluation, Journal, Hours Log, Recordings, Site Presentation, Community Engagement Project</p>
<p>After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area. (3.J)</p>	<p>Placement</p>	<p>Supervisor evaluation, Hours Log</p>
<p>Participate in at least 240 clock hours of direct counseling services, including experience leading groups (3.E.). (3.K)</p>	<p>Placement</p>	<p>Recordings, Supervisor evaluation; Journal; Hours Log; Project; Class discussion; last journal entry, reflection of experience leading and/or co-leading group</p>

<p>6. Interact weekly (averaging one hour per week of individual and/or triadic supervision) throughout the internship, usually performed by the onsite supervisor. (3.L)</p>	<p>Placement meetings with site supervisor</p>	<p>Supervisor evaluation, Journal, Hours Log</p>
<p>7. Meet an average of 1 1/2 hours per week for group supervision provided (on a regular schedule throughout the internship) by a program faculty member. (3.M)</p>	<p>Supervision meetings</p>	<p>Supervision meeting attendance, Journal, Hours Log</p>
<p>8. Site supervisors have a master's degree, preferably in counseling, two years of post-graduate experience, knowledge of program's expectations, requirements, and evaluation procedures and are provided professional development opportunities. (3.P.; 3.Q)</p>	<p>MOA, Site Supervisor Orientation, Site Visits/Calls</p>	<p>MOA with documentation of University insurance; Site Supervisor Orientation; Site Visit/Call conducted by instructor; Webinars</p>

**TRACK SPECIFIC STANDARDS ADDRESSED IN THIS COURSE**

<p>*****In addition to the standards identified above, this course also addresses each of the Clinical Mental Health Counseling Standards (5C), School Counseling Standards (5G), and Career Counseling Standards (5B) by providing an opportunity for students to apply foundational skills clinically, reflect on their own practice, and have their work evaluated by an experienced professional. Standards are assessed as listed above and methods of evaluation include each of the graded assignments listed later in this syllabus. *****</p>			
<b>Assignment</b>	<b>Career Counseling</b>	<b>Clinical Mental Health Counseling</b>	<b>School Counseling</b>
Site Presentation	5.B.1.a,b,d; 5.B.2.a,c,h,i,j	5.C.1.a,b,c,,e;	5.G.1.a,b,c,d,e; 5.G.2.a,b,c,d,e,g,j,k,l,n 5.G.3.
Professional Disclosure Statement	5.B.2.j;	5.C.2.c,d,i,k,l,m	5.2.n,l
Skills Presentation	5.B.3.b,	5.C.3.b;	5.G.3.d,e,f
Ethics Presentation	5.B.2.j;	5.C.3.b;	5.G.2.n; 5.3.
Resume/Marketing Project			5.G.2.a,f,
Hour Log of Professional Practice	5.B.2.d; 5.B.3.a,b,c,d,e,f,g	5.C.3.a,b,c,d,e	5.G.3.a,b,c,d,e,f, g,h,i,j,k,l,m,n,o
Case Presentation	5.B.3.a,b,c,d,e,f,g	5.C.3.a,b,c,d,e	5.G.3.c,d,e,f, g,h,l,j,k,l,m,n,o.
Community Engagement Project	5.3.e,f,g	5.C.3.e	5.G.2.a,b,c; 5.3.b,d,l,n,o



**SCHOOL COUNSELING PRACTICE STANDARDS ADDRESSED IN THIS COURSE**

<b>SPECIALTY SPECIFIC PRACTICE STANDARDS</b>	<b>ASSIGNMENT</b>	<b>Assignment /Artifact description</b>
5.G.3.a Development of school counseling program mission statements and objectives	Site Presentation; Reading	<p>The site presentation requires students to research their chosen internship site via websites, interviews, and informal conversations to compile information regarding the development and components of a comprehensive school counseling program.</p> <p>Students will read <i>Counselor or Educators: Strengthening the Professional Identify of School Counselors</i> and apply it to journal prompts related to the development of counselor identity and using technology to advertise our role (i.e., Journals titled tweet, advocacy, school counselor identity).</p> <p>Reading  <a href="https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf">https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf</a></p>
5.G.3.b. Design and evaluation of school counseling programs	Site Presentation, Needs Assessment; Reading	<p>The site presentation requires students to research their chosen internship site via websites, interviews, and informal conversations to compile information on the development/components of a comprehensive school counseling program, including generating a developmentally appropriate needs assessments.</p> <p>Students will read <i>Counselor or Educators: Strengthening the Professional Identify of School Counselors</i> and complete journal prompts related to counselor identity (i.e., Journal titled school counselor identity). Reading found here:  <a href="https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf">https://www.counseling.org/resources/library/VISTAS/vistas06_online-only/Webber.pdf</a></p> <p>Students will develop a needs assessment for their site through the completion of a Journal Google Survey.</p>
5.G.3.c.Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	Site Presentation	<p>The site presentation requires students to research their chosen internship site via websites, interviews, and informal conversations to compile information on the development/components of a comprehensive school counseling program, including the selection or creation of curriculum for large group lessons (pka large group guidance).</p>

<p>5.G.3.d. Interventions to promote academic development</p>	<p>Tape Critique, Group Supervision Meetings, Skills Presentation, Professional Growth Plan</p>	<p>Students will evaluate their counseling sessions through the use of a Tape Critique (see Syllabus Appendix B).</p> <p>Students will verbally explain interventions used on their sites to address academic outcomes for student-clients.</p> <p>Students will develop a skills presentation focused on a counseling skill designed to meet student-client goals and improve counseling relationships.</p> <p>Students will develop a Professional Growth Plan (NC) in concert with their site supervisor (i.e. Journal 3 PGP) listing their individual goals for their internship placement.</p>
<p>5.G.3.e. Use of developmentally appropriate career counseling interventions and assessments</p>	<p>Tape Critique, Group Supervision Meetings, Navigator/CFNC Journal</p>	<p>Students will evaluate their counseling sessions through the use of a Tape Critique (see Syllabus Appendix B).</p> <p>Students will verbally explain interventions used on their sites to address career counseling goals for student-clients.</p> <p>Students will examine two career related websites and contrast their usefulness for their student client population. (Journal Navigator/CFNC)</p>
<p>5.G.3.f. Techniques of personal/social counseling in school settings</p>	<p>Tape Critique, Group Supervision Meetings, Skills Presentation, Site presentation</p>	<p>Students will evaluate their counseling sessions through the use of a Tape Critique (see Syllabus Appendix B).</p> <p>Students will verbally explain interventions and theoretical approaches to address the personal/social needs of student-clients.</p> <p>Students will develop a skills presentation focused on a counseling skill designed to meet student-client goals and improve counseling relationships.</p> <p>Students will identify and list referral sources used for student clients to access external counseling resources.</p> <p>The site presentation requires students to research their chosen internship site and list referral sources.</p>

<p>5.G.3.g. strategies to facilitate school and postsecondary transitions</p>	<p>Navigator/CFNC Journal</p>	<p>Students will examine two career related websites and contrast their usefulness for their student client population. (Journal Navigator/CFNC)</p>
<p>5.G.3.h. Skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement</p>	<p>Tape Critique, Group Supervision Meetings, Skills Presentation</p>	<p>Students will evaluate their counseling sessions through the use of a Tape Critique (see Syllabus Appendix B).</p> <p>Students will verbally explain interventions and theoretical approaches to address the personal/social needs of student-clients.</p> <p>Students will develop a skills presentation focused on a counseling skill designed to meet student-client goals and improve counseling relationships.</p>
<p>5.G.3.i. Approaches to increase promotion and graduation rates</p>	<p>Site Presentation, Professional Growth Plan</p>	<p>The site presentation requires students to research their chosen internship site via websites, interviews, and informal conversations to compile information on the development/components of a comprehensive school counseling program, including describing promotion/graduation rates.</p> <p>Students will develop a Professional Growth Plan (NC) in concert with their site supervisor (i.e. Journal 3 PGP) listing their individual goals for their internship placement.</p>
<p>5.G.3.j. interventions to promote college and career readiness</p>	<p>Professional Growth Plan, Navigator/CFNC Journal</p>	<p>Students will develop a Professional Growth Plan (NC) in concert with their site supervisor (i.e. Journal 3 PGP) listing their individual goals for their internship placement.</p> <p>Students will examine two career related websites and contrast their usefulness for their student client population. (Journal Navigator/CFNC)</p>
<p>5.G.3.k. Strategies to promote equity in student achievement and college access</p>	<p>Site Presentation; Readings; Journal</p>	<p>The site presentation requires students to research their chosen internship site via websites, interviews, and informal conversations to compile information on the development/components of a comprehensive school counseling program, including addressing diverse learning, cultural difference, and equitable practices.</p> <p>Students will read and respond to <i>Motivating Reluctant Teachers during Intervention Team Meetings</i>.</p> <p>Students will view and respond in a journal format to the web-based content entitled <i>Strategies for When Teachers Over Refer Students</i>.</p>

<p>5.G.3.l. Techniques to foster collaboration and teamwork within schools</p>	<p>Site Presentation; Readings; Journal</p>	<p>The site presentation requires students to research their chosen internship site via websites, interviews, and informal conversations to compile information on the development/components of a comprehensive school counseling program, including organizational structure and team collaboration practices.</p> <p>Students will read and respond in a journal format to an article entitled <i>Motivating Reluctant Teachers during Intervention Team Meetings</i>.</p>
<p>5.G.3.m. Strategies for implementing and coordinating peer intervention programs</p>	<p>Site Presentation, Professional Growth Plan; Reading ; Journal</p>	<p>The site presentation requires students to research their chosen internship site via websites, interviews, and informal conversations to compile information on the development/components of a comprehensive school counseling program.</p> <p>Students will develop a Professional Growth Plan (NC) in concert with their site supervisor (i.e. Journal 3 PGP) listing their individual goals for their internship placement.</p> <p>Students will read and respond in journal format to Reading ( NC DPI MTSS link)</p>
<p>5.G.3.n. Use of accountability data to inform decision making</p>	<p>Site Presentation, Professional Growth Plan, Journal</p>	<p>The site presentation requires students to research their chosen internship site via websites, interviews, and informal conversations to compile information on the development/components of a comprehensive school counseling program including data sources and uses in CSCP development and outcome data used..</p> <p>Students will develop a Professional Growth Plan (NC) in concert with their site supervisor (i.e. Journal 3 PGP) listing their individual goals for their internship placement.</p> <p>Students will develop a needs assessment for use at their site. (Journal Google survey needs assessment)</p>
<p>5.G.3.o. Use of data to advocate for programs and students</p>	<p>Site Presentation, Professional Growth Plan, Reading (Amicus Brief Gavin-Grimm), Journal</p>	<p>The site presentation requires students to research their chosen internship site via websites, interviews, and informal conversations to compile information on the development/components of a comprehensive school counseling program including data sources and uses in CSCP development and outcome data used.</p>

		<p>Students will develop a Professional Growth Plan (NC) in concert with their site supervisor (i.e. Journal 3 PGP) listing their individual goals for their internship placement and outcome data used.</p> <p>Students will develop a needs assessment for use at their site. Students will review an Amicus Brief and respond to advocacy prompt in journal format (Journal Google survey needs assessment &amp; Amicus Brief)</p>
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**CAREER COUNSELING PRACTICE STANDARDS ADDRESSED IN THIS COURSE**

<b>Standard</b>	<b>Assignment(s)</b>	<b>How the Assignment(s) Addresses the Standard</b>
5B3a: intake interview and comprehensive career assessment	<ul style="list-style-type: none"> <li>Professional practice</li> <li>Session recording/Case Presentation</li> </ul>	Students should be able to conduct an intake assessment and comprehensive career assessment with at least one client at their placement site. The hour log of professional practice should indicate the evidence that this has been completed. It is possible that a student may have the opportunity to record and present one of their efforts toward an intake interview or career assessment.
5B3b: strategies to help clients develop skills needed to make life-work role transitions	<ul style="list-style-type: none"> <li>Professional practice</li> <li>Session recording/Case Presentation</li> <li>Skills Presentation</li> </ul>	Students should be able to work with at least one client at their placement site to help them develop skills needed to make life-work role transitions. Students record and present their work with at least one client developing skills. For the skills presentation assignment, students develop a brief oral presentation and include a demonstration/practice exercise regarding their work with a client helping them develop skills needed to make a life-work role transition.
5B3c: approaches to help clients acquire a set of employability, job search, and job creation skills	<ul style="list-style-type: none"> <li>Professional practice</li> <li>Session recording/Case Presentation</li> </ul>	Students should be able to work with at least one client at their placement site to help them acquire a set of employability, job search, and/or job creation skills. Students record and present their

		work with at least one client regarding these approaches.
5B3d: strategies to assist clients in the appropriate use of technology for career information and planning	<ul style="list-style-type: none"> <li>Professional practice</li> <li>Session recording/Case Presentation</li> </ul>	Students should be able to work with at least one client at their placement site to assist them in the appropriate use of technology for career information and planning. Students record and present their work with at least one client regarding these strategies.
5B3e: approaches to market and promote career counseling activities and services	<ul style="list-style-type: none"> <li>Professional practice</li> <li>Community Engagement Project</li> </ul>	At their placement site, students should be able to practice and demonstrate approaches to market and promote career counseling activities and services. For the Community Engagement Project, a student may develop a plan to assist their site with better promotion or marketing of their services. This is a project initiated through conversation between the student and the site supervisor. The general purpose of the project is for the student to engage with the therapeutic or educational community in some way and give back to the site and related communities.
5B3f: identification, acquisition, and evaluation of career information resources relevant for diverse populations	<ul style="list-style-type: none"> <li>Professional practice</li> <li>Community Engagement Project</li> </ul>	At their placement site, students should be able to have time to identify, acquire, and evaluate career information resources relevant for diverse populations. For the Community Engagement Project, a student may develop a plan to assist their site with identifying, acquiring, and evaluating career information resources relevant for diverse populations. This is a project initiated through conversation between the student and the site supervisor. The general purpose of the project is for the student to engage with the therapeutic or educational community in some way and give back to the site and related communities.

<p>5B3g: planning, implementing, and administering career counseling programs and services</p>	<ul style="list-style-type: none"> <li>• Professional practice</li> <li>• Community Engagement Project</li> </ul>	<p>At their placement site, students should be able to have time to plan, implement, and administer career counseling programs and services. For the Community Engagement Project, a student may develop a plan to assist their site with planning, implementing, and administering programs and services. This is a project initiated through conversation between the student and the site supervisor. The general purpose of the project is for the student to engage with the therapeutic or educational community in some way and give back to the site and related communities.</p>
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**CLINICAL MENTAL HEALTH COUNSELING PRACTICE STANDARDS ADDRESSED IN THIS COURSE**

Practice Standards	Name of Assignment or Activity	Description of how this standard is addressed/assessed
<p>5.C.3.a. intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management</p>	<ul style="list-style-type: none"> <li>• Case Presentations</li> <li>• Tape Critique and Analysis</li> <li>• Group Discussion: Week 2 (Caseload Management)</li> </ul>	<p>As a part of the Case Presentation, CMHC Interns are required to complete two individual clinical intake assessments with two clients in the field. CMHC Interns demonstrate they are able to understand and diagnose client presenting issues and problems using the Individual Clinical Intake Assessment and Comprehensive Clinical Assessment (CCA). The results of the assessment help interns identify the specific DSM-5 diagnosis and ICD codes and develop evidence-based goals for treatment and interventions for the clients as evident in their tape critiques and analysis. Further, the university supervisor shall lead a discussion on caseload management. Interns discuss how they will use caseload management with current clients and/or clients in the future. Reflection of Case Load Management will be written in Week 2 journal entry. (See Question 2B on the Tape Critique/Analysis Form, Comprehensive Clinical Assessment and Individual Intake Assessment Forms)</p>
<p>5.C.3.b techniques and interventions for prevention and treatment of a broad range of mental health issues;</p>	<ul style="list-style-type: none"> <li>• Tape Analysis-Critique</li> <li>• Group Discussions</li> <li>• Case Presentations</li> </ul>	<p>During weekly group discussions, CMHC Interns discuss real-life clinical cases from their field site experiences including symptom presentation, diagnostic criteria, treatment, interventions implemented at the site and evidence-based approaches that cover a broad range of mental health issues. (See Question 4 and 8 on the Tape Analysis form)</p>

<p>5.C.3.c. strategies for interfacing with the legal system regarding court-referred clients</p>	<p>Group Discussion on Guidelines <i>Stuck in the middle</i> – Counseling Today Article</p>	<p>During Week 2, the instructor and students discuss the degree to which legal processes will impact the treatment and consider issues that may impact the client functioning in treatment, and the implications of treatment interventions on the legal processes. (See ACA Counseling Today’s <a href="https://ct.counseling.org/2015/10/stuck-in-the-middle/">https://ct.counseling.org/2015/10/stuck-in-the-middle/</a> or look in BlackBoard for pdf article.) As evident by CMHC Intern’s reflection in the Journal for Week 2.</p>
<p>5.C.3.d. strategies for interfacing with integrated behavioral health care professionals</p>	<p>During Week 2: Group Discussion on <i>The Collaborative Care Model: An Approach for Integrating Physical and Mental Health Care in Medicaid Health Homes</i></p>	<p>The instructor and CMHC interns discuss how clinicians from different backgrounds interact to deliver integrated behavioral and primary health care, and the contextual factors that shape such interactions. As evident by CMHC Intern’s reflection in the Journal for Week 2.</p>
<p>5.C.3.e. strategies to advocate for persons with mental health issues</p>	<ul style="list-style-type: none"> <li>• During Week 3: Group Discussion on <i>Mental Health Policy and Service Guidance Package: ADVOCACY FOR MENTAL HEALTH (WHO)</i> (p. 1-7)</li> <li>• Community Engagement Project (CEP)</li> </ul>	<p>The instructor and students discuss strategies to advocate for persons with mental health issues. Specifically, in order to develop a framework for advocacy, they discuss the WHO article, <i>Mental Health Policy and Service Guidance Package (ADVOCACY FOR MENTAL HEALTH)</i> so they can identify, describe and develop a community engagement project. This project demonstrates understanding of advocacy strategies and should be shared with the faculty supervisor prior to initiating the project and strategies. The general purpose of the community engagement project is for the student to engage with the therapeutic or educational community in some way and give back to the site and related communities. (See Community Engagement Project)</p>

**COURSE POLICIES AND EXPECTATIONS**

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

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

\*Please note that for field experience courses, such as this internship course, attendance policies are more specific than the university attendance policy listed later in this syllabus.

**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.

**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.

For other courses in CEP, however, students who desire to receive a grade of "Incomplete" should submit a written request to the instructor. Students may be given a grade of "Incomplete" (I) at the discretion of the instructor when not all of the work required in the course has been completed for reasons beyond the control of the student (At least 80% of the work for the course should be completed). All "Incomplete" grades must be completed according to the agreement between the student and the instructor within the deadline established by the instructor, not to exceed one calendar year from the end of the semester in which the student was enrolled in the course. In general, incomplete grades will not be assigned for counseling internship.

### **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: http://www.nccucounseling.com/student2/index.php/videoconference-etiquette](http://www.nccucounseling.com/student2/index.php/videoconference-etiquette).

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

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

- Written materials (e.g. journal entries, special projects, tape critiques, etc.) referring to clients should either refer to them by initials only or by a pseudonym. If the materials are copied and contain the client’s name, the name should be blocked out with a black felt tip pen if possible so that you cannot see the name.
- Video and audio recordings of client counseling sessions should be kept secure and should be erased after instructional and supervisory reviews are completed.
- Video and audio recordings should not be sent via email. 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 Special Project should be uploaded into Blackboard and Foliotek. 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 internship site. No client records or files of information from your internship 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 internship at risk.
- All written materials from your internship 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 internship site, they are to be destroyed. Under no circumstances are any of these site-based materials to remain in your personal possession.

## 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), but it is also important for confidentiality purposes.
- When participating in supervision, students should be at a location that provides a private, stable, high-speed internet connection.
- When participating in a supervision meeting, the student should be located in a private and closed room (i.e., behind a closed door, just like you were meeting with the instructor in 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.
- 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

### 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

In order to successfully complete this course, you must practice counseling for the designated number of hours. At least 40% of hours must be direct, face to face, contact with clients/students in your setting. So, for students enrolled in 300 hours of internship, you must accrue at least 120 direct contact hours/180 indirect hours. For students enrolled in 600 hours of internship, you must accrue at least 240 hours of internship/360 indirect hours. **The Memorandum of Agreement with your internship site begins January 11, 2021 and continues until April 21, 2021.** You are expected to be present and actively working at your site through the entirety of the agreement, even if you have already completed the required hours. Group counseling experience (e.g., large group lessons (e.g. guidance lessons for school counselor) is required as part of the internship experience. (see [Section 3 Standard E of CACREP Standards](#)). If groups are not already established at the site, students must develop and facilitate a group in concert with their site supervisor.

Students will dispose of tapes immediately following case presentations. A digital recorder is preferred method of recording clients with an informed consent form signed.

### Site Supervision

**You must participate in weekly, individual, on-site supervision with your on-site supervisor totaling one hour per week.** Your site supervisor should have their final formal internship evaluation submitted to the faculty supervisor one week prior to the last day of classes. They may complete either the printed copy of the evaluation – or the online version (when it is available) at [www.nccucounseling.com/supervisors/](http://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.

### University Faculty Supervision

#### **Group Supervision (75 points)**

There will be group supervision meetings (averaging 1.5 hours per week) with your university supervisor. Attendance is mandatory. ***Missed meetings can result in failure of the course, and may preclude the ability of instructors to endorse forms for licensure or certification.*** During these group supervision meetings, we will review audio recordings. Students/Candidates will provide feedback to fellow group members, present cases/clients that they are seeing, and discuss readings/topics regarding their internship and professional development. Remaining time will be devoted to discussion of topics of interest to the group.

- Attendance at all meetings is worth **75 points**. **Each missed group supervision meeting will result in reduction of score by 5 points. Additional missed meetings may result in failure of the course. Incidences of tardiness, inappropriate attire, failure to adhere to group expectations, or other dispositional issues will result in reduction of points at the instructor's discretion.**

#### **University Individual Supervision (75 points)**

We will meet one on one at least **three times (25 points each)** throughout the semester to discuss your goals for the internship experience as well as your progress and development over the course of the semester. We will review audio/video recordings as needed during these meetings. This is an opportunity for you to highlight what you are doing well and ask for assistance on areas for growth.

- Initial Goals: Reflecting on your experience in practicum or your previous internship experience, what do you need to work on? What would you like to focus on for supervision?
- **Initial Goals Due week 2 of semester**
- **Midterm Goals Update due by (week 8/9)**
- **Final Goals update due by (See Instructor)**

#### **Site Presentation (20 points)**

This assignment is designed to facilitate the student's acclimation to the site provide information about the site as a potential resource for others in the supervision group. This assignment requires student to interact with staff and review policies and procedures at the placement site. Students will prepare both written and oral presentations. Students are encouraged to incorporate technological tools as they develop the presentation. For this presentation, please prepare a **two-page description**

of the site with copies for the supervisor and for each group member. Foundational and Conceptual skills listed in the CACREP Standards for each specialty area must be included. **Please review Appendix A.**

- The written site presentation is **due by the end of the 4<sup>th</sup> week of class**

### **Professional Disclosure Statement (20 points)**

For this assignment, prepare a professional disclosure statement for your counseling practice. Samples are available on Blackboard. For information about professional disclosure statements for licensed counselors, please refer to your state licensure board for details and instructions. When you submit the PDS please include the link to the instructions. All students will prepare a disclosure statement relevant to their work.

- Professional Disclosure Statements are **due by the end of the 5<sup>th</sup> week of class**

### **Skills Presentation (20 points)**

For this assignment, you will choose a counseling skill you are working improving or would like to use more frequently and give a presentation about it to the supervision group. Develop a brief oral presentation and include a skills demonstration/practice exercise. Professor choice: this can be presented in class or students may prepare videos and post them to Blackboard for review.

- Skills Presentations are due **by the end of the 10th week of class**

### **Ethics Presentation (20 points)**

For this assignment, you will choose a situation that occurs at your internship over the course of the semester, reflect on how you came to a decision, and share about it with the class. In order to facilitate this, read [A Practitioner's Guide to Ethical Decision Making](#) to learn about ethical decision making and/or other resources about ethical decision making models. Keep a record of opportunities to make ethical decisions during your internship in your weekly journal. Choose one of the situations and describe how you followed the steps in the model (or will follow the steps in future).

- Ethics Presentations are **due by the end of the 14<sup>th</sup> week of class**

### **Resume/Marketing Project (20 points)**

For this assignment, you will create and/or update a resume and/or professional LinkedIn site to help market yourself professionally. This may be useful as you begin to seek employment or further education. You may find it helpful to schedule an appointment with a career counselor or seek assistance/feedback from a peer in the career counseling program. In addition, you will create a self-marketing plan by identifying professional positions and/or companies in which you have an interest. This will be discussed in class and information/resources will be available on Blackboard in the Getting a Job Folder.

- Resumes/Marketing Projects are **due by end of week 8**

### **Journal (75 points)**

Keep a journal of your experiences, reflections, thoughts, and feelings about your placement **or** you may utilize provided prompt. Your journal is a mandatory developmental exercise in self-analysis and reflection. You are responsible for *at least* one entry (several paragraphs) per week. You are required to upload your entries each week to the instructor by 11:59PM Eastern time every **Sunday**. You are encouraged however to submit journal entries at the end of the business week. Please use the journal editor. It may be helpful to prepare your journal in Microsoft Word, then copy and paste it into the journal editor. Please keep a copy for yourself in case there are any mishaps with the learning management system. The entire journal is worth **75 points (approximately 5 points x 15 weeks)**. **Late journal entries will not be accepted.** Do not include client identifying information. Please review Blackboard for prompts each week.

- Journal entries are due **WEEKLY on Sunday by 11:59pm.**
- In addition to the development of individual counseling skills, during internship, you must lead or co-lead a counseling or psychoeducational group. In the last journal entry, please reflect upon your experience leading and/or co-leading a group (CACREP Standard 3.E.)

### **Log of Internship Hours (75 points)**

You are required to submit a scanned **copy** of the signed log of your hours at your site on a weekly basis. The copy for the previous week is due **on Sunday night of each week**. You are encouraged, however, to submit logs at the end of the business week. The log sheet (to be duplicated each week) can be found on the course website. You are responsible for completing all areas of the log. Logs should include hours for the week as well as total hours for the current internship course experience to date. *Failure to submit a copy of your log by the due date each week will result in a 5-point reduction for that week's log and may result in a failing grade for the course.* You must submit each weekly log via Blackboard by the date specified each week,

and **upload the final completed/aggregate log to Blackboard. Submit a PAPER COPY of the final aggregate log to your instructor and UPLOAD your completed log with signatures on each week and the final page to Blackboard by the date specified at the end of the course.**

- **Weekly logs are due on Sunday by 11:59pm**
- **Final Aggregate Log is due April 21, 2021**
- Weekly logs are worth approximately 6 points. **The final log is worth 50 points.**

#### **Session Recordings/Tape Reviews (\*25 points)**

**Upload /share a minimum of 6 recordings for review over the course of the semester.** For 300 hour internships, the requirement is a minimum of 6 recordings. For 600 hour internships, the requirement is a minimum of 6 recordings. Additional recordings may be requested or required by your faculty supervisor to facilitate, evaluate, and encourage growth opportunities in your clinical practice.

You are required to audio record your sessions over the course of the semester. Recordings must be of the raw data of your work. This means it should not be edited or altered in any way. **Recording reviews will be presented in supervision.** It is preferred that you record at least two clients/students multiple times, but your university supervisor may reserve the option to provide you with other instructions. Clients must provide written permission for you to record their session prior to you recording the session. You must ask every client for permission; a sample permission form is available on the Department of Counselor Education's website ([www.nccucounseling.com/studetns/](http://www.nccucounseling.com/studetns/)).

Some recordings will be listened to during group meetings, typically clips of 4-10 minutes. Please do not provide any information that might identify the client in the recording. Every effort should be made to start recording at your site as soon as possible, and to follow the timeline for due dates of recordings. Ideally, you want to wait to submit your next session, until after you have had a chance to discuss your recording with your university supervisor. It is not acceptable to record all 6 sessions during a sort span of time. *Recordings submitted for review must be from sessions that have occurred within the 7-14 calendar days prior to submission.* Students will dispose of tapes immediately following case presentations. A digital recorder is preferred method of recording clients with an informed consent form signed.

Submit a minimum of 6 digital recordings (see departmental website for recommended digital voice recorder) with a digitally written critique of your skills. **You are required to listen to your own recordings in their entirety and evaluate the recording prior to submitting it.** Critique forms are available on the course website and within this syllabus. You should spend quite a bit of time listening and learning from your recordings before they are ever submitted to your instructor. Be detailed – and honest with yourself in your self-critique. A critique is not simply a time where you point out what you think you did correctly. It is about learning from what you have done in order to identify how to improve your work. You should have your typed critique at the time of presentation. **Please review Appendix B and Appendix C at the end of the syllabus.** We will not listen to your tape without the written critique; be prepared to give a brief oral presentation to the supervision group about your case/recording. Have your recording cued to a section that you would like feedback. **All tape critiques MUST be uploaded to Blackboard** in order to receive credit for the submission. Please ensure the tape critique form is properly labeled and has the file name of the recording you will have uploaded to Google Apps for Education/Google Drive.

**\*\*\*DO NOT** email your recording or critique as an attachment to the instructor, as email is not a secure means of information exchange. It is your responsibility to ensure the security of all client information.

Each recording and critique are worth up to 25 points. For recordings not presented during group supervision, the faculty supervisor/instructor will listen to your recording and provide you with written feedback (your critique form will be sent back to you with comments in Blackboard). Any recordings deemed to be "below standard" by the faculty supervisor will need to be repeated. You will be notified if recordings need to be repeated, and individual assistance will be provided to ensure you understand the skills required for "at standard" work.

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\*at least 6 recordings are required of all interns, whether it is a 300-hour internship or a 600-hour internship.  
Recordings/Reviews are **due as listed in the course schedule on course schedule.**

#### **Community Engagement Project (100 Points)**

This is a project initiated through conversation between the student and the site supervisor. Proposals should be shared with the faculty supervisor prior to initiating the project. The general purpose of the project is for the student to engage with the therapeutic or educational community in some way and give back to the site and related communities.

- **The Community engagement project is due by end of week 12.**

**EVALUATIONS**

**Site Supervisor Midterm and Final Evaluations (150 points; 75 points each)**

You must submit a midterm and final evaluation of your internship experience from your site supervisor. Forms can be found on the NCCU Counseling Program website: [www.nccucounseling.com](http://www.nccucounseling.com). You are encouraged to meet with your site supervisor to review your evaluation, discuss your strengths, and areas for improvement. **UPLOAD A SCANNED, SIGNED COPY TO Blackboard.** Original copies need to be personally delivered or mailed to your instructor at NCCU.

- Site Supervisor **Midterm Evaluations are due end of week 8**
- Site Supervisor **Final Evaluations are due last night of class**

**Faculty Supervisor Midterm and Final Evaluations**

Together we will complete a mid-term and final evaluation of your internship experience. Site supervisors and counselor educators serve as coaches, mentors, and evaluators in your academic and professional preparation. Forms can be found on the NCCU Counseling Program website: [www.nccucounseling.com](http://www.nccucounseling.com). **UPLOAD A SCANNED, SIGNED COPY TO Blackboard.** Original copies need to be personally delivered or mailed to your instructor at NCCU.

- Faculty Supervisor **Midterm Evaluations are due weeks 8**
- Faculty Supervisor **Final Evaluations are due week 15**

**Dispositions Assessment**

Counselor educators are responsible for preparing counseling students that have the required knowledge, skills and professional dispositions to become effective professional counselors. During your clinical internship experience, we will work together to assess your continued growth in providing an empathic and supportive counseling environment for your clients, characterized by positive professional behavior, beneficence, adherence to ethical standards, and flexibility. Professional dispositions also include the attitudes, values, and beliefs demonstrated through both verbal and nonverbal behaviors of counselors when interacting/counseling/consulting with students, families, colleagues, and communities. These positive behaviors support counselor learning and development and positive client outcomes.

Dispositions and academic preparation are areas of evaluation on your site supervisor’s evaluations. We will use these evaluations to discuss your current readiness for the field of professional practice, as well as create an environment designed to demonstrate the importance of continued professional development and supervision to support your ongoing growth in the counseling field. See below for more information on professional dispositions assessed from observable behaviors(s) in the work setting and educational setting/classroom.

Professional Dispositions	Dispositional Descriptors
Professional Ethics	Adheres to the ethical guidelines of the ACA, AMHCA, ASCA, NCDA, APA, and NBCC.
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress, timeliness & attitudes). Able to collaborate with others.
Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.
Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site policies & procedures.

Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., course assignments, case notes, psychosocial reports, treatment plans, supervisory report).
Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, cognitive ability, SES, etc.)
Motivated to learn and develop / Initiative	Demonstrates engagement in learning & development of their counseling competencies, through reading, professional development, conference attendance/participation
Flexibility and Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations/demands on time.
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback and coaching.
Genuineness and Congruence	Demonstrates ability to be present and “be true to oneself”



**COURSE EVALUATION & GRADING**

Assignment/Activity	Due date	Points Available
<b>Professional Practice and Preparation</b>		
Written Site Presentation	End of Week 4	20
Professional Disclosure Statement	End of Week 5	20
Resume/Marketing Assignment	Week 8	20
Skills Presentation	Week 10	20
Ethics Presentation	Week 14	20
<b>Internship Journals and Hours Logs</b>		
Journals	Weekly/Sunday	75
Weekly Logs	Weekly/Sunday	75
Final Log	Final/Last night of class	50
<b>Recordings &amp; Case Presentation</b>		
Tape Review/Recording #1	End of Week 3*	25
Tape Review/Recording #2	Week 5*	25
Tape Review/Recording #3	Week 7*	25
Tape Review/Recording #4	Week 9*	25
Tape Review/Recording #5	Week 11*	25
Tape Review/Recording #6	Week 13*	25
*Try and pace yourself throughout the semester and try to hit target weeks for take		
<b>Evaluation</b>		
Attendance/Participation in Group Supervision	Weekly/Wednesday	75
Initial Goals Statement/Meeting	First Week	25
Midterm Goals/Meeting	Midsemester – Prior to Drop Date	25
Site Supervisor Midterm Evaluation	Midsemester – Week 8/9	75
Faculty Supervisor Midterm Evaluation	Midsemester-Week 8/9	75
Community Engagement Project	Week 13	100
Final Goals/Meeting	Final Week	25
Site Supervisor Final Evaluation	Final Week	75
Faculty Supervisor Evaluation	Final Week	75
<b>Total</b>		<b>1000</b>

Letter Grade	Point Value
A	900-1000
B	800-899.9
C	700-799.9
F	0-699.9

**\*An "I"/Incomplete Grade will not be given for this course.**

In order to successfully complete this course, **you must complete every assignment, have satisfactory evaluations of your clinical work and dispositions, regardless of the points earned on any assignment, and have a satisfactory**

**assessment of your adherence to legal and ethical standards.** You must upload all documents to blackboard in order to receive credit for an assignment and complete the course. **Please review Appendix D for a summary of items.**

**COURSE SCHEDULE**

*(Instructor reserves the right to adjust the schedule and assignments)*

<b>Week</b>	<b>Dates</b>	<b>Schedule of Supervision and Related Events</b>	
1	January 11	Group Supervision <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Syllabus Review</li> <li>• Discussion of the following: difference between practicum/internship, case conceptualization, course expectations, course topics to cover</li> </ul> Site Supervisor Orientation at 3pm Via Webex link provided to supervisors	<ul style="list-style-type: none"> <li>• <b>Goals Statement</b></li> <li>• Course Readiness/Syllabus Quiz</li> <li>• Signed Supervision Disclosure Statement</li> <li>• Weekly Log</li> <li>• Weekly Journal</li> <li>• Provide copy of MOA</li> </ul>
2	January 18	Group Supervision <ul style="list-style-type: none"> <li>• Discussion of Case Presentation Format &amp; Clinical Documentation</li> <li>• Site Concerns, Onboarding, Forms</li> <li>• <b>Oral Site Presentations</b></li> </ul> <b>Individual Supervision: Goals Discussion</b>	<ul style="list-style-type: none"> <li>• <b>Individual Supervision: Goals Discussion</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
3	January 25	Group Supervision <ul style="list-style-type: none"> <li>• <b>Oral Site Presentations</b></li> <li>• Case Presentations/Recording Reviews</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recording &amp; Tape Review #1</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
4	February 1	Group Supervision <ul style="list-style-type: none"> <li>• Case Presentations/Recording Reviews</li> <li>• Special Topic: Suicide Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Written Site Presentation</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
5	February 8	Group Supervision <ul style="list-style-type: none"> <li>• Case Presentations/Recording Reviews</li> <li>• Skills Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recording &amp; Tape Review #2</b></li> <li>• <b>Professional Disclosure Statement</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
6	February 15	Group Supervision <ul style="list-style-type: none"> <li>• Case Presentations/Recording Reviews</li> <li>• Skills Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Clinical Assessment 1</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
7	February 22	Group Supervision <ul style="list-style-type: none"> <li>• Case Presentations/Recording Reviews</li> <li>• Skills Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recording &amp; Tape Review #3</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>

8	March 1	<p>Group Supervision</p> <ul style="list-style-type: none"> <li>• Case Presentations/Recording Reviews</li> <li>• Skills Presentation</li> </ul> <p><b>LAST DAY TO WITHDRAW WITH WC IS 3-5</b></p>	<ul style="list-style-type: none"> <li>• <b>Individual supervision: Midterm Progress Evaluation/Written Midterm Goals Update</b></li> <li>• <b>Site Supervisor Midterm Evaluation</b></li> <li>• Resume/Marketing Assignment</li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
9	March 8	<p>Group Supervision</p> <ul style="list-style-type: none"> <li>• Case Presentations/Recording Reviews</li> <li>• Skills Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recording &amp; Tape Review #4</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
10	March 15	<p>Group Supervision</p> <ul style="list-style-type: none"> <li>• Case Presentations/Recording Reviews</li> <li>• Skills Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Skills Presentation</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
11	March 22	<p>Group Supervision</p> <ul style="list-style-type: none"> <li>• Case Presentations/Recording Reviews</li> <li>• Skills Presentation</li> </ul> <p>Optional: NCSCA Conference 11-4 to 11-6</p>	<ul style="list-style-type: none"> <li>• <b>Clinical Assessment 2</b></li> <li>• <b>Recording &amp; Tape Review #5</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
12	March 29	<p>Group Supervision</p> <ul style="list-style-type: none"> <li>• Case Presentations/Recording Reviews</li> <li>• Skills Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Community Engagement Project</b></li> <li>• <b>Individual supervision</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
13	April 5	<p>Group Supervision</p> <ul style="list-style-type: none"> <li>• Ethics Presentations (all students)</li> <li>• Final Goals Reflection Group Supervisor</li> <li>• Case Presentations/Recording Reviews, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Recording &amp; Tape Review #6</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
14	April 12	<p>Group Supervision</p> <ul style="list-style-type: none"> <li>• Ethics Presentations (all students)</li> <li>• Final Goals Reflection Group Supervisor</li> <li>• Case Presentations/Recording Reviews, as needed</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ethics Presentation</b></li> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul>
15	April 19	<p>Group Supervision</p> <ul style="list-style-type: none"> <li>• Ethics Presentations (all students)</li> <li>• Final Goals Reflection Group Supervisor</li> <li>• Case Presentations/Recording Reviews, as needed</li> </ul> <p><b>Final Site Supervisor Evaluation Due April 21</b></p>	<ul style="list-style-type: none"> <li>• Weekly Log</li> <li>• Weekly Journal</li> </ul> <p><b>**Documents are due by 4/21/2020**</b></p> <ul style="list-style-type: none"> <li>• <b>Final Aggregate Log</b></li> <li>• <b>SOE Data and Verification form</b></li> <li>• <b>Student Evaluation of Placement (online)</b></li> </ul>

16	April 26	<b>Individual Supervision</b>	<b>Final Documents Review</b>
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\*Case presentations will be scheduled in the first class meeting. \*\*All course documents must be submitted by November 18, 2020 at 11:59 PM. If all documentation is not submitted by this date/time, students will be required to complete the internship course in its entirety. Late submissions will prevent clearance for December 2020 graduation.

## 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

**Adverse Weather:** Please read <http://web.nccu.edu/publicrelations/EmergencyPlan.pdf> for the University's policy on adverse weather. Please follow the instructions as outlined in the University policy. In addition, announcements regarding scheduled delays or the closing of the university due to adverse weather conditions will be broadcast on local radio and television stations.

### Confidentiality and Mandatory Reporting

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

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

#### 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.

## **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 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@ncu.edu](mailto:sas@ncu.edu) to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the NCCU Accommodate Website at <https://www.ncu.edu/sas/accessibility-services-and-accommodations> and logging into their Eagle Accommodate Student Portal. Students are expected to renew previously granted accommodations at 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.

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

Other campus resources to support NCCU students include:

- ***Student Advocacy Coordinator***. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events (e.g. short-term illness/injury, loss of a loved one, personal crises) and guide them to the appropriate University or community resources. Students may also receive assistance with resolving some emergency financial concerns; understanding NCCU policies, rules and regulations; or general problem-solving strategies. Contact Information: Student Services Building, Room G19, (919) 530-7492, [studentadvocacy@ncu.edu](mailto:studentadvocacy@ncu.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](mailto:counseling@nccu.edu).

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

**Academic Integrity:** Students are bound by the academic integrity policy as stated in the code of student contact. Therefore, students are required to uphold the university pledge to exercise honesty in completing assignments. Plagiarism of any kind (accidental or otherwise) will result in an automatic zero (0) for the assignment and a report to the Program Chair and Dean. Instructor uses plagiarism detecting software for all written assignments. Also, unless explicitly stated by the instructor, students are not allowed to collaborate on midterm and final exams.

See the website for an explanation of [NCCU Academic Integrity Honor Code](#):

Students are also expected to adhere to the Ethical standards of the [American Counseling Association](#). If you have not already familiarized yourself with ACA Ethical standards and the Universities policies on academic integrity, it is recommended that you do so.

## Appendix A

### CON 5390-OL1 Guidelines for Counseling Internship Site Presentation

This assignment is designed to facilitate the student's acclimation to the site provide information about the site as a potential resource for others in the supervision group.

This assignment requires student to interact with staff and review policies and procedures at the placement site. Students will prepare both written and oral presentations. Students are encouraged to incorporate technological tools as they develop the presentation. For this presentation, please prepare a **two-page (minimum) description or PowerPoint** of the site with copies for the supervisor and for each group member. Foundational and Conceptual skills listed in the CACREP Standards for each specialty area must be included. See Section 5.G.3 of the CACREP Standards. [School Counseling Specialty Standards](#); [Clinical Mental Health Counseling Specialty Standards](#); and [Career Counseling Specialty Standards](#)

At a minimum, the presentation should include the following:

- Site or Organization Name
  - Brief history of the organization (*For School Interns*: use of ASCA National Model, as applicable)
  - Organization mission/vision statement; school counseling department mission/vision statement
  - Treatment Philosophy/Approach to intervention (this could include trauma-informed, 12-step philosophy; MTSS, student development, career development theory, etc.)
  - Describe graduation and/or promotion rates
- Generate a list of Referral sources (i.e. self-referred, criminal justice agencies, department of social services, medical doctors, faculty members, teacher referrals for school counselors, etc.) used at your site and other stakeholders or community resources
- Licensure/Certification requirements for counseling staff
  - What code of ethics or set of standards are counseling staff expected to follow?
  - Theoretical approaches utilized.
- Service Delivery
  - What is the nature of direct counseling opportunities?
    - Individual
    - Group counseling/large group lessons
    - Career counseling
    - Resume/cover letter review
    - Psychoeducation, SEL, Workshops
    - Peer intervention programs
  - How does the site describe, market, or promote services?
  - How are cultural and diversity issues discussed or approached at the site?
  - How are lesson plans developed to address diverse learners, address classroom behavior?
    - Does the district provide curriculum materials? Selected by individual schools?
- Populations served at the site (including age range and demographics of clients)
  - How are promotion and retention addressed?
- Procedures for Intake, Initial Interviews, or Assessment
  - What standardized assessment instruments are used?
  - How do students access school counseling services?
- EMERGENCY Procedures
  - Suicide/ideation
  - Homicide/Ideation
  - Self-Harm
  - Other Crisis Plan
- Protocol for maintaining records or client/student files
  - Documentation deadlines, location
- Organizational structure of the site
  - Roles and responsibilities of staff at the site

- Team collaboration practices
- Schedule for staff meetings
  - How are equitable practices addressed in staff meetings?
  - How is data used in staff meetings to guide programming?
- Schedule for site supervision
- Professional development/training opportunities
- Describe your role and services you provide at the site
  - How are you involved with the planning, implementing, and administering programs at the site?
- Your initial impression of the site

Completing this site presentation will require you to engage with your site and staff to answer the above questions, which is also a great way to build relationships and become comfortable at your site.

## Appendix B CON 5390-OL1 Tape Critique/Analysis

Please answer the question below for each tape submitted. Listen to the recording in its entirety prior to beginning this form. Please be thorough and do not rush through this reflective exercise. \*\*\*This form must be typed. \*\*\*  
Oral presentation in supervision worth 2 points.

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

Student/Client's Initials \_\_\_\_\_ Session # \_\_\_\_ (with this client/student) Tape Submission # \_\_\_\_ of 6

- 1) Description of student-client (presenting issue/topic) (2 points): [\*\*For CMHC Interns: Please provide a general description of the client's feelings, symptoms, homework/practice report, concerns, problems expressed, thoughts, and any other relevant information reported by the client during the counseling session.]
- 2) Summary of session content (3 points):
  - A) Presenting Issue: [\*\*For CMHC Interns: Additionally, please include the results of your DDx process, including DSM & ICD code (CACREP 5.C.2.d.)]
  - B) Objectives for the session (identify at least 3) [\*\*For CMHC Interns: Based on the diagnosis, please list goal(s) with 2 objectives per goal (CACREP 5.C.3.a.)]
  - C) Overall summary
- 3) Identify key themes of the session (client themes, themes on which you noticed or focused): (2 points)
- 4) 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?* (2 points) [\*\*For CMHC Interns (CACREP 5.C.3.a & 5.C.3.b): What techniques and interventions for prevention and treatment did you use? What was the client's reaction to intervention(s)?]
- 5) What was the most important moment of the session, and why? (if possible, provide the time in the session from your recorder's time counter): (1 point)
- 6) Identify at least three of your strengths in the session. (Please be specific and detailed. Identify time stamps in the recording where you demonstrated these strengths.) (3 points)
- 7) What areas do you need to improve? What do you need in order to do this? (Please identify specific counseling skills, be specific, and detailed. Identify time stamps in the recording where you noticed an area for improvement.) (2 points)
- 8) What are your plans for future session(s) with this student/client? [\*\*For CMHC Interns (CACREP 5.C.3.b): What goal and objectives will you focus on? What evidenced based techniques and interventions in the literature are recommend as best practices? With regard to homework/practice, what has the client agreed to do in order to put in practice what has been worked on during the session?] (2 points)
- 9) What led you to choose this recording or clip to present in supervision? (1 point)
- 10) What specific issues would you like to discuss about your work with this student/client during supervision? (*Be specific, simply asking what you did well or missed is insufficient*) (2 points)

\*Please save your forms in this format: **YourLastName, Tape1.doc, YourLastName, Tape2.doc, etc.**

## **Appendix C**

### **CON 5390-OL1 Guidelines for Case Presentations**

*\*\*The two recordings you submit for case presentations may be the same as two of your required tape review. Note, you will need to fill out both the tape review form and complete the written Case Presentation. [\*\*For CMHC Interns: You must complete and submit one Comprehensive Clinical Assessment (CCA) and one Individual Intake Assessment (CACREP 5.C.3.a.). These forms are found in BlackBoard. After completing the assessment follow the instructions below.]*

In preparing for your group 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 PowerPoint presentation or a typed summary of the information outlined below to distribute to the group at the time of the presentation. Please include a brief audio/video presentation of the chosen session of at least 7 minutes. Your introduction and review of the audio/video should last no more than 15 minutes. This leaves the majority of the time for feedback and comments from your peers and supervisor. Your case presentation should include the following kinds of information:

#### **Client Demographics**

- Age, gender, race/ethnic background, educational/academic/vocational status, physical appearance, interpersonal style

#### **Presenting Problem**

- Why is client here? Why now? Is presenting problem described by client same as what you see as presenting problem? How the presenting problem changed? What is it now?

#### **Multicultural Considerations**

- Client's values, beliefs, customs pertinent to presenting concern; client's cultural strengths that are supportive for growth/change; any biases or stereotypes that might impact the helping relationship; etc.

#### **History of significant events**

- Development of presenting problem
- Medical and health history
- Social, interpersonal history
- Education, vocational history
- Family background
- Previous counseling experience
- Trauma experiences
- Legal Involvement
- Any complicating factors that exist in the client's world

#### **Problem Conceptualization**

- DSM Diagnosis (this can include V-Codes)
- Documented learning or physical disabilities
- Conceptualization of client
- From your theoretical perspective, how would you conceptualize this client?
- From a developmental perspective, how would you conceptualize this client?
- What metaphor would accurately represent this client and their presenting concern?
- Client's strength and level of functioning

#### **Course of Counseling**

- Initial goals, plan, treatment strategies
- Progress to present (including how many sessions you have had)
- What have you done that has worked? That has not worked?
- Relationship
  - How do *you* feel when with this client? What emotions, thoughts, impulses come up for you in working with this client?
  - How do you think your client sees you? How do you think your client experiences *you*? The *therapy process*?
  - What expectations do you have of the client? What expectations does the client have of you?
  - Metaphor for relationship?

#### **Current difficulties, blocks, needs from group**

- What was your goal in presenting this client?
- What specific things you would like group to focus on?
- What particular difficulties you are having with this case?

**Appendix D**  
**CON 5390-OL1 Internship in Counseling Checklist**

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

**Required Forms/Documents**

- |   |  |
|---|--|
| _____ Liability Insurance                     | _____ Initial Learning Goals                   |
| _____ MOA                                     | _____ Midterm Learning Goals Update            |
| _____ Counseling/ Recording Consent Form      | _____ Final Learning Goals Update              |
| _____ Signed Supervision Disclosure Statement | _____ Weekly Journal Entries                   |
| _____ Counseling/ Taping Consent Form         | _____ Student Evaluation of Placement (online) |
| _____ Signed Weekly Log                       | _____ SOE Data and Verification Form           |
| _____ Aggregate Final Log                     |  |

**Counseling Practice/Preparation**

3 Credit Hour Requirements: Complete 300 Hours \_\_\_\_\_ Complete 120 Direct Hours \_\_\_\_\_  
6 Credit Hour Requirements: Complete 600 Hours \_\_\_\_\_ Complete 240 Direct Hours \_\_\_\_\_

Submit a minimum of 6 recordings with tape reviews throughout the semester

#1 \_\_\_\_\_ #2 \_\_\_\_\_ #3 \_\_\_\_\_ #4 \_\_\_\_\_ #5 \_\_\_\_\_ #6 \_\_\_\_\_

2 Case Presentations with written Case Summary

#1 \_\_\_\_\_ #2 \_\_\_\_\_

- |                                    |  |
|------------------------------------|--|
| _____ Ethics Presentation          | _____ Professional Disclosure Statement  |
| _____ Skills Presentation          | _____ Written and Oral Site Presentation |
| _____ Resume/Marketing Assignment  | _____ Facilitate Group Counseling        |
| _____ Community Engagement Project |  |

**Scheduled Supervision Meetings & Evaluation**

Individual Supervision

- \_\_\_\_\_ Initial Self-Evaluation/Learning Goals  
\_\_\_\_\_ Midterm Narrative Goals Update  
\_\_\_\_\_ Final Narrative Goals Update  
\_\_\_\_\_ Site Visit

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  
\_\_\_\_\_ Weekly Individual Supervision

**Additional CMHC Student and Faculty Resources**

\*\*These resources are *not required* but are intended to be examples of forms used in the field.\*\*

**Treatment Plan**  
**(CACREP 5.C.3.b)**

<input type="checkbox"/> Initial Treatment Plan	<input type="checkbox"/> Updated Treatment Plan
---	---

Date of Intake: \_\_\_\_\_

Date of Treatment Plan Creation: \_\_\_\_\_

Client Name: \_\_\_\_\_

Referral Source: \_\_\_\_\_

Reason for Referral: \_\_\_\_\_

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

Progress Notes Guidelines

1. Please make sure to complete all areas required and sign every case note with credentials if appropriate.
2. 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.
3. When writing your case notes, make sure to address as a minimum the following areas:
  - a. **Subjective Report:** 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...*
  - b. **Objective Report:** There are at least three types of information that you can report in this section of the case note: *Client’s objective reports* (description of specific objective information reported 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 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 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 \_\_\_\_\_*
  - c. **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 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* \_\_\_\_\_

d. **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* \_\_\_\_\_

e. **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 \_\_\_\_\_

4. 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.
5. 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 (<sup>BP</sup>). Do not use "white-out" under any circumstance (See case note example).
6. 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. (-----<sup>BP</sup>). This would be a legal protection for a clinical record so information cannot be added after the case note is complete.
7. 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**

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 _____		