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**CON5372-01 Syllabus Supervised Practicum in Counseling**  
Spring 2026  
Counselor Education Program  
School of Education, North Carolina Central University

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**Instructor:** Bredell Moody, PhD, LCMHC, LCAS-A,  
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**Office hours (by appointment):**  
*Monday: 1:00pm-4:00pm (virtual)*  
*Tuesday: 11:00am- 4:00pm (on campus)*  
*Thursday: 11:00am-1:00pm (virtual)*

**Class location: School of Education Room 1077**  
**Class time:** Tuesdays 5-6:30pm/Triadic as scheduled

**Zoom Room:** <https://ncsu-edu.zoom.us/j/3846274925?pwd=Q1VvbXdaN1dSVmlKZHB3eWMrZnFzZz09>

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### **COUNSELOR EDUCATION MISSION STATEMENT**

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. Faculty is expected to teach and mentor students, serve the community and counseling profession, and promote intellectual advancement through conducting and disseminating research.

#### **Land acknowledgment:**

Your instructor wishes to acknowledge that in Durham, NC, we are on land that was the traditional territory of multiple indigenous groups, including the Eno, Occaneechi, Lumbee, and Tuscarora nations.

### **I. COURSE DESCRIPTION**

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

### **II. METHODS OF INSTRUCTION**

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

### **III. TEXTS AND OTHER RESOURCES**

*Required readings will be made available on Canvas throughout the semester.* Students should also familiarize themselves with the following websites as resources (descriptions are links):

[NCCU Counselor Education Program](#)

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

[American Counseling Association](#)

**IV. STUDENT LEARNING OUTCOMES**

<p><b>CON 5372 Student Learning Outcomes (SLOs)</b> The corresponding CACREP standards met in this class are listed here. <i>At the completion of this course:</i></p>	<p><b>METHOD FOR OBTAINING OUTCOME</b></p>	<p><b>METHOD FOR EVALUATION OF OUTCOME</b></p>
<p>Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is a minimum of eight weeks consistent with the institution’s academic calendar. Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills. (Section 4 Q., R.)</p>	<p>Clinical Placement in approved site</p>	<p>Hour Log, Final Evaluation form</p>
<p>Each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by at least one of the following: (1) a counselor education program core or affiliate faculty member, or (2) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member, or (3) a fieldwork site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. (Section 4 S.)</p>	<p>Weekly triadic supervision meetings, site supervision meetings</p>	<p>Hour log, attendance, session review forms</p>
<p>Each student receives group supervision on a regular schedule that averages 1.5 hours per week and is provided by at least one of the following: (1) a counselor education program faculty member or (2) a doctoral student supervisor who is under the supervision of a qualified core or affiliate counselor education program faculty member. (Section 4 T.)</p>	<p>Weekly group supervision meetings</p>	<p>Hour log, attendance</p>
<p>Students will develop their counseling skills, counsel diverse clients, and apply theory under supervision from a Program faculty member. (Section 4, General)</p>	<p>Clinical placement in approved site, readings; supervision meeting</p>	<p>Audio recordings with session review forms, case presentation, case note assignment; mid-term, final evaluations.</p>
<p>Students will have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (Section 4, D.)</p>	<p>Clinical placement in approved site; group supervision discussions; readings</p>	<p>Log, case note assignment, mid-term and final evaluations</p>
<p>Students will examine the effects of power and privilege for counselors and clients, as well as examine strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination. (Section 3 B. 5,9)</p>	<p>Clinical placement in approved site; supervision discussions; readings</p>	<p>Case note assignment, audio recordings with session review forms, case conceptualization presentation</p>
<p>Students will be able to identify and describe approaches for conceptualizing the interrelationships among and between work, socioeconomic standing, wellness, disability, trauma, relationships, and other life roles and factors. (Section 3 D. 2)</p>	<p>Clinical placement in approved site; Readings; supervision discussions</p>	<p>Audio recordings with session review forms, case conceptualization</p>

Students will be able to follow procedures for using assessment results for referral and consultation. (Section 3 G. 17)	Clinical placement in approved site; supervision discussions	Audio recordings with session review forms, case conceptualization
Students will practice essential interviewing, counseling, and case conceptualization skills, including suicide prevention models and strategies. (Section 3 E. 3, 9, 19)	Clinical placement in approved site; supervision discussions; readings	Audio recordings with session review forms, case conceptualization
Students will implement and analyze the efficacy of counseling treatment plans with their clients. (Section 3 E. 13,14)	Readings, direct hours with clients; supervision discussions	Session review forms; case conceptualization
Students will create and monitor tangible goals with clients to support positive counseling outcomes. (Section 3 E. 12,14)	Clinical placement in an approved site; readings; supervision discussions	Audio recordings with session review forms; case conceptualization
Students will research and apply evidence based practices with their clients/students. (Section 3, E. 15)	Supervision discussions; lecture	Bridging research and practice assignment; case conceptualization; audio recordings with session review forms
Students will assess for effects of crises, disasters, stress, grief, and trauma across the lifespan. (Section 3, C. 13; G. 14)	Lecture; supervision discussions	Direct hours on hour log; case conceptualization; audio recordings with session review forms
Students will identify processes for aiding in their development of a personal model of counseling grounded in theory and research (Section 3 E. 21)	Readings; supervision discussions	Audio recordings with session review forms; case conceptualization; Bridging Research and Practice
Students will be able to implement interviewing, attending, and listening skills in the counseling process and use culturally sustaining and responsive strategies for establishing and maintaining counseling relationships across service delivery modalities. (Section 3. 7, 9)	Readings, supervision discussions	Audio recordings with session review forms; case conceptualization
Students will examine the importance of research in advancing the counseling profession, including the use of research to inform counseling practice. (Section 3. H. 1)	Group supervision discussions; readings	Bridging research and practice assignment

## V. COURSE FORMAT AND WEBSITE

This course meets weekly for synchronous, in-person group supervision. **We will meet weekly for group supervision in room 1077 in the School of Education. We will meet weekly for triadic supervision via Zoom, unless you request to meet in person on Tuesdays.** Canvas is utilized to submit assignments, and OneDrive is utilized to submit recorded work. The syllabus, assignments, readings, and other materials related to the course can be found on Canvas. Please ensure that you have complete access to the course on Canvas by the end of the first week of class. If you have questions about your Canvas, please contact the campus Helpdesk or contact the Eagle Technical Assistance Center (ETAC) at 919-530-7676.

All content is posted or linked on Canvas which is the Learning Management System used by NCCU. Every student has a username and password issued by the University. You are required to log on to the Canvas system at least once per week in order to view course content which includes lectures from the instructor, supplemental lectures, web links, as well as other content. You are also required to submit assignments via Canvas during the semester. Emailed assignments will not be scored.

## VI. COURSE POLICIES

### *Counseling Department Attendance Policy for Practicum Class*

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

Each **unexcused** absence will result in a **50-point deduction** from your participation/attendance grade. **Three absences will result in a failing grade** for the course. In addition, it is expected that all assignments will be handed in on time. Students are encouraged to reach out to the instructor with any questions/concerns and asked to inform the instructor of any potential issues in regard to attendance/participation. Any assignment or homework handed in late will receive reductions in five points for each day late. Other areas of participation including engagement in group and triadic supervision by coming prepared with having read assigned readings; participating in discussion; timeliness of attendance, etc. are expected. If expectations are not met in these areas, it will be addressed with the student and up to the discretion of the instructor if points will be taken off of the total participation grade.

**For this experiential course, participation is paramount. It is strongly encouraged that students communicate with their instructor if they need to miss class or other concerns. When appropriate and possible, accommodations can be made if necessary. Open communication before the fact is essential to making sure students get the skills and information they need from the course while also accounting for situations in life that may arise throughout the semester.**

Please note an NCCU policy regarding attendance: **Attendance Verification Policy.**

**Before Financial Aid is disbursed each semester, NCCU must confirm that each student has begun attendance in each course. Instructors must validate each student's attendance for each course.**

Students who do not attend classes during the first two (2) weeks of class will be dropped due to non-attendance. Students must attend at least **one** day to confirm attendance in the course. Students who do not

attend before the census date will be dropped. After the census date (the 10th day of class), any student who misses the equivalent of two (2) weeks of class meetings or 13.3% of total instructional time (as set forth below) prior to the determined drop date for the university (as noted in the Academic Calendar) will receive an automatic grade of WA (withdrawal due to lack of attendance) at the point of the withdrawal date. This will be the final grade for the grading period. This grade will automatically be entered by the faculty member teaching the course.

Two Weeks of Instruction equates to the following:

M/W/F Classes: 6 total absences

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

Classes that meet once a week: 2 total absences

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

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

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

Students who miss class to participate in university-sponsored activities can request documentation from the appropriate office (Athletics, Honors, etc.) to note that they have an excused absence for the missed class time. It is ultimately the student's responsibility to inform the faculty member of such activities at least one (1) week before the authorized absence, and to make up all work as determined by the faculty member.

Attendance and observance of videoconferencing etiquette at all synchronous meetings is mandatory. Please keep cameras on and put cell phones and any other devices away that are not for the purpose of class unless needed for an emergency. Punctuality and participation are necessary to accomplish the goals of the course. Our meetings will consist of experiential activities, skills practice, and active discussions about the readings and course assignments. Please be familiar with the following guidelines around etiquette:

<http://www.nccucounseling.com/student2/index.php/videoconference-etiquette>

*Student Liability Insurance through NCCU*

Students are required to purchase liability insurance or obtain it through a professional organization, such as the American Counseling Association or American School Counseling Association.

*Technical Specifications related to our Course Supervision \*If using Zoom for class\**

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

*Responsibilities and Requirements for Video-based Triadic and Group Supervision \*If using Zoom for class\**

- Each student is responsible for ensuring that they have the software and devices necessary to participate in every supervision meeting.
- Each person (student and instructor) is required to use headphones or earbuds for every supervision meeting. This is important for technical reasons (to reduce audio feedback), but it is also important to maintain confidentiality.
- When participating in supervision, students should be at a location that provides a stable high-speed internet connection.
- When participating in a supervision meeting, the student should be located in a private and closed room (i.e., behind a closed door, just like you were meeting with the instructor in her campus office). You should NOT be located in a public setting, where others may hear the conversation. If at home, you will need to ensure that you have a private and undisturbed environment in which to meet. If your computer is located in a common room, you will need to ensure that you are meeting during a time in which no one else is home. You will be playing recordings of your counseling sessions during individual supervision meetings, and you MUST ensure the confidentiality of your client recordings.
- Turn off (or mute) all telephones, televisions, music players. If you are using a smartphone, please silence calls or activate “do not disturb” in order to prevent interruption with phone calls.
- Please treat each supervision meeting as you would if you had an appointment scheduled with your site supervisor at a campus location. The technology that is used to hold our meetings can be a bit deceptive regarding boundaries, because:
  - you may be located in a familiar and relaxing environment (e.g., your home),
  - you do not have to travel to a campus or professional location for supervision.
- People have been known to dress very casually (e.g., pajamas), conduct other household chores while meeting for supervision (e.g., washing dishes), or show up late for a scheduled meeting. A good rule to live by: Do not dress in any way – or engage in any activities – that you wouldn’t do if you were physically sitting beside the instructor on campus.

*Confidentiality*

Much of our class discussion and most of the written work you do for this class will contain information about clients, and sometimes sensitive information about your supervisor and internship site. All of this

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

*Guidelines for fulfilling our responsibility to confidentiality include the following matters:*

- Written materials (e.g. journal entries, special projects, session review forms, etc.) referring to clients should either refer to them by initials only or by a pseudonym. If the materials are copied and contain the client's name, the name should be blocked out with a black felt tip pen if possible so that you cannot see the name.
- Video and audio recordings of client counseling sessions should be kept secure and should be erased after instructional and supervisory reviews are completed.
- Video and audio recordings **should not** be sent via email. You will submit them via Google Apps for Education as directed by your university/faculty supervisor.
- Classroom/office doors will be closed when we are discussing cases or viewing videos of actual clients. This includes scheduled and impromptu supervision or consultation meetings.
- Guests such as students from other environments or classes, prospective students, family members, or children may not be brought to class. This means, they may not be in the same room/meeting space with you while you are meeting with your university supervisor.
- Your Case Presentation should be uploaded into Canvas. 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 practicum/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 practicum 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.

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

### Emergency Procedures

Any emergencies at your practicum site should be handled according to their policies and with the guidance of your site supervisor. You must report any emergencies and departures from standard procedures to your instructor (faculty supervisor) ASAP (within 24 hours that the incident occurred) via email that does not contain identifying client information or by calling my office at 919-530-5072.

### Emails

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

### Respect

- Your instructor strives to embrace the *love ethic* (bell hooks, 2000) in each class. The love ethic means that multiple components of love – “care, commitment, trust, responsibility, respect, and knowledge” – are embraced throughout our lives, including at work, in the classroom, and with people we encounter. Your instructor invites you to practice the love ethic in this course and in your life, as well.
- Students are expected to assist in creating and maintaining an environment that is conducive to learning. All members of the learning community will demonstrate such respect by refraining from distracting, discourteous, or harmful behavior.
- Cell phones must be turned off (unless used for group supervision via Zoom) and stowed prior to the start of class. If you are expecting an emergency call, please advise the instructor prior to class.
- Students are expected to practice classroom confidentiality: in other words, whatever is discussed in the classroom is expected to remain in the classroom. Failure to practice classroom confidentiality may result in failure or dismissal from the course.
- Emotional safety is paramount in a class of this nature. Disrespecting another’s racial, religious, sexual identity; attacking another’s point of view; etc. will not be tolerated.

## VII. UNIVERSITY POLICIES

### 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.

While **ChatGPT** and similar programs are useful tools for brainstorming and creating starting points for projects, students are not permitted to generate writing of papers or intellectual property from such programs and are required to write their own material.

### Statement of Inclusion/Non-Discrimination

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

### Student Accessibility Services

Students in need of support for personal conditions (i.e. neurodiversity, psychosocial & physical diagnosis, and/or medical conditions) can request reasonable accommodations under the Americans with Disabilities Act through the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or [sas@nccu.edu](mailto:sas@nccu.edu) to discuss available programs and services. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by logging into the Eagle Accommodate Student Portal here: <https://nccu-accommodate.symplicity.com> Students can also find the Eagle Accommodate System in the MyEOL portal.

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

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

#### 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 01.04.4). NCCU faculty and instructors are considered to be **responsible employees** and are required to report information regarding sexual misconduct to the University's Title IX Coordinator. The Sexual Misconduct Policy can be accessed through NCCU's Policies, 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) 530-7944 or [TitleIX@nccu.edu](mailto:TitleIX@nccu.edu), or submitting the online form through [https://cm.maxient.com/reportingform.php?NCCentralUniv&layout\\_id=15](https://cm.maxient.com/reportingform.php?NCCentralUniv&layout_id=15).

#### 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, Suite 236, (919) 530-7492, [studentadvocacy@nccu.edu](mailto:studentadvocacy@nccu.edu).
- *Counseling Center.* The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2<sup>nd</sup> Floor, (919) 530-7646, [counseling@nccu.edu](mailto:counseling@nccu.edu).
- *University Police Department.* The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, [nccupinfo@nccu.edu](mailto:nccupinfo@nccu.edu).

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.

## VIII. COURSE COMPONENTS AND ASSIGNMENTS

*\*See the course schedule for due dates*

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

- a. **COUNSELING EXPERIENCE** In order to successfully complete the course, you must practice counseling for the designated number of hours. A total of one hundred (100) hours of counseling experience (indirect and direct hours) at a site (CACREP 4.Q.). At least forty (40) clock hours of your time must be spent in direct face-to-face service with your clients (CACREP 4.R.). The remaining sixty hours can be obtained through indirect service, including but not limited to preparing for sessions, writing case notes, attending meetings at the site, case consultations, **observing sessions**, and scheduling appointments.
- b. **SITE SUPERVISION** You are expected to meet with your site supervisor regularly. Your site supervisor will prepare formative and summative evaluations of your work. Please request evaluations early so they may be scheduled/prepared in advance of the due dates. Site supervisors may complete the printed copy of the evaluation or the online version (when it is available) at [www.nccucounseling.com/supervisors/](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.
- c. **GROUP UNIVERSITY SUPERVISION MEETINGS** Students must meet weekly for at least one and one half (1.5) hours with your university supervisor for group supervision (CACREP 4.T.1.). This meeting is held in person in room 1077 in the School of Education from 5:00-6:30pm on Tuesdays (see schedule below). During these meetings you will discuss your practicum site progress, class readings, assignments, and present audio recordings for group review. **You must complete the assigned readings and be prepared to discuss them at our group meetings.** *\*Missed meetings can result in failure of the course*
- d. **TRIADIC UNIVERSITY SUPERVISION MEETINGS** Students must meet weekly for at least one hour of triadic supervision (CACREP 4.S.1.). This meeting time will be arranged leading up to the first week of classes and will take place using Zoom. During these meetings, you will discuss client cases in more detail (guided by your session review forms), listen to audio recordings, and receive personalized supervision. *\*Missed meetings can result in failure of the course*

### 2. DOCUMENTATION AND RECORDINGS

- a. **HOURLY LOG** You must maintain a record of hours at your field site using the electronic form provided by the instructor. You will bring this form to each triadic supervision session in order to verify your attendance and progress toward required hours at your site. A completed hour log signed by your site supervisor must be uploaded to Canvas (or it can be emailed by site supervisor) by the day after the last day of the MOA. It is your responsibility to keep your hour log up to date and alert the instructor of any barriers to obtaining the required hours at your site.
  - Students must have completed hour logs available weekly during triadic.
  - Final hours logs must be uploaded to Canvas by end of MOA.
- b. **CONSENT TO RECORD** You must request permission to record all direct client care. Although there is no assigned point value in this course, failure to request consent to record direct client care can result in failure of the course because it is an ethical behavior. You must solicit and maintain documentation for each client's (or their parent/guardian's) consent or refusal of consent to recording sessions. Students are expected to consult with their site supervisor about

recording policies at their field site. For sites who do not have an established recording policy or consent form, students may utilize the Permission to Record form prepared by the NCCU Counselor Education Program. Signed recording consent (or refusal) forms are to be stored securely at your field site.

- c. **SESSION REVIEW FORMS AND RECORDINGS** In preparation for triadic supervision, you will submit a **minimum of 6 session review forms** with their corresponding tape throughout the semester in which you critique and evaluate a counseling session. Use the form in Appendix A. Due dates for these forms will be discussed in triadic. **You are required to upload this completed form and the corresponding recording to your OneDrive folder at least 24 hours prior to your scheduled time for triadic. Do not upload your recording to Canvas.** In triadic we will listen to a 10-15-minute segment of the tape you have selected and reviewed, to analyze collectively. You are required to have already listened to the entire tape on your own and analyzed it in great detail.
- d. **RECORDINGS** You are encouraged to record **all** client sessions in which the client has provided their consent to be recorded. It is important to capture as much of your work on tape as possible because this will allow you to review your work regularly and to seek supervision with “raw data” to consult. Exceptions may include spontaneous interactions or crises where it might disrupt the flow of the meeting to begin recording. Upload all recordings to the shared OneDrive folder within 24 hours of making the recording and delete the file from your personal device. Note that as your university supervisor, I can request additional recordings in excess of those submitted for triadic.

### 3. PROJECTS AND REFLECTIONS

- a. **GOAL STATEMENT:** In a statement of 3-5 goals for the semester you will consider what you hope to gain throughout practicum in the following areas: counseling skills (e.g., more use of immediacy, more reflections of feeling, fewer close-ended questions), conceptualization skills, self-awareness, use of theory or interventions, multicultural development, knowledge about client population or presenting concern, etc. For each listed goal, please be descriptive and behavioral-what specifically are you aiming for? How will we know you have attained it?
- b. **CASE CONCEPTUALIZATION & TREATMENT PLAN PRESENTATION:** Each student will present at least one 15-minute tape for review in group supervision. You will also submit a write-up of contextual information of the case (CACREP 3.E.3.), apply a theory (of your choice) (CACREP 3.E.21., and develop a plan for what you might do with this client in the future (CACREP 3.G.7.; 5.C.4.). Appendix B contains the complete outline for you to follow. Please also include a SOAP note about the session. **The case presentation and recording is due in Canvas 48 hours before your scheduled presentation time.** As always, be sure to document your client’s consent to be taped and have this stored at your site. You must base this presentation on a tape that you have not submitted for review in triadic.
- c. **COUNSELING CASE NOTES:** Submit two thorough case notes (de-identified and consistent with confidentiality standards) in the formats included in Appendix C (SOAP and DART) and described in your week 3 reading. Use two different sessions, with the same or two different clients; ideally the notes will correspond to sessions that you are submitting for session review. After writing the notes (CACREP 3.E.16.), respond to each reflection question with 3-5 sentences. Upload a single Word document with your two case notes and responses to the reflection questions. These will be discussed in triadic supervision.

- d. **BRIDGING RESEARCH AND PRACTICE:** Applying research in counseling improves the services we provide to clients (CACREP 3.H.1.). For this assignment you are required to locate and read one scholarly journal article related to a client population, presenting concern you have encountered, or a relevant counseling intervention. To find articles, use one of the research databases available through the NCCU Library (<http://web.nccu.edu/shepardlibrary/>). I recommend using PSYCINFO or Proquest Central. You will then develop a 1-page handout with (a) key takeaways from the article (just the highlights!) and (b) a brief description of how you incorporated this into your counseling. You will upload this handout to Canvas by the due date and be prepared to give a brief and informal presentation on your handout in group supervision. Due dates are reflected in the course schedule.
- e. **FINAL GOALS REFLECTION:** Submit a 2-page reflection on your progress towards your goals (assignment 3.a.) throughout the semester as well as any revisions or additions you would like to make to your goals as you move into internship. This is due at the end of the semester in Canvas.

#### 4. EVALUATIONS

- a. **MIDTERM EVALUATION (CACREP 4.F.)** This evaluation is to be completed by your site supervisor and submitted at the midterm of the semester. The form is located on Canvas (under Class Resources). Points are determined by on time submission as well as content of the evaluation.
- b. **FINAL EVALUATION (CACREP 4.F.)** Using the same form as the midterm evaluation, this form is to be completed by your site supervisor and submitted at the end of the semester. You can find this evaluation form on Canvas, as well (under Class Resources). Points determined by on time submission as well as content of the evaluation.
- c. **EVALUATION (CACREP 4.F.)** This evaluation completed by the university supervisor will also contribute to your overall assessment of skills, disposition, strengths, and areas for growth. The form used will be the same as your final evaluation by your site supervisor. **Note:** Significant issues relating to professional disposition can result in failure of the course. These will be brought to your attention in a timely manner in order to allow for prompt reflection and correction.

#### 5. EXTRA CREDIT OPPORTUNITIES (10 points; optional)

- Attend the Career Development Spring Workshop Series (5 points each)
  - **Private Practice Panel Discussion | Friday, January 31, 2026, 12-1:30pm | Zoom Meeting | Registration opens December 19, 2025**
  - A panel of private practice owners will share their insights and experiences, discussing key topics such as running a successful private practice, finding your counseling niche, supporting clients, and what they look for in hiring counselors or interns, to name a few. This is a fantastic opportunity to join us if you are considering private practice work or desire to learn more about private practice operations. This virtual panel discussion is FREE without a NBCC CEU certificate. Professionals can earn up to 1.5 CEU credits with the purchase of a \$15 ticket.

- Registration for the Private Practice Panel Discussion:  
[bit.ly/PrivatePracticePanel2026](http://bit.ly/PrivatePracticePanel2026)
- **You will receive 5 points added to your grade if you attend this virtual event. You must also submit a brief reflection about each of the sessions utilizing the following prompts: What have you learned? What was most interesting? How has this workshop helped form your new way of thinking about career development, vocational rehabilitation, mental health and other counseling practices.**
- **Addressing Career Counseling and Employment Needs: Prioritizing the Physical, Mental, and Economic Health and Well-Being of People Living with HIV: Part IV- Virtual Workshop | Friday, March 27th, 9am-1pm EST | Zoom Meeting | In partnership with the National Working Positive Coalition | Registration now open**
- This virtual event will bring together professionals and students across the United States interested in career development, vocational rehabilitation, mental health and other counseling practices regarding employment needs of people living with HIV. Participants will also have an opportunity to network and learn about strengthening counseling responses. Presenters and panelists will include the NCCU Career Counseling Program, researchers, service providers, people living with HIV and other advocates for this focus on counseling at the intersection of HIV and employment needs.
- Registration Link: <https://bit.ly/hivworkandwellness4>
- For additional questions, please contact Dr. Regina Gavin Williams  
[rwill233@ncu.edu](mailto:rwill233@ncu.edu)
- **You will receive 5 points added to your grade if you attend this virtual event. You must also submit a brief reflection about each of the sessions utilizing the following prompts: What have you learned? What was most interesting? How has this workshop helped form your new way of thinking about career development, vocational rehabilitation, mental health and other counseling practices regarding employment needs of people living with HIV? This writing prompt must be submitted via Canvas by Tuesday, March 31<sup>st</sup> at 11:59pm. \*\*Please choose the Individual (without CEU Certificate) ticket option to register for free**

### **Dispositions and Participation in Class**

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

- 1) Demonstration of attitudes, behaviors, and dispositions consistent with appropriate responses to critical feedback from the instructor, appropriate interactions and relationships with other students, and adherence to the ACA Code of Ethics.
- 2) Demonstration of dispositions consistent with an inclusive, multicultural, and ethical counseling role in promoting well-being, healthy relationships, academic success, and career mastery.
- 3) Demonstration of effective leadership skills.
- 4) Active engagement in class activities and participate as a group member.
- 5) Contributions to class discussion displaying critical and creative thinking skills.

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

(\*\*See the most recent version of the ACA code of ethics and the NCCU Counseling Student Handbook for more on Expected Student Dispositions and Behaviors.)

### **Key Performance Indicators: Counselor Education Program Assessment Plan**

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

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

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

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

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

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

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

**VIII. COURSE EVALUATION**

<b>Course Component</b>	<b>Assignment</b>	<b>Due Date</b>	<b>Points</b>
1. Participation and dispositions	Attendance at site and supervision sessions	<b>Ongoing</b>	<b>70</b>
	Engagement in supervision sessions (e.g., contributing to discussions, completing readings, offering feedback) and dispositions (personal and professional behaviors and attitudes)	<b>Ongoing</b>	<b>70</b>
2. Paperwork and recordings	Hour log	<b>5/1</b>	<b>35</b>
	Session review forms + recording (6 x 25 points each)	<b>Ongoing</b>	<b>150</b>
3. Projects and reflections	Goal Statement	<b>1/19</b>	<b>25</b>
	Counseling Case Notes (one DART and one SOAP)	<b>2/16</b>	<b>25</b>
	Case Presentation + recording (not recycled from triadic)	<b>Per sign-up___</b>	<b>125</b>
	Bridging Research and Practice	<b>4/20</b>	<b>25</b>
	Final Goals Reflection	<b>4/21-4/28</b>	<b>25</b>
4. Evaluations	Midterm Evaluation (CSDAT+), site supervisor	<b>3/3</b>	<b>50</b>
	Final Evaluation (CSDAT+), site supervisor	<b>5/1</b>	<b>50</b>
	Evaluation (CSDAT+), university supervisor	<b>Ongoing (by 5/1)</b>	<b>50</b>
5. Extra credit	<b>Optional:</b> Career Institute & written reflection		<b>(10)</b>
<b><u>TOTAL</u></b>			<b><u>700</u></b>

**Grading Scale:**

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

**Course Schedule**

*\*\*Schedule is tentative and subject to change at any time.\*\**

Date	Format	Focus / Readings and Assignments
<b>Week 1</b> January 13-19	<b>Group Supervision</b> Tuesday 5-6:30pm  Introduction and Getting Started at Your Site	<b>Getting started:</b> <ul style="list-style-type: none"> <li>• Introductions</li> <li>• Purpose of supervision</li> <li>• Review syllabus and sign ups</li> <li>• Discuss learning goals</li> </ul> Verify that MOA and Liability Insurance are completed  <b>Due 1/19:</b> <ul style="list-style-type: none"> <li>• Goal Statement</li> </ul> <b>Readings due:</b> <ul style="list-style-type: none"> <li>• ACA Code of Ethics</li> </ul>
	<b>Triadic</b> (as scheduled)	
<b>Week 2</b> January 20-26	<b>Group</b> Tuesday 5-6:30pm  Suicide Assessment, Crisis Counseling, and Safety Planning	<b>Readings due:</b> <ul style="list-style-type: none"> <li>• McGlothlin, 2008</li> <li>• Bray, 2021</li> <li>• Safety Plan</li> </ul>
	<b>Triadic</b> (as scheduled)	
<b>Week 3</b> January 27-February 2	<b>Group Supervision</b> Tuesday 5-6:30pm  Documentation	<b>Readings due:</b> <ul style="list-style-type: none"> <li>• Zhang &amp; Parsons, 2016</li> <li>• Francis, 2018</li> </ul>
	<b>Triadic</b> (as scheduled)	

<p><b>Week 4</b> February 3-9</p>	<p><b>Group Supervision</b> Tuesday 5-6:30pm</p> <p>Culturally responsive counseling</p>	<p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>• Day-Vines et al., 2020 (Broaching)</li> <li>• Baynes &amp; Branco, 2018 (Broaching)</li> <li>• ADDRESSING Framework</li> <li>• Ratts et al. (2016) (Multicultural Social Justice Counseling Competencies)</li> </ul>
<p><b>Triadic</b> (as scheduled)</p>		
<p><b>Week 5</b> February 10-16</p>	<p><b>Group Supervision</b> Tuesday 5-6:30pm</p> <p>Counseling practice</p>	<p><b>Listen to:</b></p> <ul style="list-style-type: none"> <li>• Podcast episode from <i>The Thoughtful Counselor</i> titled “Deliberate Practice – Cultivating Clinical Excellence with Tony Rousmaniere”</li> </ul> <p><b>Due 2/16:</b></p> <ul style="list-style-type: none"> <li>• Counseling Case Note Assignment</li> </ul>
<p><b>Triadic</b> (as scheduled)</p>		
<p><b>Week 6</b> February 17-23</p>	<p><b>Group Supervision</b> Tuesday 5-6:30pm</p> <p>Goal setting</p>	<p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>• McNichols et al., 2016</li> <li>• Gehart, 2016</li> </ul>
<p><b>Triadic</b> (as scheduled)</p>		
<p><b>Week 7</b> February 24- March 2</p>	<p><b>Group Supervision</b> Tuesday 5-6:30pm</p> <p>Case conceptualization</p>	<p><b>Due 3/3: Midterm evaluation submitted via Canvas</b></p> <p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>• Sperry &amp; Sperry (2020)</li> <li>• Moe et al. (2012)</li> </ul> <p><b>Case Presentation(s)</b>_____</p>
<p><b>Triadic</b> (as scheduled)</p>		

<p><b>Week 8</b> March 3-9</p>	<p><b>Group Supervision</b> Tuesday 5-6:30pm</p> <p>Counseling Practice</p>	<p><b>Due 3/3: Midterm evaluation submitted via Canvas</b></p> <p><b>Listen to (Choose 1 of 2):</b></p> <ul style="list-style-type: none"> <li>Podcast episode from <i>The Thoughtful Counselor</i> titled “Emotion Regulation Strategies for Children and Adolescents” OR</li> <li>Podcast episode from <i>The Thoughtful Counselor</i> titled “The Flawless Counselor: Perfectionism and Over Control”</li> </ul> <p><b>Case Presentation(s)</b>_____</p>
<p><b>Triadic</b> (as scheduled)</p>		
<p><b>Week 9</b> <b>Spring Break</b> March 10-16</p>	<p><b>No class</b></p> <p><b>SELF CARE!</b></p>	
<p><b>Week 10</b> March 17-23</p>	<p><b>Group Supervision</b> Tuesday 5-6:30pm</p> <p>Termination</p>	<p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>Hutchinson, 2007</li> </ul> <p><b>Case Presentation(s)</b>_____</p>
<p><b>Triadic</b> (as scheduled)</p>		
<p><b>Week 11</b> March 24-30</p>	<p><b>Group Supervision</b> Tuesday 5-6:30pm</p> <p>Affirming counseling</p>	<p><b>Listen to:</b></p> <ul style="list-style-type: none"> <li>Podcast episode from <i>The Thoughtful Counselor</i> titled “The Neurodivergent Movement: A Multicultural Perspective”</li> </ul> <p><b>Case Presentation(s)</b>_____</p>
<p><b>Triadic</b> (as scheduled)</p>		
<p><b>Week 12</b> March 31-April 6</p>	<p><b>Group Supervision</b> Tuesday 5-6:30pm</p> <p>Impact of trauma</p>	<p><b>Listen to:</b></p> <ul style="list-style-type: none"> <li>Podcast episode from <i>Unlocking Us</i> titled “Trauma, Resilience, and Healing” with Oprah Winfrey and Dr. Bruce Perry</li> </ul> <p><b>Case Presentation(s)</b>_____</p>
<p><b>Triadic</b> (as scheduled)</p>		

<p><b>Week 13</b> April 7-13</p>	<p><b>Group Supervision</b> Tuesday 5-6:30pm</p> <p>Self care, professional quality of life</p>	<p><b>Readings due:</b></p> <ul style="list-style-type: none"> <li>• Lawson &amp; Myers, 2011</li> </ul> <p><b>Due 4/20:</b></p> <ul style="list-style-type: none"> <li>• Bridging Research and Practice Handout uploaded to Canvas and present/discuss in class</li> </ul>
<p><b>Triadic</b> (as scheduled)</p>		
<p><b>Week 14</b> April 14-20</p>	<p><b>Group Supervision</b> Tuesday 5-6:30pm</p> <p>Affirming counseling</p>	<p><b>Listen to:</b></p> <ul style="list-style-type: none"> <li>• Podcast episode from the <i>Thoughtful Counselor</i> titled “Gender, Sexuality, and Mental Health: A Conversation with Dr. Alex Iantaffi”</li> </ul> <p><b>Due 4/20:</b></p> <ul style="list-style-type: none"> <li>• Bridging Research and Practice Handout uploaded to Canvas and present/discuss in class</li> </ul> <p><b>Due 4/21-4/28:</b></p> <ul style="list-style-type: none"> <li>• Final Reflection</li> </ul> <p><b>Case Presentation(s)</b> _____</p>
<p><b>Triadic</b> (as scheduled)</p>		
<p><b>Week 15</b> April 21-27</p>	<p><b>Last Group Supervision</b></p> <p>Bridging Research and Practice Handout uploaded to Canvas and present/discuss in class</p>	<p><b>Due 4/28:</b></p> <ul style="list-style-type: none"> <li>• Final Reflection</li> </ul> <p><b>MOA ends: 4/27 (last day to be at your site)</b></p> <p><b>Due 5/1:</b></p> <ul style="list-style-type: none"> <li>• Final hour log</li> <li>• Final Site Supervisor Evaluation</li> </ul>
<p><b>Last Triadic</b> (as scheduled)</p>		

<p><b>Week 16</b> April 28</p>	<p>No group or triadic meetings <b>Individual conference with instructor to be scheduled</b></p>	<p>Reading day for graduating and non-graduating students</p>
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**Appendix A: Session Review Form**

**North Carolina Central University  
Counselor Education Program  
Session Review Form  
Practicum**

**Student Counselor Name:** \_\_\_\_\_ **Session Review Form#:** \_\_\_\_\_

**What number session with your client was this?** \_\_\_\_\_

Please rate yourself on a scale of 1 to 5 in the following areas using this rating system:  
 1-The skill was not demonstrated.  
 2-The skill was used minimally or not demonstrated accurately.  
 3-The skill was demonstrated adequately.  
 4-The skill was demonstrated well.  
 5-The skill was demonstrated very well and provided value to the session.  
 Give **ONLY ONE** number for each skill and list examples of the skill used.

**Note:** You might not demonstrate each of the below skills in every tape so there may be skills that will not be rated. Please DO NOT rate a skill that you do not use in session. Leave that rating blank.

Counseling Process: Stage of the Session	Skill	Rating	Examples/ Comments
<p><b>Stage 1: The Therapeutic Relationship</b></p>	<p>Developing rapport, greeting, structuring the session</p>		
	<p>Appropriate use of self disclosure</p>		
<p><b>Stage 2: Invitational Skills</b></p>	<p>Attending Behavior (Visual, vocal , verbal tracking, body language, nonverbal matching)</p>		

	Encouragers (“nodding, “uh huh”; key word encouragers)		
	Open-ended Questions		
	Broaching		
<b>Stage 3: Reflecting Skills</b>	Paraphrasing		
	Reflection of feelings		
<b>Stage 4: Advanced Reflecting Skills</b>	Reflection of meaning		
	Summarizing		
	Reframing		

<b>Stage 5: Challenging Skills</b>	Feedback		
	Empathic Confrontation		
	Immediacy		
<b>Stage 6: Assessment and Goal Setting</b>	Appropriate Closed Questions		
	Goal setting		
<b>Stage 7: Change Techniques/ Theory informed strategies</b>	Strategies/Techniques (i.e. role play, relaxation, coping skills building, psychoeducation)		
<b>Stage 8: Concluding the session</b>	Follow-up and support (looking ahead to the next session and what to work on until that time)		
	Assigning homework		

Rating form adapted from Young Learning The Art of Helping (7<sup>th</sup> edition)

**Please answer the questions below.**

- 1.) Identify key themes of the session.
  
- 2.) Comment on any intentional use of silence in the session?
  
- 3.) Did you work from any particular theoretical orientation(s) in this session? Why did you work from that theory? What is the evidence that you worked from that theory?
  
- 4.) What moment in the session are you most proud of?
  
- 5.) What was a growth area for you in this session?
  
- 6.) What multicultural and/or contextual factors were evident in the session and how did you work with those?
  
- 7.) What would you like to discuss about this session in supervision? Be specific!

## **Appendix B: Guidelines for Case Conceptualization and Treatment Plan Presentation**

In preparing for your presentation, you should select a client with whom you are having some difficulty. Prior to our meeting, you should organize information about your client and your experiences with them. Prepare a PowerPoint (or other format) presentation. You will then play a 15-minute clip of your choosing. Your introduction to the case should last no more than 10 minutes. This leaves the majority of the time for feedback and comments from your peers and supervisor.

In sum, prepare a 5-10 minute PowerPoint which addresses the items and questions below. At the end of the PowerPoint please share a completed treatment plan. Feel free to summarize if there is overlap but want you to get into the practice of completing a treatment plan. You will then play a 15-minute clip of your choosing. We will then process the clip and client with the class and provide feedback to you. You will also submit a SOAP note about the session along with your presentation.

Your case presentation should include the following information (when presenting in class, you only need to highlight the important details among these, but be sure to include all:

### **1. Client Demographics (consider using the ADDRESSING Framework)**

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

### **2. Presenting Problem**

- a. Why is client here? Why now? Is presenting problem described by client same as what you see as presenting problem?

### **3. Multicultural Considerations**

- a. Client's values, spiritual 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.

### **4. History of significant events**

- a. Development of presenting problem
- b. Medical and health history
- c. Social, interpersonal history
- d. Education, vocational history
- e. Family background
- f. Previous counseling experience
- g. Trauma experiences or adverse childhood experiences (ACEs)
- h. Legal involvement
- i. Any complicating factors that exist in the client's world

### **5. Conceptualization**

- a. Assessment tools or screening instruments used in conceptualization (interviews, discussion with caregivers, screenings, etc.)
  - b. DSM Diagnosis (if applicable) and can include V-codes
    - i. Include previous client diagnoses
  - c. Documented learning or physical disabilities (or IEP or 504 plan)
  - d. Conceptualization of presenting problem
    - i. From your theoretical perspective, how would you conceptualize this client?
    - ii. From a developmental perspective, how would you conceptualize this client?
    - iii. Assess how client's overall wellness has been impacted by the presenting problem. (Think holistic view of wellness, including physical, social, creative, emotional, spiritual, etc. forms of wellness)
    - iv. Client's strengths, interests, and level of functioning
- 6. Course of Counseling**
- a. Treatment plan or wellness plan (see additional appendix)
  - b. Progress to present (including how many sessions you have had)
  - c. What have you done that has worked? That has not worked?
  - d. Relationship
    - i. How do *you* feel when with this client? What emotions, thoughts, impulses come up for you in working with this client?
    - ii. How do you think your client sees you? How do you think your client experiences *you*?
    - iii. What are your expectations of one another in the counseling process?
    - iv. Metaphor for relationship?
- 7. Current difficulties, blocks, needs from group**
- a. What aspect of the clip would you like the group to focus on?
  - b. Particular difficulties you are having with this case?
- 8. SOAP Note of the session**



### Appendix C: Case Note Formats

#### SOAP Note

Counselor \_\_\_\_\_ Session # \_\_\_\_\_ Date of Session \_\_\_\_\_

Brief Client Description:

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

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

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

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

#### DART Note

Counselor \_\_\_\_\_ Session # \_\_\_\_\_ Date of Session \_\_\_\_\_

Brief Client Description:

Description (details of the client and client situation):

Assessment (counselor observations and conceptualization):

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

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

#### Reflection questions

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