



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

CON 5390 OL4; 3 or 6 credit hours Internship in Counseling – SPRING 2026 Wednesdays 5:00-7:30PM

Instructor Information:

Name: Cherice Artis, PhD

Email: cartis7@nccu.edu

Zoom: [Dr. Artis' Zoom Link](#)

Internship Class Link: [Wednesday class link](#)

Office hours: Monday 8am-12pm, Wednesday, & Thursday 3pm-4pm, Friday 8am-12pm

I work hard to respond within 24 hours and ask that you please allow 48 hours for a response to emails and voice mail messages, excluding nights, weekends, and holidays. Email is the most reliable and quickest communication method.

During office hours, I am available via phone or by appointment using [Dr. Artis' Zoom Link](#).

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. Artis' Zoom Link](#) 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 [Canvas](#). Please check Canvas 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 Zoom. You will be required to log on to the Canvas 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. (2022). Diagnostic and statistical manual of mental disorders (5th ed.).
Arlington, VA: Author. ISBN-10: 0890425760

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 (4th 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.

ATTENDANCE POLICY FOR THIS COURSE

NCCU Attendance Verification Policy: Before Financial Aid is disbursed each semester, NCCU must confirm that you have begun attendance in all of your courses. Your instructor must validate your attendance for each course.

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 Canvas which is the Learning Management System used by NCCU (<https://www.nccu.edu/canvas>). Every student has a username and password issued by the University. You are required to log on to Canvas each 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 Canvas assignments will not be scored. If you have questions about your Canvas account, please call Canvas or the IT department at 919-530-7676.

Zoom: [Dr. Artis' Zoom Link](#)

Canvas: <https://www.nccu.edu/canvas>

COUNSELOR EDUCATION PROGRAM OBJECTIVES

The program develops counselors who:

- Develop a theoretically solid philosophy of practice;
- Apply knowledge, skills, and dispositions consistent with the ACA Code of Ethics;
- Formulate a professional identity that responds to the needs of their client populations;
- Utilize cultural competence in practice;
- Act with expertise in individual, group, and family counseling with diverse clients on personal, social, emotional, career, and educational issues that impact development across their lifespan;
- Develop leadership ability and advocate to meet client needs and to remove individual and systemic barriers to development;
- Build and sustain collaborative partnerships with stakeholders for promoting social justice, equity, and access;
- Utilize appropriate assessment tools and procedures;
- Consult with others concerning the developmental needs of culturally diverse clients;
- Integrate research data into evidence-based practice.

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

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

2024 CACREP STANDARDS The counselor trainee will be able to:	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. (4.B)	University Insurance Policy for Clinical Placement Students	University Insurance Policy for Clinical Placement Students
Students are provided information defining the roles and responsibilities of supervisors, including emergency procedures, frequency of consultation. (4.H, I)	MOA, Site Supervisor Orientation, Instructor Professional Disclosure Statement	MOA with documentation of University Insurance, Signature of Site Supervisor submitted before start of classes; Instructor's Professional Disclosure
Produce program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients. (4.C)	Placement, Supervision meetings, Site visits	Recordings with Tape Critique; Weekly/Group Supervision, Supervisor evaluation; Hours Log;
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. (4.F)	Field Placement Experience, Supervision Meetings, Project, Site visits, Supervisor Evaluations	Supervisor evaluation; Instructor Evaluation in University Individual Supervision Goals Review; Tape Critique; Weekly Logs; Case Conceptualization; Group Supervision/Class Meeting attendance; Site Visit/Call conducted by instructor
Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship. (4.D)	Placement, Supervision Meetings,	Supervisor evaluation, CSDET; Hours Log, Recordings,
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. (4.U)	Placement	Supervisor evaluation, Hours Log
Participate in at least 240 clock hours of direct counseling services, including experience leading groups (4.V)	Placement	Recordings, Supervisor evaluation; Hours Log; Project; Class discussion; CSDET; reflection of experience leading and/or co-leading group

6. Interact weekly (averaging one hour per week of individual and/or triadic supervision) throughout the internship, usually performed by the onsite supervisor. (4.S.1-3)	Placement meetings with site supervisor	Supervisor evaluation, CSDET; Hours Log
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)	Supervision meetings	Supervision meeting attendance, Hours Log
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. (4.K, P.1-6)	MOA, Site Supervisor Orientation, Site Visits/Calls	MOA with documentation of University insurance; Site Supervisor Orientation; Site Visit/Call conducted by instructor; Webinars and CE certificates

Link to NCCU Counseling Program Key Performance Indicators (KPI): Key Performance Indicators/Student Learning Outcomes for CACREP Core Areas and Degree Programs

Key Performance Indicators are connected to our CACREP assessment plan and indicate assignments we use to demonstrate your readiness for the counseling profession.

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., 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 assignments and Final Defense 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 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 Zoom videoconferencing software. It is available (for free) in desktop, laptop, tablet, and smartphone formats.
- If using a smartphone or tablet, download the Zoom app. Search your app store for “Zoom”.
- Connection will require a private, stable, high-speed internet connection. 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 Canvas 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. Please consult your Memorandum of Agreement for start and end dates for your internship site. 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 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/. 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 2.5 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 a 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 (50 points)

We will meet one on one, correspond, and/or twice 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.

Final Defense for Graduating Students (Pass or Re-Present based on Rubric)

All students graduating this semester will be required to create a presentation (i.e. PowerPoint, Prezi, etc.) to present in front of the internship University Supervisor/faculty for the Final Defense. The presentation should demonstrate competency in the program curriculum in particular your Degree Program Learning Outcomes and curriculum. You will choose either a client from your case load at your current site OR 1 out of 4 case studies, which

have been developed by the directors of the specialty programs. You will be given the Honor Code agreement, case studies, questions, and instructions by your instructor within the first week of the semester, if you are graduating. You will inform your instructor if you will use a client or a client from one of the case studies.

You will answer a series of questions based on your client or the person(s) in the case study. Students are asked to utilize information and skills learned in both core and specialty area classes. Your presentation should include references to specific knowledge, skills, material and/or assignments presented in those classes. You may also supplement your presentation with scholarly research existing within the literature. This presentation should be no more than 20 minutes. Your instructor will evaluate your presentation at that time and give you feedback. If you are not successful in passing the FD, then you must represent and re-do a portion of or all of your presentation based on your client or select the existing case study to demonstrate mastery of PLOs. If you are graduating, you must pass the [Final Defense](#) to successfully complete the internship course.

- [Final Defense](#) Presentations are due Week 9 (Presentations Week 9 & 10 depending on number of students graduating.)

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. 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 at the last supervision meeting ; Week 13

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 Canvas by the date specified each week, and upload the final completed/aggregate log to Canvas. 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 Canvas by the date specified at the end of the course.

- Weekly logs are due on Sunday by 11:59pm
- Final Aggregate Log is due Week 14 (50 pts)
- Weekly logs are worth approximately 6 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/). You must ask every client for permission to record; if your site has a student intern form, please use their form and if not, a sample permission form is available on the Counselor Education department's webpage (<https://www.nccucounseling.com/student2/index.php/forms>). Please check with your site supervisor about where those permission to record forms should be filed at your site.

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 Canvas 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 Canvas). 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.

*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.

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. You are encouraged to meet with your site supervisor to review your evaluation, discuss your strengths, and areas for improvement. **UPLOAD A SIGNED COPY TO Canvas.** Original copies need to be personally delivered or mailed to your instructor at NCCU.

- Site Supervisor Midterm Evaluations are due end of week 6
- Site Supervisor Final Evaluations are due last night of class

Faculty Supervisor Final Evaluation

Together we will complete a 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. UPLOAD A SCANNED, SIGNED COPY TO Canvas. Original copies need to be emailed to your instructor at NCCU.

- Faculty Supervisor Final Evaluations are due weeks 12/13

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 all counseling site policies & procedures.
Record Keeping & Task Completion	Completes all 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 (KPI**)	Due date	Points Available
Professional Practice and Preparation		
Verbal Site Presentation	Week 1	-
Ethics Presentation	Final Wednesday/class	20
Case Conceptualization 1 & 2**	Ongoing	-
Group Facilitation 1&2**	Ongoing	-
Final Defense (Graduating students only) **	Week 9/10	Pass/Re-Present
Internship Hours Logs		
Weekly Logs	Weekly/Sunday	75
Final Log	Final/Last night of class	50
Recordings & Case Presentation**		
Tape Review/Recording #1	End of Week 2*	25
Tape Review/Recording #2	Week 4*	25
Tape Review/Recording #3	Week 6*	25
Tape Review/Recording #4	Week 8*	25
Tape Review/Recording #5	Week 10*	25
Tape Review/Recording #6	Week 12*	25
*Try and pace yourself throughout the semester and try to hit target weeks for tapes		
Evaluation		
Attendance/Dispositions/Participation in Group Supervision	Weekly/Wednesday	75
Site Supervisor Midterm Evaluation, CSDET	Midsemester – Week 6/7(late)	75
Site Supervisor Final Evaluation, CSDET	Week 14	75
Faculty Supervisor Final Evaluation, CSDET	Final Week	25
Total		545

Letter Grade	Point Value
A	488-545
B	432-487
C	375-431
F	0-374

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

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 Canvas in order to receive credit for an assignment and complete the course. Please review Appendix D for a summary of items.

[FINAL DEFENSE](#) INSTRUCTIONS
(FOR INTERNS GRADUATING THIS SEMESTER ONLY)

The [Final Defense](#) is used to measure track PLOs as a required culminating experience for graduating students only. Each graduating student will be required to prepare a 20-minute presentation (e.g. PowerPoint, Prezi, etc.) demonstrating their knowledge and skills according to the Specialty Area Program Learning Outcomes. Currently, dual majors are required to complete only one of these. Students will use either a client whom they are working with or one of the case studies developed by the director of the specialty area. Students **MUST** address **ALL** questions even if their client is not presenting with that issue. **ALL** aspects of the PLO questions must be incorporated as if your client was dealing with the issue—students must extrapolate.

Students are expected to be at the Surpasses (Score of 5) or Meet Standards (Score of 4) level by Phase III ([Final Defense](#)). A score of 3 or lower indicates that the student must re-present. The presiding faculty will create a developmental plan which indicates the student's weaknesses from the presentation. You are to adhere to the Honor Code. Please see Canvas for the documentation to complete the [Final Defense](#).

COURSE SCHEDULE
 (Instructor reserves the right to adjust the schedule and assignments)

Week	Dates	Schedule of Supervision and Related Events	Due by Sunday, 11:59pm
1	1/12/26	Group Supervision JANUARY 14 <ul style="list-style-type: none"> ● Introductions ● Syllabus Review ● Discussion of the following: difference between practicum/internship, case conceptualization, course expectations, course topics to cover ● Site presentation, oral (See Appendix A) Look for information on Site Supervisor Orientation	<ul style="list-style-type: none"> ● Goals Statement ● Course Readiness/Syllabus Quiz ● Signed Supervision Disclosure Statement ● Weekly Log ● Provide copy of MOA
2	1/19/26	Group Supervision JANUARY 21 <ul style="list-style-type: none"> ● Discussion of Case Presentation Format & Clinical Documentation ● Site Concerns, Onboarding, Forms ● Review MSJCC Considerations Site Supervision: Goals Discussion	<ul style="list-style-type: none"> ● Individual Supervision: Goals Discussion ● Weekly Log ● Read MSJCC article provided on CANVAS
3	1/26/26	Group Supervision JANUARY 28 <ul style="list-style-type: none"> ● Case Presentations/Recording Reviews 	<ul style="list-style-type: none"> ● Recording & Tape Review #1 ● Weekly Log
4	2/2/26	Group Supervision FEBRUARY 4 <ul style="list-style-type: none"> ● Case Presentations/Recording Reviews ● Special Topic: Suicide Assessment 	<ul style="list-style-type: none"> ● Weekly Log
5	2/9/26	Group Supervision FEBRUARY 11 <ul style="list-style-type: none"> ● Case Presentations/Recording Reviews 	<ul style="list-style-type: none"> ● Recording & Tape Review #2 ● Weekly Log
6	2/16/26	<ul style="list-style-type: none"> ● Group Supervision FEBRUARY 18 ● Case Presentations/Recording Reviews Site supervision: Midterm progress	<ul style="list-style-type: none"> ● Weekly Log ● Site Supervisor Midterm Evaluation (CSDET)
7	2/23/26	Group Supervision FEBRUARY 25 <ul style="list-style-type: none"> ● Case Presentations/Recording Reviews Individual supervision: Midterm progress	<ul style="list-style-type: none"> ● Recording & Tape Review #3 ● Weekly Log ● Site Supervisor Midterm Evaluation (LATE)

8	3/2/26	Group Supervision MARCH 4 <ul style="list-style-type: none"> Case Presentations/Recording Reviews SPRING BREAK WEEK OF MARCH 9	<ul style="list-style-type: none"> Weekly Log
9	3/16/26	Group Supervision MARCH 18 <ul style="list-style-type: none"> Case Presentations/Recording Reviews Submit FINAL DEFENSE PRESENTATION FINAL DEFENSE PRESENTATIONS 	<ul style="list-style-type: none"> Recording & Tape Review #4 Weekly Log
10	3/23/26	Group Supervision MARCH 25 <ul style="list-style-type: none"> Case Presentations/Recording Reviews FINAL DEFENSE SUBMISSIONS/PRESENTATIONS (CONT,PRN) 	<ul style="list-style-type: none"> Weekly Log
11	3/30/26	Group Supervision APRIL 1 <ul style="list-style-type: none"> Case Presentations/Recording Reviews 	<ul style="list-style-type: none"> Recording & Tape Review #5 Weekly Log
12	4/6/26	Group Supervision APRIL 8 <ul style="list-style-type: none"> Case Presentations/Recording Reviews 	<ul style="list-style-type: none"> Individual supervision: Final evaluation Recording & Tape Review #6 Weekly Log Due next week: Ethics Presentation
13	4/13/26	Group Supervision APRIL 15 <ul style="list-style-type: none"> Ethics Presentations (all students) Final Goals Reflection Group Supervisor Case Presentations/Recording Reviews, as needed 	<ul style="list-style-type: none"> Weekly Log **GATHER FINAL COURSE DOCUMENTS ** <ul style="list-style-type: none"> Final Aggregate Log, SIGNED Site Supervisor Final Evaluation (CSDET) SOE Data and Verification form Student Evaluation of Placement (online) Praxis scores if you have them
14	4/20/26	Group Supervision APRIL 22 <ul style="list-style-type: none"> Individual Supervision: Final evaluation APRIL 29 SUBMIT FINAL DOCUMENTS FINAL GRADES DUE MAY 1	<ul style="list-style-type: none"> Individual Final Evaluation Meetings Weekly log **Documents due LAST WEEK OF TERM ** <ul style="list-style-type: none"> Final Aggregate Log, SIGNED Site Supervisor Final Evaluation (CSDET) SOE Data and Verification form Student Evaluation of Placement (online) Praxis scores if you have them

*Case presentations will be scheduled in the first-class meeting. **All course documents must be submitted by APRIL 29 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 MAY 2026 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 harassment, sexual assault, dating violence, domestic violence, and stalking offenses, are prohibited under NCCU's Sexual Harassment Policy (NCCU POL 01.04.2). **NCCU faculty and instructors are considered mandatory reporters and are required to promptly report information regarding sexual harassment to the University's Title IX Coordinator.** The Sexual Harassment Policy can be accessed through NCCU's Policies, Regulations and Rules website at www.nccu.edu/policies. Any individual may report a violation of the Sexual Harassment Policy (including a third-party or anonymous report) by contacting the Title IX Coordinator at (919) 530-7944 or TitleIX@nccu.edu, or submitting the online form through the Title IX Reporting Form, located at www.nccu.edu/titleix.

NCCU Attendance Policy

Class attendance is expected of students at North Carolina Central University and represents a foundational component of the learning process in both traditional on-campus and online courses. Students should attend all sessions of courses for which they are registered for the entire scheduled period and are responsible for completing all class assignments. Instructors will keep attendance records in all classes. Instructors must clearly state on the syllabus how class attendance will factor into the final grade for the course. Faculty will include a written statement of the attendance guidelines in their course syllabi and will review the guidelines during the first class session. As of Fall 2017 NW and NF attendance grades will no longer be assigned. If a student misses three consecutive class meetings, or misses more classes than the instructor deems advisable, in addition to entering the information into Grades First, the instructor will report the facts to the student's academic dean for appropriate follow-up. Students who miss class to participate in university-authorized activities are given excused absences for the missed class time. It is the student's responsibility to inform the instructor of such activities at least one week before the authorized absence, and to make up all work as determined by the instructor.

Statement of Inclusion/Non-Discrimination

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

Student Accessibility Services

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

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

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

Other Campus Programs, Services, Activities, and Resources

Other campus resources to support NCCU students include:

- Student Advocacy Coordinator. Student Advocacy Coordinator. The Student Advocacy Coordinator is available to assist students in navigating unexpected life events that impact their academic progression (e.g., homelessness, food insecurity, personal hardship) and guide them to the appropriate University or community resources. Contact Information: Student Services Building, Room G19, (919) 530-7492, studentadvocacy@nccu.edu.
- Counseling Center. The NCCU Counseling Center is staffed by licensed psychologists and mental health professionals who provide individual and group counseling, crisis intervention, substance abuse prevention and intervention, anger management, and other services. The Counseling Center also provides confidential resources for students reporting a violation of NCCU's Sexual Misconduct Policy. Contact Information: Student Health Building, 2nd Floor, (919) 530-7646, counseling@nccu.edu.
- University Police Department. The University Police Department ensures that students, faculty and staff have a safe and secure environment in which they can live, learn, and work. The Department provides a full range of police services, including investigating all crimes committed in and around its jurisdiction, making arrests, providing crime prevention/community programs, enforcing parking regulations and traffic laws, and maintaining crowd control for campus special events. Contact Information: 2010 Fayetteville Street, (919) 530-6106, 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](tel:919-530-5000) or veteransaffairs@nccu.edu.
- LGBTQA Resource Center. The Lesbian, Gay, Bisexual, Transgender, and Ally (LGBTQA) 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:
http://www.nccu.edu/formsdocs/proxy.cfm?file_id=1674

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 Suggested Guidelines for Counseling Internship Site Presentation (week 1)

This presentation is designed to support the mental health counseling intern's acclimation to the internship site and to introduce the site as a potential resource for peers within the supervision group. The assignment requires students to engage with site staff and review policies, procedures, and service delivery practices at their placement. Students will present their site during the first week of class and will use these guidelines throughout the semester to identify key components and stakeholders within a mental health counseling setting.

At a minimum, the presentation should include the following:

- Site or Organization Name
 - Brief history of the organization
 - Organization mission and vision statement
 - Treatment philosophy or approach to intervention-Examples may include trauma informed care, cognitive behavioral therapy, solution focused approaches, psychodynamic theory, integrated care models, or community based mental health approaches
 - Populations served at the site (Include age range, presenting concerns, and relevant demographic information)
- Describe referral sources used at the site. Examples may include self referral, medical providers, hospitals, criminal justice agencies, schools, social services, employee assistance programs, or community organizations
- Licensure and certification requirements for counseling staff
- What code of ethics or professional standards are counseling staff expected to follow
- Primary theoretical approaches utilized by clinicians at the site
- Service delivery model
- Nature of direct counseling opportunities including
 - Individual counseling
 - Group counseling
 - Family or couples counseling, if applicable
 - Crisis intervention
- Case management or care coordination
- Psychoeducation or workshops
- How services are described, marketed, or promoted to clients and the community
- How cultural responsiveness, equity, and diversity are addressed within counseling practice and service delivery
- Procedures for intake, initial interviews, and assessment
- Standardized assessment instruments used at the site
- Client access to services
- Referral process, waitlists, insurance considerations, or sliding scale options
- Emergency and crisis procedures
 - Suicide risk or ideation
 - Homicidal ideation
 - Self harm
 - Other crisis response protocols
- Procedures for maintaining client records
 - Documentation requirements and deadlines
 - Electronic health record systems or paper files
- Organizational structure of the site
- Roles and responsibilities of clinical and support staff
- Team collaboration practices

- Schedule and purpose of staff meetings
- How data is used to inform clinical practice, program development, or quality improvement
- Schedule and structure of site supervision
- Professional development and training opportunities available to interns
- Description of your role and services provided as an intern
- How you are involved in planning, implementing, or evaluating services or programs at the site
- Your initial impressions of the site

Completing this presentation is an important step in building professional relationships, increasing comfort within your clinical setting, and helping you identify meaningful questions to ask future employers as you continue your professional development and job search.

Appendix B

CON 5390 Tape Critique/Analysis

Please answer the questions 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 recommended 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 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 Canvas. 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 (Social and Cultural KPI: Students will demonstrate use of culturally appropriate practices, skills, and interventions including Multicultural and Social Justice Counseling Competencies.)
 - For CMH only**: Include a sample note (e.g., STEP, SOAP, DAP)
- 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 Internship in Counseling Checklist

All items must be completed 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 | _____ your site |
| _____ MOA | _____ Signed Weekly Log |
| _____ Counseling/ Recording Consent Form | _____ Aggregate Final Log |
| _____ Signed Supervision Disclosure Statement | _____ Initial Learning Goals |
| _____ Counseling/ Taping Consent Form kept at | _____ <u>Student Evaluation of Placement (online)</u> |
| | _____ SOE Data and Verification Form |

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 | _____ (Co-)Facilitate Group Counseling |
| | _____ (Co-)Facilitate Group Counseling |

Scheduled Supervision Meetings & Evaluation

Individual Supervision

- _____ Initial Self-Evaluation/Learning Goals
 _____ Site Visit/Call/Email

Group Supervision Dates

1-14	1-21	1-28	2-4	2-11
2-18	2-25	3-4	3-18	3-25
4-1	4-8	4-15	4-22	All done

Site Supervision

- _____ Midterm Evaluation by Site Supervisor, CSDET
 _____ Final Evaluation by Site Supervisor, CSDET
 _____ Final Evaluation by Faculty Supervisor, CSDET
 _____ Weekly Individual Supervision