



North Carolina Central University
"Communicating to Succeed."

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

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

Counselor Education Program (CEP) Mission

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

Our partnerships with local agencies and schools foster an understanding of multicultural and diverse populations and counseling interventions that promote empowerment.

www.nccucounseling.com

Syllabus
CON 5390 – OL1
Internship in Clinical Mental Health Counseling – Spring 2025
Wednesdays 5-7:30 PM

Instructor: Karlesia Montague, PhD, LCMHC, LCAS, NCC, CSI
Office: 2125 School of Education
Phone: 919.530.5049
Email: kmontagu@nccu.edu (Best way to contact me.)
WebEx: <https://nccu.webex.com/meet/kmontagu>
Office Hours: Tuesday 12 pm – 5 pm (on campus)
Wednesday 8 am – 1 pm (Virtual by appointment)

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

Email Correspondence is the best way to reach me: When contacting me via email, please include "CON 5390" in the subject line as well as the topic of your email. Please communicate professionally adhering to the standards of communication for the program, department, and university. My typical response time is 48-72 business hours. This means that if you email on Thursday at 4pm, you will likely get a response from me by the following Tuesday at 4pm since weekend days are not business days.

COURSE FORMAT & MEETING TIME:

This course will be presented as an online, synchronous class. All interactions are scheduled online. You are **required** to meet with the group for supervision via WebEx on Wednesdays at 5:00 PM until 7:30 PM and as scheduled for individual supervision. Please arrive to the WebEx 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](#) regularly for course information. Individual meetings in addition to the scheduled group meetings will be scheduled as needed at the request of the instructor and student. You will be required to log on to the Canvas system 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:

- American Counseling Association. (2014). *ACA code of ethics*. Author. <https://www.counseling.org/docs/default-source/default-document-library/ethics/2014-aca-code-of-ethics.pdf>
- Forester-Miller, H., & Davis, T. E. (2016). *Practitioner's guide to ethical decision making*. Retrieved from <http://www.counseling.org/docs/default-source/ethics/practitioner's-guide-to-ethical-decision-making.pdf>
- Kaplan, D. M., France, P.C., Herman, M.A., Baca, J.V., Goodnough, G.E., Hodges, Spurgeon, S.L., & Wade, M. D. (2017). *New concepts in the 2014 ACA Code of Ethics*. *Journal of Counseling and Development*, 95, 110-120.

RECOMMENDED TEXTS:

- American Psychiatric Association. (2022). *Diagnostic and statistical manual of mental disorders* (5th ed. text revision). Author.
- Erford, B., Hays, D., & Crockett, S. (2014). *Mastering the national counselor exam and the counselor preparation comprehensive exam*. Pearson.
- Gehart, D. R. (2016). *Theory and treatment planning in counseling and psychotherapy*. Cengage
- Preston, J.D., O'Neal, J.H., Talaga, M.C., & Moore, B.A (2021). *Handbook of clinical psychopharmacology for therapists* (9th ed.). New Harbinger Publications
- 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)*. Viking.

OTHER HELPFUL RESOURCES/TEXTS:

- First, M. B. (2024). *DSM-5-TR handbook of differential diagnosis*. American Psychiatric Association.
- Berghuis, D. J., Pastoor, K., & Jongsma, A. E. (2022). *The addiction progress notes planner* (6th ed.). Wiley.
- Johnson, S. L. (2018). *Therapist guide to clinical intervention: The 1-2-3's of treatment planning* (3rd ed.). Academic Press.
- Jongsma, A. E., Peterson, L. M., McInnis, W.P., & Bruce, T. J. (2023). *The adolescent psychotherapy treatment planner* (6th ed.). Wiley.
- Jongsma, A. E., Peterson, L. M., McInnis, W.P., & Bruce, T. J. (2023). *The child psychotherapy treatment planner* (6th ed.). Wiley.
- Jongsma, A. E., Peterson, L. M., McInnis, W.P., & Bruce, T. J. (2023). *The complete adult psychotherapy treatment planner* (6th ed.). Wiley.
- Perkinson, R. R., Jongsma, A. E., & Bruce, T. J. (2022). *The addiction treatment planner* (6th ed.). Wiley.
- Reichenberg, L. W., & Seligman, L. (2016). *Selecting effective treatments: A comprehensive, systematic guide to treating mental disorders* (5th ed.). Wiley.
- Ventura, E. (2017). *Casebook for DSM-5: Diagnosis and Treatment Planning* (2nd ed.). Springer.

ATTENDANCE VERIFICATION

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 total field placement experience which may be completed in a single semester or over the course of two semesters.

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) [2024 CACREP Std. 4.U-V].

COURSE WEBSITE:

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

TASK STREAM STATEMENT (*note, this software is not yet available to students):

Task Stream is a way the School of Education and the Counselor Education program collects artifacts and evaluates student progress toward meeting educational requirements. Maintaining an electronic portfolio (i.e., "Task Stream") is a REQUIREMENT for continued enrollment as a degree-seeking student in the School of Education at North Carolina Central University. You must maintain a Task Stream account while enrolled in school, and you will be required to upload a majority of your assignments to the system. The university will use the information to track data and verify that you have met competencies of your program of study - but more importantly - this system will serve as your own professional e-portfolio and file storage. You will receive notice if an assignment needs to be uploaded to Task Stream. Please note that some of the assignment names may be different than what appears in Task Stream. **Task Stream is not yet available to counseling students. Students will be notified when Task Stream becomes available.**

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.

Additionally, Students are expected to 1) demonstrate effective leadership skills; 2) actively engage in class activities and contribute positively to group interactions, 3) demonstrate critical and creative thinking skills, and 4) interact with faculty, staff, and others in a way that demonstrates inclusivity, ethical awareness, and cultural awareness while promoting well-being, healthy relationships, academic success, and career mastery as a professional counselor.

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](#).

2024 CACREP STANDARDS ADDRESSED IN THIS COURSE
CON 5390 STUDENT LEARNING OUTCOMES FOR ALL STUDENTS in INTERNSHIP

2024 CACREP STANDARDS	METHOD FOR OBTAINING OUTCOME	METHOD FOR EVALUATION OF OUTCOME
Students are covered by individual professional counseling liability insurance while enrolled in practicum and internship. (4.B)	University Insurance Policy for Clinical Placement Students	University Insurance Policy for Clinical Placement Students
Produce program-appropriate audio or video recordings for use in supervision and/or receive live supervision of students' interactions with clients. Recordings are in compliance with applicable institutional, state, federal, and international privacy requirements for all program delivery types (4.C)	Placement, Supervision meetings, Site visits	Recordings/Critiques, Weekly Supervision, Supervisor evaluation; Hour Logs
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 Evaluations, Hours Log, Recordings
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, Site visits, and Supervisor Evaluations	Site and Faculty Supervisor Evaluations, Hours Log; Recordings/Critiques; Site Visit Meeting attendance
Students are provided information defining the roles and responsibilities of supervisors, including frequency of consultation. (4.H)	MOA, Site Supervisor Orientation, Instructor Professional Disclosure Statement	MOA submitted prior to starting field placement Instructor's Supervision Disclosure
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 Evaluations, Hours Log
Participate in at least 240 clock hours of direct counseling services, including experience leading or co-leading groups. (4.V, 4.E)	Placement	Recordings, Supervisor evaluation; Hours Log; Group Discussion
Interact weekly (averaging one hour per week of individual and/or triadic supervision) throughout the internship, usually performed by the onsite supervisor. (4.W)	Placement meetings with site supervisor	Supervisor Evaluations, Hours Log
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. (4.X)	Supervision meetings	Supervision meeting attendance, Hours Log
Site supervisors have a master's degree, preferably in counseling, license(s) in the geographic location where the student is placed, two years of post-graduate experience, relevant training for in-person and/or distance counseling supervision, relevant training in the technology utilized for supervision, knowledge of program's expectations, requirements, and evaluation procedures and are provided professional development opportunities. (4.P.1-6; 4.K)	Site screenings, MOA, Site Supervisor Orientation, Site Visits	MOA with documentation of University insurance; Site Supervisor Orientation; Site Visit/Call conducted by instructor; Webinars

**KEY PERFORMANCE INDICATORS & STUDENT LEARNING OUTCOMES FOR 2024
CACREP CORE AREAS AND DEGREE PROGRAMS**

CACREP Core Area	How Outcomes will be Assessed*	Associated Key Performance Indicators (listed as applicable)
KPI #1: Social and Cultural Diversity	Case Conceptualization Presentation-Multicultural Considerations	Students will demonstrate use of culturally appropriate practices, skills and interventions including Multicultural and Social Justice Counseling Competencies. (S)
KPI #2: Human Growth and Development	2 nd Case Presentation	Students will demonstrate knowledge of psychosocial factors that affect people throughout the lifespan. (S)
KPI #3: Group Counseling and Group Work	Two group sessions are required of which one will be recorded or observed in a live format by either university or site supervisors. (Final score on Group section of CSDAT)	Students will demonstrate leadership skills in group counseling and facilitation of group components, including group process. (S)
KPI #4: Assessment and Diagnostic Processes	Tape Critique/Analysis # 4	Students will demonstrate skills in assessment, diagnosis and in implementing and interpreting assessment. (S)
KPI #5: Research and Program Evaluation	Final Defense	Students will articulate the importance of evidence-based practice and critique research to inform counseling practice. (K)
KPI #6: Career Majors Only	2 nd Case presentation	Students will demonstrate the use of career development theory, assessment, techniques and technology to career counseling (S). CAREER ONLY
KPI #7 Clinical Mental Health Counseling Majors Only	Final Defense (Section III)	Students will demonstrate culturally appropriate clinical assessment, diagnostic skills, treatment planning and application of appropriate treatment modalities to a broad range of psychological disorders as well as mental and emotional concerns. (S) CMHC ONLY

*These assignments are meant to assess your knowledge, skills, and/or dispositions and represents a Key Performance Indicator for students in our program. Should you not demonstrate at the appropriate level you will be asked to re-do the assignment.

Key: Key Performance Indicator (KPI)/ Student Learning Outcomes (SLO): Knowledge (K) or Skill (S)

CMHC SPECIFIC ACTIVITIES TO MEET LEARNING OUTCOMES

CACREP Standard 5.C.4. “intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management” is addressed with the following course activities: ***Case Presentations, Tape Critique/Review/Analysis, and Group Discussion on Caseload Management.***

As a part of the Case Presentation, CMHC Interns are required to complete two individual clinical intake assessments with two clients in the field. CMHC Interns demonstrate they are able to understand and diagnose client presenting issues and problems using the Individual Clinical Intake Assessment and Comprehensive Clinical Assessment (CCA). The results of the assessment help interns identify the specific DSM-5 diagnosis and ICD codes and develop evidence-based goals for treatment and interventions for the clients as evident in their tape critiques and analysis. Further, the university supervisor shall lead a discussion on caseload management. Interns discuss how they will use caseload management with current clients and/or clients in the future. (See Question 2B on the Tape Critique/Analysis Form and two Comprehensive Clinical Assessments)

CACREP Standard 5.C.5 “Techniques and interventions for prevention and treatment of a broad range of mental health issues;” is addressed with the following course activities: *Tape Analysis-Critique, Group Discussions, and Case Presentations.*

During weekly group discussions, CMHC Interns discuss real-life clinical cases from their field site experiences including symptom presentation, diagnostic criteria, treatment, and interventions implemented at the site and evidence-based approaches that cover a broad range of mental health issues. (See Question 4 and 8 on the Tape Analysis form)

CACREP Standard 5.C.6. “strategies for interfacing with the legal system regarding court-referred clients;” is addressed with the following course activities: *Site Presentation, Assigned Reading, and Group Discussion.*

Instructor and students discuss the degree to which legal processes will impact the treatment and consider issues that may impact the client functioning in treatment, and the implications of treatment interventions on the legal processes. (See ACA Counseling Today’s [Stuck in the Middle](#)).

CACREP Standard 5.C.7. “strategies for interfacing with integrated behavioral health care professionals;” is addressed with the following course activities: *Group Discussion and Assigned Reading.*

During Week 2: Group Discussion on [The Collaborative Care Model: An Approach for Integrating Physical and Mental Health Care in Medicaid Health Homes](#). The instructor and CMHC interns discuss how clinicians from different backgrounds interact to deliver integrated behavioral and primary health care, and the contextual factors that shape such interactions.

CACREP Standard 5.C.8. “strategies to advocate for persons with mental behavioral, and neurodevelopmental conditions” is addressed with the following course activities: *Group Discussion and Assigned Reading*

The instructor and students discuss strategies to advocate for persons with mental health issues. Specifically, in order to develop a framework for advocacy, they discuss the WHO publication [Mental Health Policy and Service Guidance Package – Advocacy for Mental Health](#).

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.

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>.

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 or uploaded in Canvas. You will submit them via NCCU Shared Drive 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.
- All assignments should be uploaded into Canvas and sometimes to Task Stream. Any time you mention a client in your project, you should utilize either their initials or a pseudonym.
- All client records are the property of your internship site. No client records or files of information from your internship site are to be kept in your personal possession (e.g., your car or home or stored on your personal electronic devices) except for the temporary necessity of carrying selected copies of information on which identifying information has been removed or thoroughly covered.
- Any departure from strict adherence to this must be fully disclosed and agreed to by your site supervisor and your campus supervisor. This includes retaining copies of records belonging to the site. Violations of this policy may have significant legal and ethical consequences and may put the completion of your internship at risk.
- All written materials from your internship setting (typically copies of case notes and treatment plans) should be returned to the files of your internship site after being reviewed by the faculty supervisor/instructor and returned to you. If they are not returned to the files of your internship site, they are to be destroyed. Under no circumstances are any of these site-based materials to remain in your personal possession.

TECHNICAL SPECIFICATIONS & EXPECTATIONS FOR SYNCHRONOUS VIDEO SUPERVISION

Technical Specifications related to our Course Supervision

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

Responsibilities and Requirements for Video-based Individual Supervision

- Each student is responsible for ensuring that they have the software and devices necessary to participate in every supervision meeting. Please make other arrangements if your devices or internet connection are not working properly. There is *always* a solution.
- Each person (student and supervisor/instructor) is required to use headphones or earbuds for every supervision meeting. This is important for technical reasons (to reduce audio feedback), but it is also important for confidentiality purposes.
- When participating in supervision, students should be at a location that provides a private, stable, high-speed internet connection.
- When participating in a supervision meeting, the student should be located in a private and closed room (i.e., behind a closed door, just like you were meeting with the instructor in her campus office). You should NOT be located in a public setting, where others may hear the conversation. If at home, you will need to ensure that you have a private and undisturbed environment in which to meet. If your computer is located in a common room, you will need to ensure that you are meeting during a time in which no one else is home. You will be playing recordings of your counseling sessions during individual supervision meetings, and you MUST ensure the confidentiality of your client recordings.
- Turn off (or mute) all telephones, televisions, music players.
- Please treat each supervision meeting as you would if you had an appointment scheduled with your faculty supervisor at a campus location. The technology that is used to hold our meetings can be a bit deceptive regarding boundaries, because:
 - you may be located in a familiar and relaxing environment (e.g., your home)
 - you do not have to travel to a campus or professional location for supervision.
- People have been known to dress very casually (e.g., pajamas), conduct other household chores while meeting for supervision (e.g., washing dishes), or show up late for a scheduled meeting. A good rule to live by: Do not dress in any way – or engage in any activities – that you wouldn’t do if you were physically sitting beside the faculty supervisor/instructor on campus or meeting with the Chancellor or University President in their office.
- You are required to maintain appropriate professional boundaries related to our supervision time. Show up on time for our meetings, dress professionally, and stay focused and attentive to our conversation. Failure to present yourself appropriately will result in a reduction of participation points or being counted as absent from the course meeting.

GRADED COURSE ASSIGNMENTS & OTHER REQUIREMENTS

MOA and Proof of Liability Insurance

Please upload a copy of each on Canvas even though you have given a copy to the field placement coordinator.

Professional Practice

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, and contact with clients/students in your setting. For students enrolled in 300 hours of internship, you must accrue at least 120 direct contact hours and 180 indirect hours. For students enrolled in 600 hours of internship, you must accrue at least 240 direct contact hours and 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. **Students will participate in a variety of activities including initial/comprehensive assessments and prepare written conceptualizations of their work (case presentations).** Group counseling experience is required as part of the internship. If groups are not already established at the site, students must develop and facilitate a group in concert with their site supervisor. **KPI#1, KPI#2, KPI#3; KPI#4; KPI#6, KPI#7**

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. Please go to the Canvas Discussion Board and complete the Site Supervisor info.

University Faculty Supervision

Group Supervision (75 points)

There will be group supervision meetings (averaging at least 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 reduction of score by 50 points. Students may not miss more than two scheduled meetings. Additional missed meetings result in failure of the course. Incidences of tardiness, inappropriate attire, failure to adhere to group expectations, or other dispositional issues will result in reduction of points at the instructor's discretion.**

University Individual Supervision (75 points)

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

- Initial Goals: Reflecting on your experience in practicum or your previous internship experience, what do you need to work on? What would you like to focus on for supervision?
- Initial Goals Due by: **Sunday, Jan 19, 2025 (will discuss during our individual meeting).**
- Midterm Goals Update due by **week 7 & 8. (before spring break; schedule an individual meeting)**
- Final Goals Update due by **week 14; April 20, 2025 (due by the time we meet for our final individual meeting).**

Professional Disclosure Statement (20 points)

For this assignment, prepare a professional disclosure statement for your counseling practice. Samples are available on Canvas. All students will prepare a disclosure statement relevant to their work and the state where they practice, please check the licensure board website. [Click here](#) to learn about disclosure statements for licensed counselors in North Carolina.

- Professional Disclosure Statements are **due by Sunday, February 9, 2025.**

Ethics Presentation (20 points)

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

- Ethics Presentations are presented in group supervision meeting (class) on **WEDNESDAY, April 16, 2025.**

Log of Internship Hours (75 points)

You are required to submit a legible scanned **copy** of the signed log of your hours at your site on a weekly basis. The copy for the calendar week is due on **Sunday**. You are encouraged, however, to submit logs at the end of the business week. The log sheet should always be typed and can be found in the learning management system. **You are responsible for completing all areas of the log including the weekly time for site and faculty supervision.** Logs should include hours for the week as well as total hours for the current internship course experience to date. *Late submissions can 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 day 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.** **Hours must match your site supervisor final evaluation.**

- **Weekly logs are due on Sundays**
- **Final Aggregate Log is due Monday, April 28, 2025. Be sure the hours match what is on your final evaluation from your site supervisor.**
- Weekly logs are worth 5 points each. The final log is worth 50 points.

Session Recordings/Tape Reviews (25 points each; 150 points total); KPI#1, KPI#2, KPI#4, KPI#6, KPI#7.

Upload 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. Trainees are encouraged to record a variety of sessions including individual intake/assessment sessions, ongoing sessions, termination sessions, and group sessions (w/consent from all group members) to provide evidence of a variety of counseling practical skills.

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 verbal and written permission (consent) 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 (<http://www.nccucounseling.com/>). Please use the form required by your field site. If your site has a **student intern** form, please use that form. **Please have the permission to record form/consent form kept at the site.** Please check with your site supervisor about where those permissions to record forms should go at your site. Some recordings will be listened to during group meetings, typically 10 minutes clips. 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 short span of time. **Recordings submitted for review must be from sessions that have occurred within the 7 calendar days prior to submission. This means, regardless of 'due date', you may not use early recordings for later submissions. Reviews should be current. At least two recordings shall be accompanied by a typewritten case conceptualization/presentation (discussed later).**

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 and include the time stamp of where you used a skill or would like specific assistance. 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 so you may evaluate ways 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 recording critiques MUST be uploaded to Canvas by Sunday before you present the recording** to receive credit for the submission. **Please ensure the critique form is properly labeled and has the file name of the recording you will have uploaded to NCCU Shared Drive (the instructor will send you an invite).**

*****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 combination is 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 assessed 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.

Case Presentations and Comprehensive Clinical Assessments

You are required to submit two case presentations on two different clients. *The two recordings you submit for case presentations may be the same as two of your required tape reviews.* **Note that you will need to fill out both the tape analysis/review form and complete the written Case Presentation** (see **Appendix B and Appendix C at the end of the syllabus**). **[**For CMHC Interns: You must complete and submit two Comprehensive Clinical Assessment (CCA)/Intake Assessment (CACREP 5.C.4). Utilize the template provided by your site.**

In preparing for your case presentation, you should select a client with whom you are having some difficulty. Please include a brief audio/video presentation of the chosen session of at least 10 minutes. Please include a brief audio/video presentation of the chosen session of at least 10 minutes (do not embed it in the PPT). This leaves the majority of the time for feedback and comments from your peers and supervisor. Your case presentation should include the following found in **Appendix C Guidelines for Case Presentations (15-20 min presentation).**

Final Defense for Graduating Students Only (Pass or Re-Present based on Rubric for all; KPI # 6)

All students will be required to create a presentation (i.e. PowerPoint, Prezi, etc.) to present in front of the internship University Supervisor/faculty. The presentation should demonstrate competency in the program curriculum in particular your Degree Program Learning Outcomes and curriculum. Graduating students will choose either a client from their case load at their 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. You will inform your instructor if you plan to 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. Interns 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 (should) also supplement your presentation with scholarly research in the existing within the literature. This presentation should be no more than 20 minutes. The course instructor will evaluate your presentation at that time and give you feedback. If you do not achieve a successful evaluation of your case presentation or are not successful in passing the final defense, then you must represent and re-do a portion of and/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.

- **Presentation slides are due by Wednesday, March 12, 2024 (week 9) before presentations begin. No edits may be made after oral presentations begin.**
- **Oral Presentations will occur in week 10 (Wednesday, March 19, 2025)**
- **Graduating students must earn a passing evaluation on the Final Defense by April 7, 2025.**

ADDITIONAL FINAL DEFENSE INSTRUCTIONS & EVALUATION FOR GRADUATING STUDENTS

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.

EVALUATIONS

Site Supervisor Midterm and Final Evaluations (150 points; 75 points each): KPI#2.

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 SCANNED, SIGNED COPY TO Canvas.** Original copies need to be personally delivered or mailed to your instructor at NCCU. **The CSDAT is used for evaluation.**

- Site Supervisor **Midterm Evaluations are due March 2, 2025. In any case, they must be submitted before Spring Break.**
- Site Supervisor **Final Evaluations are due Monday, April 28, 2025. Be sure the hours on the last page match your hours log.**

Self-Eval + Faculty Supervisor Final Evaluations (75 points)

Together we will complete a mid-term and final evaluation of your internship experience. Site supervisors and counselor educators serve as coaches, mentors, and evaluators in your academic and professional preparation. We will discuss what you are doing well and what can be done to improve your work. For written evaluations, upload a signed, scanned copy to Canvas. Original copies need to be personally delivered or mailed to your faculty supervisor at NCCU.

- Faculty Supervisor **Final Evaluations are planned for Week 15.**

Dispositions Assessment

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

Dispositions and academic preparation are areas of evaluation on your 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. See below for more information on professional dispositions assessed from observable behaviors(s) in the work setting and educational settings.

Professional Dispositions	Dispositional Descriptors
Professional Ethics	Adheres to the ethical guidelines of the ACA, AMHCA, ASCA, NCDCA, APA, and/or NBCC as appropriate or relevant.
Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress, timeliness & attitudes). Able to collaborate with others.
Emotional Stability & Self-control	Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.
Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients.
Knowledge & Adherence to Site Policies	Demonstrates an understanding & appreciation for <i>all</i> counseling site policies & procedures.
Record Keeping & Task Completion	Completes <i>all</i> weekly record keeping & tasks correctly & promptly (e.g., course assignments, case notes, psychosocial reports, treatment plans, supervisory report).
Multicultural Competencies	Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, cognitive ability, SES, etc.)
Motivated to learn and develop / Initiative	Demonstrates engagement in learning & development of their counseling competencies, through reading, professional development, conference attendance/participation
Flexibility and Adaptability	Demonstrates ability to flex to changing circumstance, unexpected events, & new situations/demands on time.
Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory feedback and coaching.
Genuineness and Congruence	Demonstrates ability to be present and “be true to oneself”

COURSE EVALUATION & GRADING

Assignment/Activity	Due Date	Points Available
Professional Practice and Preparation		
Professional Disclosure Statement	Sunday, Feb 9, 2025	20
Ethics Presentation	Wednesday, April 16, 2025	20
Final Defense (Graduating students only)	March 12, 2025	Pass/Re-Present
Internship Hours Logs		
Weekly Logs	Weekly on Sunday	75
Final Aggregate Log	Monday, April 28, 2025	50
Recordings & Case Presentation		
Written Tape Review/Recording #1	End of Week 2 (September 1)	25
Written Tape Review/Recording #2	Week 4 (September 15)	25
Written Tape Review/Recording #3	Week 6 (September 29)	25
Written Tape Review/Recording #4	Week 8 (October 13)	25
Written Tape Review/Recording #5	Week 10 (October 27)	25
Written Tape Review/Recording #6	Week 13 (November 17)	25
Intake/Clinical Interview #1 (w/recording)	Tape 1/Jan 26, 2025	Complete/Incomplete
Intake/Clinical Interview #2 (w/recording)	Tape 4/March 23, 2025	Complete/Incomplete
Evaluation		
Attendance/Dispositions/Participation in Group Supervision	Weekly/Wednesday	75
Initial Goals Statement + Meeting	Sunday, Jan 19, 2025	25
Midterm Goals Review + Meeting	Week of Feb 24 & Mar 3	25
Site Supervisor Midterm Evaluation	Sunday, March 2, 2025	75
Final Goals Review + Meeting	April 20, 2025 (meet week of April 21)	25
Site Supervisor Final Evaluation	Monday, April 28, 2025	75
Self-Eval + Faculty Supervisor Final Evaluation	Monday, April 28, 2025	75
Total		690

Letter Grade	Point Value
A	621-690
B	552-620
C	483-551
F	0-482

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

In order to successfully complete this course, **you must complete every assignment, have satisfactory evaluations of your clinical work and dispositions, regardless of the points earned on any assignment, and have a satisfactory assessment of your adherence to legal and ethical standards.** Graduating students must score at least 4/5 on all elements of the final defense in order to pass the course. 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 required items.**

COURSE SCHEDULE

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

WEEK	Dates	Schedule of Supervision & Related Events	Deliverables
1	Jan 13 –19	<p>Wednesday 1/15 Group Supervision</p> <ul style="list-style-type: none"> • Introductions and Site • Syllabus and course expectations • Special Topics: Ethics, Safety, Suicide Assessment 	<ul style="list-style-type: none"> • Initial Goals Statement due 1/19 • MOA & Liability Insurance • Share information about Clinical Sites • Submit contact sheet (ASAP) • Weekly Log 1/19
2	Jan 20 –26	<p>Wednesday 1/22 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • Special Topics: Comprehensive Assessment/Treatment Planning, Record Keeping, Suicide Assessment, Legal Concerns, Caseload Management <p>Individual Supervision as scheduled</p> <p>Site Supervisor Orientation Friday, January 24, 2025, 3pm <i>(Supervisors only)</i></p>	<ul style="list-style-type: none"> • Come prepared to share the crisis protocol for your site • Weekly Log • Individual Evaluation Meeting # 1
3	Jan 27- Feb 2	<p>Wednesday 1/29 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • Special Topic: Skills • Clinical Documentation • RECORDING REVIEWS 	<ul style="list-style-type: none"> • Weekly Log • Recording & Tape Review #1 w/Intake/Assessment #1
4	Feb 3 –9	<p>Wednesday 2/5 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • Special Topic: Skills • Clinical Documentation • RECORDING REVIEWS 	<ul style="list-style-type: none"> • Weekly Log • Professional Disclosure Statement (PDS; due 2/9) NCBLCMHC
5	Feb 10 –16	<p>Wednesday 2/12 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • Caseload • RECORDING REVIEWS 	<ul style="list-style-type: none"> • Weekly Log • Recording & Tape Review #2
6	Feb 17 –23	<p>Wednesday 2/19 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • Caseload • Consultation and collaborations 	<ul style="list-style-type: none"> • Weekly Log

WEEK	Dates	Schedule of Supervision & Related Events	Deliverables
7	Feb 24 –Mar 2	<p style="text-align: center;">Wednesday 2/26 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • Case Presentations/RECORDING REVIEWS • Individual Supervision as scheduled 	<ul style="list-style-type: none"> • Weekly Log • Recording & Tape Review #3 • Case Presentation 1 • Midsemester Goals Update: • Individual Evaluation Meeting # 2 • Site Supervisor Midterm Evaluation
8	Mar 3 –9	<p style="text-align: center;">Wednesday 3/5 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • Caseload • Individual Supervision as scheduled 	<ul style="list-style-type: none"> • Weekly Log • Midsemester Goals Update: Individual Evaluation Meeting # 2
9	Mar 10 –16	<p style="text-align: center;">NO Group Supervision</p> <p>During Spring Break, students are expected to be available at internship sites as agreed. If you plan to take time off, please do this in coordination with your site supervisor.</p>	<p style="text-align: center;">Weekly Log</p> <p style="text-align: center;">Final Defense PPT due by Wednesday, March 12 at 11:59 pm (no exceptions)</p>
10	Mar 17 –23	<p style="text-align: center;">Wednesday 3/19 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • Final Defense 	<ul style="list-style-type: none"> • Weekly Log • Final Defense (if graduating)
11	Mar 24 –30	<p style="text-align: center;">Wednesday 3/26 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • RECORDING REVIEWS 	<ul style="list-style-type: none"> • Weekly Log • Recording & Tape Review #4 w/Intake/Assessment #2
12	Mar 31 –Apr 6	<p style="text-align: center;">Wednesday 4/2 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • Caseload 	<ul style="list-style-type: none"> • Weekly Log
13	April 7-13	<p style="text-align: center;">Wednesday 4/9 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • Case Presentations/RECORDING REVIEWS 	<ul style="list-style-type: none"> • Weekly Log • Recording & Tape Review #5 • Case Presentation 2

WEEK	Dates	Schedule of Supervision & Related Events	Deliverables
14	April 14-20	<p style="text-align: center;">Wednesday 4/16 Group Supervision</p> <ul style="list-style-type: none"> • Check-in and clinical concerns • RECORDING REVIEWS 	<ul style="list-style-type: none"> • Weekly Log • Recording & Tape Review #6
15	April 21-27	<p style="text-align: center;">Wednesday 4/23 Group Supervision</p> <ul style="list-style-type: none"> • Special Topic: Ethics • Oral Ethics Presentations • Final Farwell/Group Meeting • Goals Reflection • Individual Supervision as scheduled 	<ul style="list-style-type: none"> • Weekly Log • Ethics Presentations • Individual Evaluation Meeting # 3: • Final Goals Update/Meeting
16	April 28-May 4	<p style="text-align: center;">Monday 4/28 MOA Ends/Last Day on Site</p>	<ul style="list-style-type: none"> • Weekly Log • Final Aggregate Log • Site Supervisor Final Evaluation • ***All documents are due MONDAY, April 28, 2025

Case presentations will be scheduled in the initial class meeting.

**All course documents must be submitted by April 28, 2025. **

If all documentation is not submitted by this date/time, students may be required to repeat/complete the internship course in its entirety. Late submissions will prevent clearance for May 2025 graduation.

Spring 2025 Key Dates

January 20, 2025: MLK Jr Day Observance, no classes

January 27, 2025: 12 pm; End of Add/Drop Period.

February 14, 2025: Last day to file for May graduation.

February 28, 2025: Midterm progress reports due in Banner by 4 pm

March 10-16, 2025: Spring Break (no classes).

March 17, 2025: Summer & Fall 2025 registration begins.

April 3, 2025: Last day to withdraw from university and receive a prorated tuition adjustment/refund.

April 28, 2025: Last day of classes for graduating and nongraduating students

May 2, 2025: Final grades for graduating students due in Banner by 5 pm. Please notify the instructor if you are graduating.

May 9, 2025: All grades for non-graduating students due in Banner by 5 pm.

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

NCCU POLICIES AND RESOURCES

NCCU ATTENDANCE POLICY

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

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

STATEMENT OF INCLUSION/NON-DISCRIMINATION

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

[STUDENT ACCESSIBILITY SERVICES \(formerly Student Disability Services\)](#)

Students with disabilities (physical, learning, psychological, chronic or temporary medical conditions, etc.) who would like to request reasonable accommodations and services under the Americans with Disabilities Act must register with the Office of Student Accessibility Services (SAS) in Suite 120 in the Student Services Building. Students who are new to SAS or who are requesting new accommodations should contact SAS at (919) 530-6325 or sas@ncsu.edu to discuss the programs and services offered by SAS. Students who are already registered with SAS and who would like to maintain their accommodations must renew previously granted accommodations by visiting the SAS website at www.ncsu.edu/sas and logging into Eagle Accommodate. Students are expected to renew previously granted accommodations at the beginning of each semester, preferably during the first two (2) weeks of class. Reasonable accommodations can be requested at any time throughout the semester; however, they will not be effective retroactively. Students are strongly encouraged to contact their professors to discuss the testing and academic accommodations that they anticipate needing for each class.

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

[CONFIDENTIALITY and MANDATORY REPORTING](#)

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

OTHER CAMPUS PROGRAMS, SERVICES, ACTIVITIES, and RESOURCES

Student Advocacy Coordinator

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

Counseling Center

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

University Police Department

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

Veterans Services

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

LGBTQIA 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.

Appendix A

CON 5390-OL1 Guidelines for Internship Site Presentation

This assignment is designed to facilitate the student's acclimation to the site provide information about the site as a potential resource for others in the supervision group. This assignment requires student to interact with staff and review policies and procedures at the placement site. Students will prepare both written and oral presentations. Students are encouraged to incorporate technological tools as they develop the presentation. For this presentation, please prepare a **PowerPoint presentation along w/ 2-page description of the below information** with copies for the supervisor and for each group member. Foundational and Conceptual skills listed in the CACREP Standards for each specialty area must be included. See Section 5 of the CACREP Standards. [School Counseling Specialty Standards](#); [Clinical Mental Health Counseling Specialty Standards](#); and [Career Counseling Specialty Standards](#)

At a minimum, the presentation should include the following:

- Site or Organization Name
 - Brief history of the organization and their alignment with national models (ASCA, CARF, JCAHO),
 - Organization mission statement
 - Treatment Philosophy/Approach to intervention (this could include trauma-informed, 12-step philosophy; MTSS, student development, career development theory, etc.)
 - Describe retention and completion rates (for the treatment program or in the educational environment)
- Referral sources (i.e., self-referred, criminal justice agencies, department of social services, medical doctors, faculty members, teacher referrals for school counselors, etc.) and other stakeholders or community resources
- Licensure/Certification requirements for counseling staff
 - What code of ethics or set of standards are counseling staff expected to follow?
- Service Delivery
 - What is the nature of direct counseling opportunities?
 - Individual
 - Group counseling (large or small, classroom guidance, etc.)
 - Career Counseling
 - How does the site describe, market, or promote services?
 - How are cultural and diversity issues discussed or approached at the site?
 - How are lesson/program plans developed to address the needs of diverse learners?
- Populations served at the site (including age range and demographics of clients)
 - How does data inform programming and service delivery?
- Procedures for Intake, Initial Interviews, or Assessment
 - What standardized assessment instruments are used?
 - How do people gain access to services?
- EMERGENCY Procedures
 - Suicide/ideation
 - Self-Harm
 - Homicide/Ideation
 - Other Crisis Plan
- Protocol for maintaining records or client/student files
 - Documentation deadlines, electronic or paper health records, storage practices
- Organizational structure of the site
 - Roles and responsibilities of staff at the site
 - Team collaboration practices
 - How are equitable practices utilized in staff meetings?
- Schedule for staff meetings and/or interdisciplinary team meetings
- Schedule for site supervision
- Professional development/training opportunities
- Describe your role and services you provide at the site
 - How are you involved with the planning, implementing, and administering programs at the site?
- Your initial impression of the site

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

Appendix B CON 5390-OL1 Tape Critique/Analysis

Please answer the 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 is worth 5 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)
****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)?***

- 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)

- 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? (2 points)
****For CMHC Interns (CACREP 5.C.3.b): What goal and objectives will you focus on? What evidenced based techniques and interventions in the literature are recommend as best practices? With regard to homework/practice, what has the client agreed to do in order to put in practice what has been worked on during the session?****

- 9) What led you to choose this recording or clip to present in supervision? (1 point)

- 10) What specific issues would you like to discuss about your work with this student/client during supervision? *(Be specific, simply asking what you did well or missed is insufficient)* (2 points)

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

Appendix C

CON 5390-OL1 Guidelines for Case Presentations

****The two recordings you submit for case presentations may be the same as two of your required tape reviews. 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 two Comprehensive Clinical Assessment (CCA)/Intake Assessment (CACREP 5.C.4.). 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 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 10 minutes. This leaves the majority of the time for feedback and comments from your peers and supervisor. Your 15-20 min 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/Z-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
- What codes of ethics need to be considered?

Course of Counseling

- Initial goals, plan, treatment strategies (Social and Cultural Identities and Experience **KPI**: Students will demonstrate use of culturally appropriate practices, skills and interventions including Multicultural and Social Justice Counseling Competencies.
- Include a sample note
- Progress to present (including how many sessions you have had)
- What have you done that has worked? That has not worked?
- Relationship
 - How do *you* feel when with this client? What emotions, thoughts, impulses come up for you in working with this client?
 - How do you think your client sees you? How do you think your client experiences *you*? The *therapy process*?
 - What expectations do you have of the client? What expectations does the client have of you?
 - Metaphor for relationship?

Current difficulties, blocks, needs from group

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

Appendix D
CON 5390-OL1 Internship in Mental Health Counseling Checklist

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

Required Forms/Documents

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

Counseling Practice/Preparation

- 3 Credit Hour Requirements: Complete 300 Hours _____ Complete 120 Direct Hours _____
6 Credit Hour Requirements: Complete 600 Hours _____ Complete 240 Direct Hours _____

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

#1 _____ #2 _____ #3 _____ #4 _____ #5 _____ #6 _____

2 Case Presentations #1 _____ #2 _____

Evidence of 2 Intake/Clinical Assessment Interviews
(these may also be among your 6 recordings!)

#1 _____ #2 _____

- | | |
|------------------------------------------------|-----------------------------------------|
| _____ Ethics Presentation | _____ Professional Disclosure Statement |
| _____ Facilitate Two Group Counseling Sessions | |
| _____ Final Defense (graduating students only) | |

Scheduled Supervision Meetings & Evaluation

<u>Individual Supervision</u>	<u>Group Supervision (14 meetings)</u>			
_____ Initial Self-Evaluation/Learning Goals	1/15	1/22	1/29	
_____ Midterm Narrative Goals Update	2/5	2/12	2/19	2/26
_____ Final Narrative Goals Update	3/5	3/19	3/26	4/2
_____ Site Visit	4/9	4/16	4/23	

Site Supervision

- _____ Midterm Evaluation by Site Supervisor
_____ Final Evaluation by Site Supervisor
_____ Weekly Individual Supervision

Sample Treatment Plan Template (CACREP 5.C.3.b)

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

Date of Intake: _____
 Date of Treatment Plan Creation: _____
 Client Name: _____
 Referral Source: _____
 Reason for Referral: _____

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

Number of Recommended Sessions:

Frequency of Sessions:

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

 Client/Guardian

 Date

 Counselor-In-Training

 Date

 Faculty/Individual Course Supervisor

 Date

Progress Notes Guidelines

1. Please make sure to complete all areas required and sign every case note with credentials if appropriate.
2. In the “**Type of Service**” section, make sure to indicate the appropriate recipient of services. The “**Other**” category is for you to indicate other modalities of contact with clients such as phone calls, letters, or any other forms of communication with clients approved by the clinical supervisor.
3. When writing your case notes, make sure to include, as a minimum, the following areas:
 - a. **Subjective Report:** In this section of the case note, provide a general description of the client’s feelings, homework report, concerns, problems expressed, thoughts, and any other relevant information reported by the client during the counseling session. Examples of specific ways of phrasing such reports are:
 - *The client reported ...*
 - *The client stated...*
 - *The client expressed...*
 - *The client declared...*
 - b. **Objective Report:** There are at least three types of information that you can report in this section of the case note: *Client’s objective reports* (description of specific objective information reported by the client such as mood scale reports, test results, surveys, and anything that the client has objectively measured), *clinician’s empirical observations* (any mental status information, adherence to treatment reports, strengths, assessment of progress towards goals/objectives, and interpersonal or physical findings relevant to treatment), and *outside documented reports* (mental health diagnostic reports, psychological reports, psychiatric reports, school reports, medical information and any other outside reports that would be relevant for treatment). When reporting empirical observations of the client’s mood it is recommended to use the formula:
 - *The client appeared to be _____ as evidenced by _____*
 - *The client seemed to be _____ as reflected by _____*
 - *The client gave the impression to be _____ as indicated by _____*
 - c. **Focus of the Session:** In this section of the case note, provide a brief description of the “working stage” of the counseling section. If clinically relevant, report on specific strategies for change, interventions, primary and secondary themes, activities, as well as goals and or objectives addressed (from the treatment plan). If possible, make sure to report on the client’s response to any strategy used. When reporting on the focus of the session it is recommended to use the formula:
 - *The focus of the session was _____*
 - *The target for this session was _____*
 - *The focal point of this session was _____*
 - *The goal or objective of the session was _____*

- d. **Plan:** In this section of the case note, provide a brief description of the next steps to follow in working with this client. Report on what you expect to be the focus of the next session, the next goal or objective to be addressed, the next topic to be covered, etc. A regular formula when reporting on this section is:
- *The plan is to continue working on* _____
 - *The next step in treatment is to* _____
 - *In the next session, the focus will be on* _____
 - *The goal or objective for next session is to* _____
- e. **Homework (HW)/Practice:** In this section of the case note, describe what the client has agreed to do in order to put in practice what has been worked on during the session. A formula for reporting on this section is:
- As a homework, client is to _____
 - HW: Client is to _____
 - As a practice exercise, client will _____
4. As a counselor in training, you are expected to *report systematically on every one of the areas identified* in this progress note format (Subjective, objective, focus, plan & homework). This will help you develop a more structured approach in documenting the work that you do with your clients. You don't have to necessarily address all the components within each area but only those that are clinically relevant.
5. When you want to correct something that you have written use the "legal method". Draw a line across the word or phrase and initial it (^{BP}). Do not use "white-out" under any circumstance (See case note example).
6. Write your case note as a continuous paragraph without leaving any spaces between phrases or after a period. If you have left any spaces between lines draw a horizontal or diagonal line (if more than one empty writing line) over the open writing space and initial it. (---^{BP}). This would be a legal protection for a clinical record so information cannot be added after the case note is complete.
7. If a client does not show up for a session or cancels a session **document it in the case notes**. Also, make sure to document any phone calls and any other attempts to reach your client. No case note should be left without a note or the corresponding signatures, particularly if the client has missed the session. When you call, remember not to leave any explicit messages unless the client has given consent to do so.

Sample Progress Note Template

Date:	Time:	Session #:
Type of Service: <input type="checkbox"/> Individual <input type="checkbox"/> Couple <input type="checkbox"/> Family <input type="checkbox"/> Group <input type="checkbox"/> Other:		
Subjective Report (By Client)		
Objective Report (Client's objective reports, Clinician's empirical observations, test results, etc.)		
Focus of the Session (Intervention, Strategy for change, theme, activity, goal or objective addressed, etc.)		
Plan (Next steps and scheduled session)		
Homework/ Practice		
Signatures:		
Counselor-in-Training	Faculty Course Supervisor	