

# **Counseling Internship Manual**

## **Guidelines and Contract for the COAD 6991, 6992: Counseling Internship**

Counselor Education  
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## **Introduction**

This manual is meant to serve as a roadmap for the Counseling Internship. This manual shares the philosophy, requirements, and evaluation procedures for COAD 6991: Counseling Internship I. The guidelines shared in this manual are set forth recognizing that individual settings and circumstances may require flexibility on the part of the intern, university supervisor and site supervisor.

Additionally, this manual is developed to serve as a resource for the intern's site supervisor. It is the responsibility of the intern to share this manual with his or her site supervisor. The manual will help the site supervisor to understand the Counselor Education program, the internship requirements, his or her responsibilities as a site supervisor, the intern's responsibilities and the overall program expectations for the internship.

It is suggested that students meet with the program's Clinical Experience Coordinator to determine internship placements. The Counselor Education program utilizes Tevera, a software which students use to navigate the internship placement process. This software maintains a database of previously utilized sites that can assist students with placement selection.

Supervision is a critical aspect of internship. A site supervisor must have specific requirements, such as a master's degree in counselor education or a related degree and 2 years of professional experience. A more complete section on supervision and requirements follows.

## **The Counselor Education Program**

The East Carolina University Counselor Education Program offers graduate education at the Master's level for individuals interested in becoming professional school counselors, clinical mental health counselors, and student affairs and college counselors. The program is accredited by the following accrediting agencies: Council for the Accreditation of Counseling and Related Educational Programs and the North Carolina Department of Public Instruction. These certification and accreditation achievements indicate that the program offers high quality professional education in the counseling profession.

The work of a counselor is to facilitate personal growth and development and to remediate personal problems of individuals within the entire range of human growth and development--from pre-school children to individuals adjusting to retirement and old age. Students tailor the program to fit their own individual career choices through the careful selection of electives, practica, and internship placements. Varying curriculum options also provide a strong academic and practical foundation for the student interested in becoming a Licensed Clinical Mental Health Counselor (LCMHC) in North Carolina.

## **Internship Purpose and Goals**

The Counseling Internship is a 330-hour professional clinical experience, including 300 hours of service and 30 hours of group supervision. For the fulfillment of this experience, the intern assumes all functions of a beginning counselor in his or her professional setting. Interns may choose to

complete their internship in a clinical mental health, school, or student affairs college counseling setting based upon their professional specialization and course preparation.

The internship experience provides students with the opportunity to put into professional practice what they have learned in their training program. Therefore, the focus of the internship is not directed toward the acquisition of additional counseling knowledge as much as it is the application of knowledge in diverse situations. Intern flexibility and willingness to try various counseling strategies is the key to completion of a successful internship.

### **Internship Purposes**

The internship is designed for helping professionals in Counselor Education whose career objective is counseling within the context of a school, clinical mental health or student affairs college counseling setting.

Content of the internship focuses on:

1. The application of counseling theories, techniques and strategies through direct service to clients, including the formation and delivery of a counseling or psychoeducational group
2. Effective treatment planning
3. Ethical practice
4. A variety of professional activities and resources in addition to direct service, including, but not limited to (a) case management, (b) referral activity, (c) assessment instruments, (d) in-service and staff meetings, (e) technological resources (f) record keeping and (g) program administration and evaluation
5. Supervision

Emphasis is placed on providing counselors-in-training with practical professional experiences to assist them in becoming knowledgeable, thoughtful, insightful and skillful in helping clients. The course provides an opportunity to synthesize and integrate clinical experiences into an effective approach to professional counseling in interns' chosen settings.

### **Counseling Internship Preparation**

Prior to engaging in the Counseling Internship I, students have completed approximately 30 semester hours of counseling-related courses, including three clinical or skill-development focused courses. The three clinical skill-development courses are Counseling Skills and Techniques, Supervised Counseling Practicum, and Group Counseling.

In addition to the three aforementioned courses, students enrolled in internship typically have completed the following required courses:

- COAD 6400: Introduction to Counseling and Human Services
- COAD 6401: Analysis of the Individual
- COAD 6402: Career Counseling and Development
- COAD 6404: Counseling Theory and Techniques

COAD 6407: Social and Cultural Issues in Counseling  
COAD 7480: Research Methods and Design in Counseling  
And one or more of the following:  
COAD 6406: Counseling in Schools  
COAD 6415: Clinical Mental Health Counseling  
COAD 6411: Student Affairs and College Counseling

## Site Approval

Students are responsible for arranging their internship sites in counseling programs that offer counseling services commensurate with their professional training and specialization. Sites must be approved by the Clinical Experiences Coordinator. Ideally, the counseling internship site should be identified and approved by the end of the semester directly preceding the semester within which the Internship I course will be taken.

## Supervision

Supervision is a fundamental component of the internship experience. Interns are supervised weekly by both faculty and site supervisors. The purpose of supervision is to help the intern develop effective clinical and professional skills to function as a professional counselor. Interns will receive weekly individual and group supervision to maximize opportunities for professional reflection and growth.

CACREP provides the following standards regarding supervision:

*Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients. (CACREP Standard 3.B)*

**Group supervision:** *a tutorial and mentoring relationship between a member of the counseling professional and more than two students.*

**Individual supervision:** *a tutorial and mentoring relationship between a member of the counseling professional and one counseling student.*

**Live supervision:** *a combination of direct observation of the counseling session with some method that enables the supervisor to communicate with and thereby influence the work of the supervisee during the session (from Bernard & Goodyear). (CACREP Glossary <https://www.cacrep.org/glossary/>)*

## Supervisor Qualifications

*Site Supervisors have: (CACREP Standard 3.P)*

1. *A minimum of a master's degree, preferably in counseling or a related profession*

2. *Have a minimum of 2 years of pertinent professional experience in the specialty area in which the student is enrolled*
3. *Relevant certifications and/or licenses (LCMHC, NC School Counselor, etc.)*
4. *Have knowledge of the Counselor Education program expectations, requirements, and evaluation procedures for students*
5. *Have relevant training in counseling supervision, provided online at [https://education.ecu.edu/idp/counselor-education/idp\\_counselor\\_supervisor/](https://education.ecu.edu/idp/counselor-education/idp_counselor_supervisor/)*

#### Site Supervisor Internship Expectations

1. Contract: Indicate approval of supervision relationship by reviewing and signing Internship Contract provided by the intern
2. Orientation: Orient interns to site expectations, mission, philosophy and practices
3. Audio/Video Taping: Allow interns to tape appropriate counseling sessions for use in supervision
4. Professional Practice: Provide opportunities for the intern to engage in a variety of professional activities, including both direct and indirect service
5. Weekly Supervision: Provide one hour per week of individual and/or triadic (one supervisor & two interns) supervision throughout the internship. Weekly supervision may include reviewing counseling session tapes, live supervision of counseling practice, in addition to other case discussion.
6. Evaluation of Intern: Complete a formal summative evaluation of the intern

#### University Faculty Supervisor

Faculty supervisors will maintain open communication with site supervisors over the course of the Counseling Internship. This open communication will allow for the assessment of interns' professional development through the experience. In addition to ongoing communication with site supervisors, faculty supervisors will provide group supervision for interns. Interns will meet weekly during the internship for group supervision. These sessions will include case review and feedback from faculty and peers. Students are expected to complete case presentations including videotaped client sessions. An average of 1 ½ hours per week of group supervision will be provided over the course of the academic semester. Make-up sessions or comparable assignments are required for missed group supervision sessions by students.

#### Feedback & Evaluation

Interns will receive feedback related to their counseling, case management skills, professional development and professional practice throughout the internship. Interns will receive a formal written evaluation completed by their site supervisors upon the conclusion of the internship experience. This formal summative evaluation will be reviewed and utilized by the faculty supervisor, who will be

responsible for assigning the intern's grade for COAD 6991: Counseling Internship I and COAD 6992: Counseling Internship II.

## **Intern Responsibilities**

### Professional Performance

Interns are expected to engage at the internship site as a professional counselor-in-training. As such, interns should dress and act as other professionals do at their internship site. Internship requires that students assume responsibilities appropriate for their site, including attendance, conforming to professional program rules, regulations, ethics and standards. Site supervisors can expect interns to respond promptly and appropriately to requests for the completion of tasks appropriate to professional practice at the internship site. If at anytime during the internship experience the site supervisor or faculty supervisor believe the intern in behaving inappropriately for a professional-in-training at his or her site, the faculty supervisor, site supervisor and intern will convene and remediation will be provided for the student. In the event that remediation is deemed ineffective, the student's internship experience will be terminated and an appropriate grade will be given.

### Limited Caseload

It is desirable for interns to gain experience in providing services to clients throughout the counseling process from the initial interview, through the development of the therapeutic alliance, identification of client goals, treatment planning and implementation, to helping clients achieve their personal goals. Interns should have a limited caseload, especially in the beginning, and receive supervision by a qualified field-site supervisor as well as a faculty supervisor.

### Hours Requirement

Counseling interns are required to complete 300 hours of direct and indirect service at their internship site. At least 120 hours must be spent in direct service to clients. Required and suggested professional activities are noted on the Internship Contract (Appendix I). However, it should be noted that the activities of the intern may extend beyond the activities stated on the supervision contract.

### Videotaped Sessions

Interns are required to develop program-appropriate video recordings for use in supervision or to receive live supervision of his or her interactions with clients. All sessions are recorded through GoReact, a HIPAA-compliant software, accessible only to the intern and group supervision class through a secure log-in.

Students will have a signed release-of-information form signed by each client giving permission to share information including video tapes and written case information with supervisors and other counselors-in-training in the Internship supervision group.

### Ethical Standards

Students are expected to adhere to the field-site program's policies regarding confidentiality as well as ethical standards specified in the code of ethics from the American Counseling Association.

### Portfolio

Students are required to compile an electronic portfolio documenting their experiences during the Internship. A rubric of portfolio requirements will be provided by the faculty member for the course.

### Grade

The assignment of a grade for the Counseling Internship is the responsibility of the faculty supervisor with input from the site-supervisor.

### Information and Evaluation

Interns are required to complete two surveys during the course of the internship experience. The first focuses on the demographics of the client population served at the internship site and the second is an Internship Exit Survey. Both are required to be completed by all students in internship and are housed in Tevera, the software interns utilize to complete all portfolio components.

### Liability Insurance

CACREP requires that "students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship." (CACREP Standard 3.A) Information on procuring professional liability insurance can be found at the following site:

<http://www.hpsso.com/professional-liability-insurance/student-coverage-description.jsp>



## **Appendices**

1. Internship Contract
2. Internship Log
3. Site Supervisor Evaluation
4. Practicum and Internship Evaluation
5. Consent to Tape
6. Case Presentation Template

**\*Please note that this contract will be submitted by the intern to the site supervisor through Tevera**

**COAD 6991/6992- INTERNSHIP CONTRACT  
Counselor Education Program / East Carolina University**

**Directions:** Please provide the requested information after consulting with your site supervisor. Please return to your university supervisor.

**Student information:**

Name: \_\_\_\_\_ University Supervisor: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Telephone: \_\_\_\_\_ Email: \_\_\_\_\_

**Internship Site Information:**

Agency \_\_\_\_\_  
 Address \_\_\_\_\_  
 Telephone \_\_\_\_\_  
 Site Supervisor \_\_\_\_\_ Email \_\_\_\_\_  
 Position title \_\_\_\_\_  
 Supervisor Credentials \_\_\_\_\_

**Internship Information:**

This internship will be completed during \_\_\_\_\_ semester, 20\_\_.

Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_

Date documentation of liability insurance provided: \_\_\_\_\_

330 hours (300 service, 30 group supervision seminar) will be counted toward satisfactory completion of university requirements during this period.

**Internship Responsibilities and Duties:**

An intern is expected to engage in all duties typically performed by a counselor employed in the setting in which the intern is placed. In addition to counseling duties, time may be spent in staff meetings, writing case notes, participating in professional development activities, conferring with site supervisor, etc. Individual supervision is provided by the site supervisor on a weekly basis. Group supervision is provided on a weekly basis by the university supervisor. Internship requires that the intern provide at least 120 hours of direct service to clients. The intern is expected to follow the assigned internship setting's calendar during internship. The university supervisor is responsible for the intern's grade after conferring with the site supervisor.

Interns are required to provide their individual site supervisors a minimum of five opportunities for observation of direct services to clients; these observations may be live and/or audio and/or video taped ones. They are required to submit two counseling cases for discussion during group supervision sessions; these are to be presented orally and must be supplemented by videotapes. These tapes will only be used for supervision and strict confidentiality will be maintained in the setting.

The focus of supervision is on development of the intern's overall competence as a professional counselor and is not limited to those skills involved in direct services to clients. On the next page are specific duties and responsibilities to be undertaken by the intern for the successful completion of the internship. The intern is responsible for making and distributing signed copies of the contract to the university and site supervisor. The intern is responsible for obtaining supervisor's initials to document completion of the contract. The university supervisor should be notified of any changes that significantly alter the activities of this contract.

**Responsibilities are to include but are not limited to the following:**

Activity	Date completed	University/Site Supervisor's initials
Develop 5 Professional Development Goals for internship and submit by the second week of the semester		
Conduct ongoing individual counseling with a minimum of 5 clients with a mix of gender, ethnicity, socioeconomic status, & developmental issues		
Lead or co-lead ongoing small group counseling		
Participate in consultations with colleagues, other professionals external to your site, or teachers and parents if in a school setting.		
Demonstrate use of technology in counseling services		
Demonstrate competency working with diverse clients		
Assist with or develop a project based on assessed needs at your site (e.g. domestic violence assistance resource seminar, peer helper training, parent education, in service workshop, etc.)		
Develop a Community Resource Database		
Participate in a professional development activity (e.g. conference/workshop attendance, presentation at conference, submit an article, etc.)		
Develop and implement a public relations activity and/or community outreach activity for your site (e.g. brochure, website, bulletin board, newsletter, newspaper article, civic group presentation)		
Submit site-specific crisis/suicide prevention plan		
Develop a client snapshot, which should include an intake and biopsychosocial assessment, diagnostic assessment report, treatment plan, and referral form.		
<b>University Supervisor Components</b>		<b>University Sup. Initials</b>
Complete 2 case presentations that include assessment with site-appropriate processes and/or tools		
Maintain a weekly log of contact hours		
Provide samples of case notes		
Develop a Professional Disclosure Statement with Consent to Release Information		
Complete a NC LCMHC Application (Not to be submitted until graduation from program—this is just to help the intern understand the process)		
Develop a reflective statement on internship experience		
Compile evidence supporting completion of all previously listed activities into electronic portfolio for submission at the end of the semester		

Internship student signature:		Date:	End date & initial:
Site supervisor signature:		Date:	End date & initial:
University supervisor signature:		Date:	End date & initial:

**\*Please note that this time log/report will be submitted by the intern to the site supervisor through Tevera.**

**Track Activities for Single Week**

Student	Week Of	Track
Student 1 Test	10/17/21	East Carolina University Practicum Time Log
Site(s)	Site Supervisor	Program Faculty/Staff
Test Site 1	Site Supervisor 1 Test	Faculty 1 Test

HOURS LOGGED									
ACTIVITIES	SUN 10/17	MON 10/18	TUE 10/19	WED 10/20	THU 10/21	FRI 10/22	SAT 10/23	WEEKLY TOTAL	CUMULATIVE AS OF 10/18/21
TOTAL HOURS	0	0	0	0	0	0	0	0.00	0.00
DIRECT HOURS	0	0	0	0	0	0	0	0.00	0.00
INDIVIDUAL COUNSELING	0	0	0	0	0	0	0	0.00	0.00
GROUP COUNSELING	0	0	0	0	0	0	0	0.00	0.00
FAMILY COUNSELING	0	0	0	0	0	0	0	0.00	0.00
CLASSROOM COUNSELING	0	0	0	0	0	0	0	0.00	0.00
APPRAISAL ACTIVITIES	0	0	0	0	0	0	0	0.00	0.00
INDIRECT HOURS	0	0	0	0	0	0	0	0.00	0.00
CONSULTATION ACTIVITIES	0	0	0	0	0	0	0	0.00	0.00
RESEARCH ACTIVITIES	0	0	0	0	0	0	0	0.00	0.00
REFERRAL ACTIVITIES	0	0	0	0	0	0	0	0.00	0.00
SUPERVISION	0	0	0	0	0	0	0	0.00	0.00
<b>TOTALS</b>	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Student	Student Signature	Date
Student 1 Test		

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Site Supervisor	Site Supervisor Signature	Date
Site Supervisor 1 Test		

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Program Faculty/Staff	Program Faculty/Staff Signature	Date
Faculty 1 Test		

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**\*Please note that this evaluation will be submitted by the intern to the site supervisor through Tevera**

**EAST CAROLINA UNIVERSITY  
COUNSELOR EDUCATION PROGRAM**

**Counseling Internship I/II**

**EVALUATION OF COUNSELOR COMPETENCIES**

Intern Name: \_\_\_\_\_

Date: \_\_\_\_\_

Supervisor: \_\_\_\_\_

Site: \_\_\_\_\_

Directions: Please indicate the rating that best describes the performance of the intern for each of the core, specialization, and professionalism competencies listed. **The only specialization section of competencies you need to complete is according to the specialization that your site may identify as: (i.e., Clinical Mental Health, Student Affairs and College Counseling, or School Counseling).** If no opportunity existed to observe a particular competency during the internship, please check N/O.

<b>Core Competency Evaluated</b>	<b>Exceptional</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Not Observed</b>
Application and integration of counseling helping skills				
Working knowledge of theories of individual and family development across the lifespan				
Follows ethical guidelines				
Utilizes self-care appropriate to the counseling role				
Consistently demonstrates multicultural counseling competencies through activity and reflection related to diversity and equity				
Understands and displays knowledge of group formation, including recruiting, screening, and selecting members.				
Procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide				
Understands how and plans to use data in counseling that is connected to client outcomes and program improvements				

Understands the importance of research in advancing the counseling profession				
Effectively preparing for and conducting initial assessment meetings				
Articulates knowledge of counseling theories and is developing a personal model of counseling				
Applying counseling models that link wellness, relationships, and other life roles				

<b><u>Clinical Mental Health Competency</u></b>	<b>Exceptional</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Not Observed</b>
Applies theories and models related to clinical mental health counseling				
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)				
Understands cultural factors relevant to clinical mental health counseling				
Can conduct intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management				
Techniques and interventions for prevention and treatment of a broad range of mental health issues				

<b><u>Student Affairs and College Counseling Competency</u></b>	<b>Exceptional</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Not Observed</b>
Understands history and development of college counseling and student affairs				
Understands roles and settings of college counselors and student affairs professionals				

<b><u>School Counseling Competency</u></b>	<b>Exceptional</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Not Observed</b>
Understands models of school counseling programs				
Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies				
Understands and applies competencies to advocate for school counseling roles				
Design and evaluation of school counseling programs				
Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies				

<b>Professionalism Competency</b>	<b>Exceptional</b>	<b>Accomplished</b>	<b>Developing</b>	<b>Not Observed</b>
Organizes time efficiently and is punctual for appointments.				
Effectively consults with consultees and other professionals				
Submits reports and other expected tasks in a timely manner				
Seeks to improve oneself professionally and personally				

Additional Areas for Growth and Improvement:

- 1)
- 2)
- 3)

**Supervisor's Signature:** \_\_\_\_\_

**Intern's Signature:** \_\_\_\_\_

**Practicum and Internship Evaluation**

Student Name:

Student Banner #

Student Professional Specialization:

**Faculty Supervisor/Instructor:**

**\*Completed by ECU Faculty Supervisor/Clinical Course Instructor**

Clinical experiences faculty evaluate the skill and counseling standards attainment of all students using this evaluation at the end of all clinical experiences coursework, including the following courses: COAD 6482: Supervised Counseling Practicum; COAD 6991: Counseling Internship I; COAD 6992: Counseling Internship II.

Students are evaluated as attaining one of the following four levels of skill development: (U) Unsatisfactory, (D) Developing, (A) Accomplished, (E) Exceptional (See syllabus for detailed rubric).

Students must achieve competency for at least 80% of the skills evaluated by completion of the program. Remediation will be provided for students who have not achieved at least 80% competency by the mid-point of the semester of Internship II.

**CORE Standards Evaluation**

<b>Skill/Standard Evaluated</b>	<b>CACREP Standard(s)</b>	<b>Practicum</b>	<b>Internship 1</b>	<b>Internship 2</b>
Application and integration of counseling helping skills	CACREP 2016 2.F.5. g			
Clear integration of theoretical framework across the lifespan	CACREP 2016 2.F.3.a			
Follows ethical guidelines	CACREP 2016 2.F.1.i			
Utilizes self-care appropriate to the counseling role	CACREP 2016 2.F.1.l			
Consistently demonstrates multicultural counseling competencies	CACREP 2016 2.F.2.C			
Understands and displays knowledge of group formation, including recruiting, screening, and selecting members.	CACREP 2016 2.F.6.e			
Procedures for assessing risk	CACREP 2016 2.F.7.c			
Analysis and use of data in counseling	CACREP 2016 (2F.8i)			
Understands the importance of research in advancing the counseling profession, including how to critique research to inform counseling	CACREP 2016 (2F.8.a)			



practice				
Effectively preparing for and conducting initial assessment meetings	CACREP 2016 (2F.7b)			
Developed a personal model of counseling	CACREP 2016 (2F.5n)			
Conceptualizes the interrelationships among and between work, mental well-being, relationships, and other life roles and factors	CACREP 2016 (2F.4b)			

**Specialty Standards for Clinical Mental Health (5.C)**

<b>Clinical Skill Evaluated</b>	<b>CACREP Standard(s)</b>	<b>Practicum</b>	<b>Internship 1</b>	<b>Internship 2</b>
Applies theories and models related to clinical mental health counseling	CACREP 2016 (5C.1b)			
Diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including the Diagnostic and Statistical Manual of Mental Disorders (DSM) and the International Classification of Diseases (ICD)	CACREP 2016 (5C.2d)			
Understands cultural factors relevant to clinical mental health counseling	CACREP 2016 (5C.2j)			
Can conduct intake interview, mental status evaluation, biopsychosocial history, mental health history, and psychological assessment for treatment planning and caseload management	CACREP 2016 (5C.3a)			
Techniques and interventions for prevention and treatment of a broad range of mental health issues	CACREP (5C.3b)			

**Specialty Standards for Student Affairs and College Counseling (5.E)**

<b>Clinical Skill Evaluated</b>	<b>CACREP Standard(s)</b>	<b>Practicum</b>	<b>Internship 1</b>	<b>Internship 2</b>
Understands history and development of college counseling and student affairs	CACREP 2016 (5.E.1.a)			
Understands roles and settings of college counselors and student affairs professionals	CACREP 2016 (5.E.2.a)			

**Specialty Standards for School Counseling (5.G)**

<b>Clinical Skill Evaluated</b>	<b>CACREP Standard(s)</b>	<b>Practicum</b>	<b>Internship 1</b>	<b>Internship 2</b>
Understands models of school counseling programs	CACREP 2016 (5G.1b) -			
Understands school counselor roles in consultation with families, P-12 and postsecondary school personnel, and community agencies	CACREP 2016 (5G.2b)			
Understands and applies competencies to advocate for school counseling roles	CACREP 2016 (5G.2f)			
Design and evaluate of school counseling programs	CACREP 2016 (5G.3b)			
Core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies	CACREP 2016 (5G.3c)			

## East Carolina University's Counselor Education Program

As a graduate student and counselor-in-training at East Carolina University, I am requesting your permission to record our counseling session(s) on audio/video file(s). The purpose of this recording is to help me serve you better and to review and evaluate my counseling techniques. No recording will be done without your prior knowledge and consent and if at any time you wish to withdraw your consent, you may do so. Those reviewing the file(s) may include my supervisors and other counselors-in-training in my supervision group. All reviewers of the file(s), including myself, are bound by the ethical standards of the American Counseling Association (ACA). The audio/video file(s) will be treated as confidential materials and will be recorded and stored securely on GoReact, a HIPAA-compliant software, accessible only to my supervisors and group supervision class through a secure log-in, and will be destroyed at the termination of the semester.

**Please review the statement of consent below.**

Your signature below indicates that you give permission for me to audio/videotape your counseling session(s) for the purposes described within this document.

I, \_\_\_\_\_, consent to the recording of my and/or my child's counseling session(s) with \_\_\_\_\_, a graduate student in the Counselor Education program at East Carolina University within the parameters described below:

1. I can request that the recording device be turned off at any time and may request that the file be deleted. I may terminate this permission to audio/videotape at any time.
2. The purpose of taping is for use in training and supervision. This will allow the above referenced counselor-in-training to consult with his or her assigned supervisor(s) in an individual or group supervision format, who may review the tape alone or in the presence of other graduate students involved in group supervision.
3. The contents of these taped sessions are confidential and the information will not be shared outside the context of individual and group supervision.
4. I understand that these recordings will not be part of my counseling file or records and will be destroyed upon conclusion of the supervision course.
4. The file(s) will be stored on GoReact software and will not be used for any other purpose without my explicit written permission.

\_\_\_\_\_  
Name of Client (Please print)

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian's Signature (if client is under 18 years of age)

\_\_\_\_\_  
Date

## Case Presentation Outline

*\*Change font type/style to indicate new information for previously presented cases*

Client/Pseudonym: \_\_\_\_\_

Counselor: \_\_\_\_\_

Date: \_\_\_\_\_

Previously Presented: Yes ( ) No ( )

### I. Identifying Information:

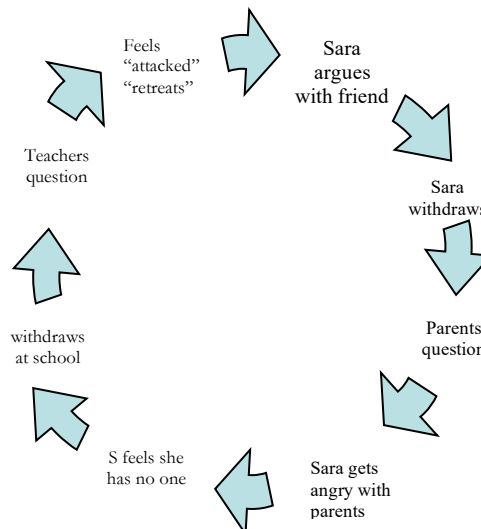
- Client, IP identified patient: *Use a pseudonym here, list age*
  -
- Initial Counseling Session: *Date of initial session; # of current session*
  -
- Referral: *Brief explanation of reason for referral to counseling*
  -
- Client Work/Education Status: *Bulleted info about work if an agency setting and grade level & academic performance if a school setting*
  -
- Socioeconomic Status: *Brief information*
  -
- Racial/Cultural makeup: *Brief information*
  -
- Current living arrangements: *Please share as much info as possible*
  -

### II. Client Perspective

- Client's view of presenting problem: *How would the client describe his/her presenting concern.*
  -

### III. Assessment

- Client's strengths: *Bulleted or Described*
- 
- Process Diagram: Example at right



- ASCA National Model Foundation Focus: (Complete ONLY if you are in a K-12 school placement)
  - Academic
  - Career
  - Personal/Social Development

#### **IV. Treatment Goals:**

Goal 1:

Objective 1:

Intervention 1:

Goal 2:

Objective 2:

Intervention 2:

Goal 3:

Objective 3:

Intervention 3:

#### **V. Progress made to date**

*In your opinion, what changes have you seen so far?*

#### **VI. Questions to the group**

*A minimum of three and maximum of five questions should be provided that solicit group feedback on "specific" aspects of the counseling process they have just observed.*

1.

2.

3.