

# **Counseling Practicum Manual**

## **Guidelines and Contract for the COAD 6482: Supervised Counseling Practicum**

Counselor Education  
Department of Interdisciplinary Professions  
College of Education  
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## **Introduction**

This manual is meant to serve as a roadmap for the Counseling Practicum. This manual shares the philosophy, requirements, and evaluation procedures for COAD 6482: Supervised Counseling Practicum. The guidelines shared in this manual are set forth recognizing that individual settings and circumstances may require flexibility on the part of the practicum student, university supervisor and site supervisor.

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

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

Supervision is a critical aspect of the practicum experience. 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/or 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.

## **Practicum Purpose and Goals**

The intent of the supervised practicum experience is to provide an opportunity for the student to explore the counseling role, develop his or her skills in one-to-one helping relationships and become

comfortable with a personalized style of counseling. Practicum students are provided with a wide range of experiences within which to practice their counseling skills. By working with diverse populations, students are also able to reflect on the importance of cultural competency in practice.

The Counseling Practicum is a 130-hour professional clinical experience. For the fulfillment of this experience, the practicum student will spend 100 hours in service to clients and 30 hours in a weekly group supervision seminar. Practicum students may choose to complete their practicum in a mental health, school, or higher education setting based upon their professional specialization and course preparation.

The focus of the practicum experience is directed toward the acquisition of additional counseling knowledge, the improvement of technical skills and the application of knowledge in diverse situations. Student flexibility and willingness to try various counseling strategies is the key to completion of a successful practicum experience.

### **Practicum Purposes**

The Practicum is designed for helping professionals in Counselor Education whose career objective is counseling within the context of a school, community or higher education setting.

The purposes of practicum are to provide opportunities for students to:

1. Integrate and apply counseling theories, techniques, and strategies in professional setting
2. Practice and refine counseling skills through direct service to clients
3. Develop a network of professional contacts and resources
4. Gain confidence in one's professional abilities
5. Develop an applied awareness of oneself as a professional in order to better conceptualize one's contribution to the counseling profession

Emphasis is placed on providing technical support for the development of strong counseling skills of counselors-in-training through supervision of direct service to clients. The course provides an opportunity to synthesize and integrate clinical experiences into an effective approach to professional counseling in the practicum students' chosen settings.

### **Counseling Practicum Preparation**

Prior to engaging in the Practicum, students typically have completed at least 9 hours of counseling course preparation, including the following core counseling courses with any incompletes in core courses resolved.

COAD 6400: Introduction to Counseling and Human Services

COAD 6404: Counseling Theory and Techniques

COAD 6409: Counseling Skills and Techniques

And potentially one or more of the following professional specialization courses:

COAD 6406: Counseling in Schools

COAD 6415: Clinical Mental Health Counseling  
COAD 6411: Student Affairs and College Counseling

## Practicum Site Approval

Students are responsible for identifying potential practicum sites and arranging for completion of their practicum experience at an appropriate site. Appropriate sites will offer counseling services commensurate with their professional training and specialization. Sites must be approved by the Clinical Experiences Coordinator. Ideally, the counseling practicum field site should be identified and approved by the end of the semester directly preceding the semester within which the Supervised Counseling Practicum course will be taken.

## Supervision

Supervision is a fundamental component of the practicum experience. Practicum students are supervised weekly by both faculty and site supervisors. The purpose of supervision is to help the student develop effective clinical and professional skills to function as a professional counselor.

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 Practicum Involvement Expectations

1. Contract: Indicate approval of supervision relationship by reviewing and signing Practicum Contract provided by the student.
2. Orientation: Orient student to site expectations, mission, philosophy and practices
3. Audio/Video Taping: Allow student to tape appropriate counseling sessions for use in supervision
4. Professional Practice: Provide opportunities for the student to engage in direct service with a variety of clients
  - i. Professional Practice includes any or all of the following:
    1. opportunities for both observation and counseling
    2. individual counseling
    3. educational/developmental activities
    4. staffing of clients/students
    5. consultation with other professionals
    6. report writing (regarding direct service client caseload)
    7. testing/assessment
    8. providing experiences with diverse client population

It is recognized that *not every site* provides the opportunity for all of these activities, but it is our intent that practicum students experience a broad variety of the tasks performed by counselors.

5. Weekly Supervision: Provide one hour per week of individual or triadic (one supervisor & two practicum students) supervision throughout the practicum experience. Weekly supervision may include reviewing counseling session tapes, live supervision of counseling practice, in addition to other case discussion. Consult on a biweekly basis with the faculty supervisor concerning the student's progress.
6. Evaluation of Practicum Student: Complete a formal summative evaluation of the student

### University Faculty Supervisor

Faculty supervisors will maintain open communication with site supervisors over the course of the Practicum Experience. This open communication will allow for the assessment of students' professional development through the experience. In addition to ongoing communication with site supervisors, faculty supervisors will provide group supervision for practicum students. Students will meet weekly during the practicum 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.

### Feedback & Evaluation

Practicum Students will receive feedback related to their counseling, case management skills, professional development and professional practice throughout the practicum experience. Students will receive a formal written evaluation completed by their site supervisors upon the conclusion of the practicum experience. This formal summative evaluation will be reviewed and utilized by the faculty supervisor, who will be responsible for assigning the student's grade for COAD 6482: Supervised Counseling Practicum.

## Practicum Student Responsibilities

### Professional Performance

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

### Limited Caseload

It is desirable for students 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. Students 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 practicum students are required to complete 100 hours of direct and indirect service at their practicum site. **At least 40** hours must be direct service to clients. Required and suggested professional activities are noted on the Practicum Contract (Appendix I). Please note that the student's activities might extend beyond the activities stated on the supervision contract.

### Audio or Video Taped Sessions

Practicum students are required to develop program-appropriate audio/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 practicum student 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 audio/video tapes and written case information with supervisors and other counselors-in-training in the practicum 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 a portfolio documenting their experiences during the Practicum. A rubric of portfolio requirements will be provided by the faculty member for the course.

### Grade

The assignment of a grade for the COAD 6482: Supervised Counseling Practicum is the responsibility of the faculty supervisor with input from the site-supervisor.

### Information and Evaluation

Practicum students are required to complete two surveys during the course of the practicum experience. The first focuses on the demographics of the client population served at the practicum site and the second is a Practicum Exit Survey. Both are required to be completed by all students in practicum and are housed in Tevera, the software practicum students 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. Practicum Contract
2. Practicum Log in Tevera
3. Site Supervisor Evaluation of Student
4. Practicum and Internship Evaluation
5. Consent to Tape
6. Case Presentation Template
7. Video Grand Rounds Observation Log
8. Video Grand Rounds Case Note Formats
9. Video Grand Rounds Final Summative Reflection

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

**COAD 6482 - PRACTICUM 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: \_\_\_\_\_

**Practicum Site Information:**

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

**Practicum Information:**

This practicum will be completed during \_\_\_\_\_ semester, 20\_\_\_\_.  
 Beginning date: \_\_\_\_\_ Ending date: \_\_\_\_\_  
 Date documentation of liability insurance provided: \_\_\_\_\_  
 130 hours (100 service, 30 group supervision seminar) will be counted toward satisfactory completion of university requirements during this period.

**Practicum Experience Responsibilities and Duties:**

A practicum student is expected to primarily engage in direct service to clients, including individual counseling, group counseling, consultation, assessment, etc. Individual supervision is provided by the site supervisor on a weekly basis. Group supervision is also provided on a weekly basis by the university supervisor. Practicum requires that **at least 40 hours** of the 100 service total must be spent in direct service to clients. The student is expected to follow the assigned practicum setting's calendar during the practicum experience. The university supervisor is responsible for the student's grade after conferring with the site supervisor. Scheduled opportunities to provide feedback to the university supervisor about the practicum student's progress will occur on a bi-weekly basis in the form of emails initiated by the university supervisor, structured evaluations (mid-semester and end-of-semester) initiated by the practicum student through Tevera, and/or synchronous meetings at the request of the site supervisor.

Students 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 three counseling cases for discussion during group supervision sessions; two 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 student'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 student for the successful completion of the practicum. The student is responsible for making and distributing signed copies of the contract to the university and site supervisor. The student is also 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 practicum and submit by the third week of the semester		
Conduct ongoing individual counseling with a minimum of 5 clients with a mix of gender, ethnicity, socioeconomic status, & developmental issues and submit one case note per client (5 total)		
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		
Develop and implement a public relations activity for your site (e.g. brochure, website, bulletin board, newsletter, newspaper article, civic group presentation)		
Suicide Assessment Plan and Protocol		
Community Resource Referral Database		
University Supervisor Components		University Sup. Initials
Submit case notes and observation logs for all 5 Video Grand Rounds Assignments		
Professional disclosure statement and informed consent		
Complete 1 written and 2 video/written case presentations that include assessment with site-appropriate processes and/or tools		
Maintain a weekly log of direct/indirect service hours in Tevera		
Develop a reflective statement on practicum experience		
Compile evidence supporting completion of all previously listed activities into professional portfolio for submission at the end of the semester		

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

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\*Please note that this time log/report will be submitted by the practicum student 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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**EAST CAROLINA UNIVERSITY  
COUNSELOR EDUCATION PROGRAM**

**Supervised Counseling Practicum**

**EVALUATION OF COUNSELOR COMPETENCIES**

Practicum Student: \_\_\_\_\_

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

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

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

Directions: Please indicate the rating that best describes the performance of the practicum student 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 practicum experience, 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				
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</b>
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				<b>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:** \_\_\_\_\_

**Practicum Student'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)

Clinical Skill Evaluated	CACREP Standard(s)	Practicum	Internship 1	Internship 2
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

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

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

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

Previously Presented: Yes ( ) No ( )

### I. Identifying Information:

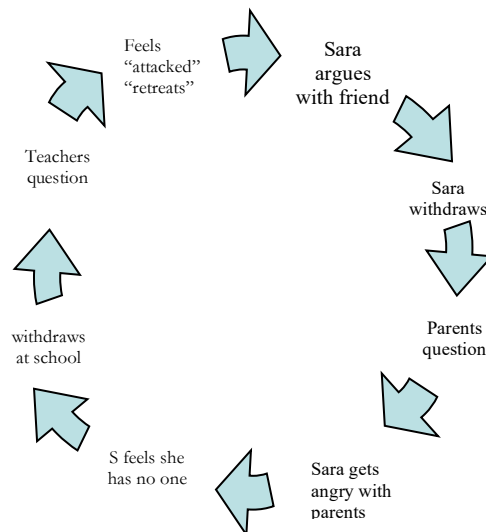
- Client, IP identified patient: *Use a pseudonym here, list age*
  -
- Initial Counseling Session: *Date of initial session; # of current session*
  -
- Referral: *Brief explanation of reason for referral to counseling*
  -
- Client Work/Education Status: *Bulleted info about work if an agency setting 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



- If counselor is placed in School Setting (ONLY SCHOOL, not CMHC or SACC) indicate the ASCA National Model Foundation Focus for this session:
- 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.

### Video Grand Rounds Observation Log

Clinical Skill	Observed (Y/N)	Comments
Establishing Rapport		
Inquiry Skills		
Conveying Empathy		
Paraphrasing		
Reflection of Feelings		
Affirmation		
Summarization		
Perception Checking		
Reflection of Content		
Pacing		
Focusing		
Clarifying Statements		
Goal Setting		
Therapeutic use of Silence		
Summarization of Previous Session		
Congruent Verbal and Non-Verbal Behavior		
Clear Integration of Theoretical Framework		
Awareness of Body Position and Physical Presentation of Self and Client		
Implicit Feelings		
Identifying Patterns		
Highlighting Strengths & Resiliencies		
Graphic Language/use of Metaphor		
Appropriate use of Self-Disclosure		
Immediacy		
Confrontation		
Feedback-Giving		
Facilitating termination		

*\*Complete one observation log for each VGR Session*

## **SOAP Note**

### **Subjective:**

- What the client self-reports and/or what others tell you about the client
- Can include the client's feelings, concerns, plans, goals and thoughts
- Can include the client's perspective on progress made in counseling

### **Objective:**

- Includes more factual information, including what the counselor observes about the client's general appearance, affect and behavior
- Should include quantifiable data including what was seen, heard, counted, and/or measured
- May include outside materials if received (e.g., test results, etc.)

### **Assessment:**

- Includes a summary of the counselor's clinical thinking/impressions with DSM-V diagnosis
- Includes a synthesis of the subjective/objective information

### **Plan:**

- Describes the parameters of treatment, including interventions utilized and future direction of treatment
- Consists of both an action plan and prognosis

## **DAP Note**

### **Data:**

- Should include factual information collected by the counselor in addition to information the client self-reports.
- Consider using the following questions:
  1. What are your client's thoughts, observations, experiences, or direct quotes?
  2. What have you observed during the session about the client's mood, feelings, appearance, attitude, behaviors, and reaction to homework or activities?
  3. What interventions have you used and what goals and objectives have you worked on?
  4. Have you reviewed homework or consulted anyone?

### **Assessment:**

- Includes a summary of the counselor's clinical thinking/impressions with more of a focus on how the counselor's understanding of the client's problem informs treatment plan changes

### **Plan:**

- Describes the parameters of treatment, including interventions utilized and future direction of treatment
- Emphasize how the counselor's interventions addressed the client's goals and objectives



## **PIE Note**

### **Problem:**

- What is the presenting problem?
- Why is the client seeking therapy?
- Include statements from the client that describe why he/she is seeking therapy.
- Describe client's mood, affect, symptoms using client's words first, then professional impression
- Do not just report facts as you have been told. Instead, specify where the information came from (client reports/states, client is diagnosed with)
- Remember to report negative as well as positive observations/information/findings

### **Intervention:**

- What interventions/strategies have been previously attempted? Were they successful?
- What strategies can be put in place for the client in order to be successful?
- Highlight the client's strengths, supports, and coping mechanisms.

### **Effectiveness/Evaluation**

- What is the client's homework for this week? Has he/she been successful with previous homework?
- What progress has the client made?
- What strategies will be put in place to continue progress?
- When will you meet with the client again? Will you increase, decrease, or maintain time frames for therapy?
- Reminders to the clinician/counselor for future sessions.
- Always end with plan (Clinician will send referral, client will follow up with....)
- Note if there are Consent forms and Release of Information (ROI) forms needed

## STEPNote

### **Subject(s) & Symptoms:**

- Subjects are areas of discussion and issues client focused on during the session. Note if subjects change from session to session. Examples may include: *addiction, anxiety, body image issues, depression, divorce, eating disorders, health problems, grief, etc.*
- Symptoms should be listed in four categories: emotional, behavioral, cognitive, and physical. Symptoms can be observed by the counselor or self-reported by the client.
- Emotional: Refers to those feelings and/or emotional actions displayed during a session.
- Behavioral: Refers to verbal or non-verbal expressions displayed.
- Cognitive: Defined as the types of thoughts the client has, how the client processes information, and the way the client thinks about emotions, behaviors and events.
- Physical: Refers to client's physical appearance as well as health conditions the client reports.

### **Therapeutic Tools:**

- Refers to the therapy approach or approaches the counselor uses in addition to the actions the counselor implements during the session.
- Using action verbs is key in order to describe how the counselor puts the theoretical approach or approaches into practice. Examples of action verbs may include: *acknowledged, demonstrated, encouraged, normalized, processed, reflected, verbalized, etc.*

### **Evaluation:**

- This section includes a description of the client's level of engagement in the counseling process, an assessment of the client's current level of functioning, and a DSM-V diagnosis.
- Assessment of Functioning Scale:
  - 1 to 2: Poor Level of Functioning and Status of Client is Critical
  - 3 to 4: Low Level of Functioning and Additional Services May Be Needed
  - 5 to 6: Moderate Level of Functioning: Goals are Being Set
  - 7 to 8: Good Level of Functioning: Many Goals are Being Met
  - 9 to 10: High Level of Functioning: Goals are Being MetAdditional information: (e.g., if client is suicidal, was there a contract for safety or was the client admitted to the hospital?)

### **Plan:**

- Refers to the short and long-term plans developed during the counseling process, and can include homework, areas for follow-up, future goals, and mention of an evaluation of progress. This section should include future and action-oriented statements, specifically from the client's perspective.

**Video Grand Rounds Final Summative Reflection**

1. What are your overall thoughts and impressions about the Video Grand Round assignment?
2. If you had to choose one or two of the ways you think you improved, grew, or changed, as a result of the assignment, what would they be?
3. Did your impressions of the sessions change as you discussed each one in class? In other words, did anyone notice that as you discussed your Observation Logs and SOAP notes in class, your clinical impressions changed?
4. Was it helpful to watch the sessions outside of class and complete the Observation Logs and SOAP notes on your own before discussing with your peers? Why or why not?
5. Did you notice any areas of growth or improvement in your clinical observations, writing, or discussions as a result of this assignment?
6. Are there things you wish would have been included in the assignment that were not?
7. Were there particular clinical skills you would have liked to observe in any of the videos?