Counseling Practicum Manual

Guidelines and Contract for the COAD 6482: Supervised Counseling Practicum

Counselor Education
Department of Interdisciplinary Professions
College of Education
East Carolina University

Ragsdale 213
Greenville, NC 27858

Clinical Experiences Coordinator:
Ashley Cannan, LPC, RPT-S
cannana16@ecu.edu
252-328-6740

Department of Interdisciplinary Professions contact number:
252-328-6856
SECTION 1: INTRODUCTION
The Counselor Education Program 3
Practicum Purpose 4

SECTION 2: PREPARATION & APPROVAL
Counseling Practicum Preparation 5
Field Site Approval 5

SECTION 3: SUPERVISION
Site Supervisor 6
University Faculty Supervisor 6
Feedback and Evaluation 7

SECTION 4: PRACTICUM STUDENT RESPONSIBILITIES
Professional Performance 7
Limited Caseload 7
Hour Requirement 8
Audio-Video Taped Sessions 8
Ethical Standards 8
Grade 8
Professional Liability Insurance 8

SECTION 5: APPENDICES 9
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 the site supervisor to understand the Counselor Education program, the practicum requirements, his or her responsibilities as a site supervisor, the practicum student’s responsibilities and the overall program expectations for the practicum experience.

It is suggested that students meet with their faculty advisors to determine practicum placements. Faculty members are familiar with local practicum site possibilities and information. The Counselor Education office also 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: Southern Association of Colleges, the National Council for the Accreditation of Teacher Education, 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 Professional Counselor (LPC) 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 12 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
- COAD 7480: Research Methods and Design in Counseling (Another Counselor Education Core Course may be substituted)

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

**Field 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 approximately two months before the beginning of the academic semester and no later than the first week of the academic semester.

**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.

Supervision is defined by CACREP as:

* A tutorial and mentoring form of instruction in which a supervisor monitors the student’s activities in practicum and internship, and facilitates the associated learning and skill development experiences. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients (CACREP, 2009, p. 61).

**Site Supervisor**
Site Supervisor Professional Credentials

1. Graduate Degree: Should hold a graduate degree in counseling or a related discipline
2. Professional Experience: Have a minimum of 2 years of relevant professional counseling experience
3. Hold appropriate licenses or certifications in their professional discipline (LPC, NC School Counselor, etc.)
4. Have knowledge of the Counselor Education program requirements, expectations and evaluation procedures for students
5. Have completed the relevant training in counseling supervision, provided online at: http://www.ecu.edu/cs-edu/idp/coed/presentation.cfm

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 60% of these hours must be spent in providing direct service. 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.

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 an Practicum Exit Survey. Both are required to be completed by all students in practicum.

Demographic Survey Link:

https://ecu.az1.qualtrics.com/SE/?SID=SV_2a7PFNjwC46szI3

Practicum Exit Survey:

https://ecu.qualtrics.com/SE/?SID=SV_8B4WeYOi5O8nFqC

Liability Insurance

Practicum Students are required to maintain professional liability insurance during the practicum experience. Information on procuring professional liability insurance can be found at the following site:

http://www.hpso.com
Appendices

1. Practicum Contract
2. Practicum Log
3. Site Supervisor Evaluation
4. Clinical Skill Competency Evaluation
5. Permission to Tape
6. Case Presentation Template
7. Video Grand Rounds Observation Log
8. Video Grand Rounds SOAP Note Form
9. Video Grand Rounds Final Summative Reflection
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 60 percent of the student’s
time 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.

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:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date completed</th>
<th>University/Site Supervisor’s initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop 5 Professional Development Goals for practicum and submit by the third week of the semester</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct ongoing individual counseling with a minimum of 5 clients with a mix of gender, ethnicity, socioeconomic status, &amp; developmental issues and submit one SOAP note per client (5 total)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participate in consultations with colleagues, other professionals external to your site, or teachers and parents if in a school setting.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate use of technology in counseling services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate competency working with diverse clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop and implement a public relations activity for your site (e.g. brochure, website, bulletin board, newsletter, newspaper article, civic group presentation)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suicide Assessment Plan and Protocol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Community Resource Referral Database</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

University Supervisor Components

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date</th>
<th>University Sup. Initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submit SOAP Notes and Observation Logs for all 5 Video Grand Rounds Assignments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Professional disclosure statement and informed consent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Complete 1 written and 2 video/written case presentations that include assessment with site-appropriate processes and/or tools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintain a weekly log of contact hours</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Develop a reflective statement on practicum experience</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Compile evidence supporting completion of all previously listed activities into professional portfolio for submission at the end of the semester</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Practicum student signature: Date: End date & initial:

Site supervisor signature: Date: End date & initial:

University supervisor signature: Date: End date & initial:
COUNSELOR EDUCATION PROGRAM

EAST CAROLINA UNIVERSITY - COLLEGE OF EDUCATION

LOG TEMPLATE CAN BE ACCESSED @ http://blog.ecu.edu/sites/blakek/clinical-experiences/

Counseling Student: 
Site Name: 
Professional Specialization: 

Week Of: 
Cumulative Direct Service for Semester: 
Cumulative Indirect Service for Semester: 
Cumulative Individual Supervision for Semester: 

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Code</th>
<th>Direct Hours</th>
<th>Indirect Hours</th>
<th>Focus of session</th>
<th>Comments &amp; Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

TOTALS Direct Indirect Individual Supervision
Current Week: 0 0 0
Previous Week:
Cumulative To Date: 0 0 0

Counseling Student Signature: 
Site Supervisor's Signature: 

Activity Codes: Derived from G.S. 90-330(a)(3)
(C, D & E are deemed indirect service per 21 NCAC 53.0205)
EAST CAROLINA UNIVERSITY  
COLLEGE OF EDUCATION  
COUNSELOR EDUCATION PROGRAM

Counseling Practicum

EVALUATION OF COUNSELOR COMPETENCIES

Practicum Student: ____________________________
Date: ________________________________________
Supervisor: ________________________________
Site: _______________________________________

Directions: Please indicate the rating that best describes the performance of the counseling practicum student for each of the competencies listed. If no opportunity existed to observe a particular competency during the practicum, please write N/O.

<table>
<thead>
<tr>
<th>PROGRAM DEVELOPMENT</th>
<th>Need for Growth</th>
<th>Meets Expectations</th>
<th>Highly Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sets goals and plans activities to meet program objectives.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organizes time efficiently and is punctual for appointments.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate methods of program evaluation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses office space and facilities to pursue program goals and objectives</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>COUNSELING</th>
<th>Need for Growth</th>
<th>Meets Expectations</th>
<th>Highly Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses effective helping relationship skills, (listening, attending, clarifying, questioning, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate counseling approaches and techniques in group and individual sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows-up on referrals for counseling services</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONSULTING</th>
<th>Need for Growth</th>
<th>Meets Expectations</th>
<th>Highly Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectively consults with consultees and other professionals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides accurate information</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performs group consultation effectively</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### COORDINATING

<table>
<thead>
<tr>
<th></th>
<th>Need for Growth</th>
<th>Meets Expectations</th>
<th>Highly Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Submits reports and other expected tasks in a timely manner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides information to other agencies when appropriate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates organization and collaboration skills in planning and coordinating special programs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows through on referrals made to community agencies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### ASSESSMENT

<table>
<thead>
<tr>
<th></th>
<th>Need for Growth</th>
<th>Meets Expectations</th>
<th>Highly Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses standardized tests according to published practices</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accurately interprets standardized and non-standardized data</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Uses appropriate procedures for diagnosing and making decisions about services for clients</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### PROFESSIONAL PRACTICE AND DEVELOPMENT

<table>
<thead>
<tr>
<th></th>
<th>Need for Growth</th>
<th>Meets Expectations</th>
<th>Highly Successful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provides services according to local and state policies and regulations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practices according to the professional code of ethics</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sees to improve oneself professionally and personally.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### COMMENTS:

Supervisor’s Signature: ________________________________________
Clinical Skill Competency Evaluation  
*Completed by ECU Faculty Supervisor*  

Clinical experiences faculty evaluate the skill attainment of all students using this evaluation sheet 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 three levels of skill development: (D) Developing, (C) Competent, or (M) Mastery. 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.  

Student Name:  
Student Banner #:  
Student Professional Specialization:  

<table>
<thead>
<tr>
<th>Clinical Skill Evaluated</th>
<th>Practicum</th>
<th>Internship I</th>
<th>Internship II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing Rapport</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inquiry Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conveying Empathy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrasing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection of Feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affirmation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarization</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perception Checking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection of Content</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Focusing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clarifying Statements</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goal Setting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Therapeutic Use of Silence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarization of Previous Sessions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Congruent Verbal and Non-Verbal Behavior</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear Integration of Theoretical Framework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awareness of Body Position and Physical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation of Self and Client</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implicit Feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifying Patterns</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highlighting Strengths &amp; Resiliencies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graphic Language/Use of Metaphor</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriate use of Self-Disclosure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Immediacy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Confrontation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback-Giving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facilitating termination</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL Percent Competency (and/or Mastery) Achieved</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
East Carolina University  
Counselor Education Program

Permission to Tape Form  
For Children

I, __________________________, give my permission to ________________________, a student at East Carolina University, to audio or video-tape my child to fulfill requirements in a graduate counselor education course at the university. I understand that this tape will be used for instructional purposes and will be heard or seen only by the instructor and students in the graduate course. Furthermore, after the tape has been reviewed, it will be erased.

____________________________________  ________________
Parent or Guardian’s Signature  Date

-----------------------------------------------

Permission to Tape Form  
For Adolescents and Adults

I, __________________________, give my permission to ________________________, a student at East Carolina University, to audio or video-tape interactions with me to fulfill requirements in a graduate counselor education course at the university. I understand that this tape will be used for instructional purposes and will be heard or seen only by the instructor and students in the graduate course. Furthermore, after the tape has been reviewed, it will be erased.

____________________________________  ________________
Parent or Guardian’s Signature  Date
COAD 6482: SUPERVISED COUNSELING PRACTICUM

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:

Long Term Goals:
1. Short-Term Objectives

V. Interventions applied or planned:

APPLIED
1. PLANNED
2.

VI. Progress made to date

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

VII. Questions to the group

*An 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

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

*Complete one observation log for each VGR Session*
Video Grand Round SOAP Notes Information

A SOAP note is a style of writing a case note that includes the following information – subjective impressions, objective observations, analysis/assessment, and plans. The following are brief descriptions and examples for each section.

**Subjective** – these are the clinician’s impressions of the client and the session. Topics addressed might include the nature of therapeutic alliance, your perception of the client’s mood and level of functioning, and observations you make.

- *Question to answer:* What are your impressions of the client this session? What did you notice about the client that is noteworthy, important to remember?

**Objective** – Information on the content of the session and any important experiences or concrete changes in the client (e.g. taking a new job, applying to college)

- *Question to answer:* What was the focus of session, and what new information did you learn about the client?

**Analysis/Assessment** – Clinicians make sense of the subjective and objective data presented; interpreting and commenting on the significance of the information.

- *Question to answer:* What is the significance of your observations and the information provided during this session in terms of your understanding of the client and the direction of treatment?

**Plans** – In this last section of the progress note, clinicians develop both short and long term treatment plans and goals. Particular attention is given to in-between session tasks (homework), important topics that need to be discussed further, other issues needing attention or follow-up in future sessions, and plans for future interventions.

- *Question to answer:* What tasks did you suggest to the client, and what are your plans for the next session with the client?

The following is an example of a SOAP Progress note:

Clara arrived late for session, avoided eye contact, and appeared anxious as evidenced by her fidgeting with her clothing. When questioned about her behavior, Clara explained that she’d tried to follow through with counseling HW assignment to go out with friends in order to increase social activities, but had “chickened out” at the last minute and stayed home alone. This counselor processed feelings regarding this and normalized her anxiety. Despite Clara’s report that she wants to increase social activity, this counselor will shift focus to processing emotions related to divorce rather than increasing social skills, as this proved challenging for client. Client agreed with this decision. Asked client to journal one day this week and bring journal entry into next session. Will discuss journal entry next session and process emotions related to divorce.
VIDEO GRAND ROUNDS SOAP NOTES

Session Number: __________

************************************************************************

Subjective Summary (Themes, insights, Techniques, etc.):

Objective Findings (Observations):

Analysis/Assessment of Progress:

Plans for Next Session:

Needs for Supervision:

*Complete SOAP Notes for each VGR session
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?