Counseling Internship Manual

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

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
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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 their faculty advisors to determine internship placements. Faculty members are familiar with local internship 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 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 bodies: 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.
Internship Purpose and Goals

The internship experience is defined by the Council for Accreditation of Counseling and Related Educational Programs, CACREP, in the following way:

\[\text{A distinctly defined, post-practicum, supervised “capstone” clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement. (CACREP, 2009, p. 60)}\]

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 mental health, K-12 school, or higher education 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, community or higher education setting.

Content of the internship focuses on:

1. The application of counseling theories, techniques and strategies through direct service to clients
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) record keeping and (f) 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 at approximately 27 semester hours of counseling-related courses, including three clinical or skill-development focused courses. The three clinical skill-development courses are the Supervised Counseling Practicum, Group Counseling and The Helping Relationship.

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 6409: Counseling Skills and Techniques
- 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

**Field 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 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 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.
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 relevant training in counseling supervision, provided online at [http://www.ecu.edu/cs-educ/idp/coed/presentation.cfm](http://www.ecu.edu/cs-educ/idp/coed/presentation.cfm)

**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 60% of this time 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.

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 a 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 Interns.

Demographic Survey Link:

https://ecu.az1.qualtrics.com/SE/?SID=SV_2a7PFNjwC46zl3

Internship Exit Survey:
https://ecu.qualtrics.com/SE/?SID=SV_1GNKCmb8PCy2J00

Liability Insurance

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

http://www.hpso.com/professional-liability-insurance/student-coverage-description.jsp
Appendices

1. Internship Contract
2. Internship Log
3. Site Supervisor Evaluation
4. Clinical Skill Competency Evaluation
5. Permission to Tape
6. Case Presentation Template
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 at least 60 percent of the intern’s time must be spent in 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:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Date completed</th>
<th>University/ Site Supervisor’s initials</th>
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<tbody>
<tr>
<td>Develop 5 Professional Development Goals for internship and submit by the second week of the semester</td>
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<tr>
<td>Conduct ongoing individual counseling with a minimum of 5 clients with a mix of gender, ethnicity, socioeconomic status, &amp; developmental issues</td>
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<td>Lead or co-lead ongoing small group counseling</td>
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<td>Participate in consultations with colleagues, other professionals external to your site, or teachers and parents if in a school setting.</td>
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<td>Demonstrate use of technology in counseling services</td>
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<td>Demonstrate competency working with diverse clients</td>
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<td>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.)</td>
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<tr>
<td>Develop a Community Resource Database</td>
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<tr>
<td>Participate in a professional development activity (e.g. conference/workshop attendance, presentation at conference, submit an article, etc.)</td>
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<tr>
<td>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)</td>
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<tr>
<td>University Supervisor Components</td>
<td></td>
<td>University Sup. Initials</td>
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<tr>
<td>Complete 2 case presentations that include assessment with site-appropriate processes and/or tools</td>
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<tr>
<td>Maintain a weekly log of contact hours</td>
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<td>Provide samples of case notes</td>
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<td>Develop a Professional Disclosure Statement with Consent to Release Information</td>
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<tr>
<td>Complete a NC LPCA Application (Not to be submitted until graduation from program—this is just to help the intern understand the process)</td>
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<td>Develop a reflective statement on internship experience</td>
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<td>Compile evidence supporting completion of all previously listed activities into professional portfolio for submission at the end of the semester</td>
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<tr>
<td>Complete 2 case presentations that include assessment with site-appropriate processes and/or tools</td>
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<thead>
<tr>
<th>Internship student signature:</th>
<th>Date:</th>
<th>End date &amp; initial:</th>
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</thead>
<tbody>
<tr>
<td>Site supervisor signature:</td>
<td>Date:</td>
<td>End date &amp; initial:</td>
</tr>
<tr>
<td>University supervisor signature:</td>
<td>Date:</td>
<td>End date &amp; initial:</td>
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</tbody>
</table>
## PRACTICUM/ INTERNSHIP WEEKLY LOG

EAST CAROLINA UNIVERSITY - COLLEGE OF EDUCATION
COUNSELER EDUCATION PROGRAM

**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>
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</table>

**TOTALS**

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<thead>
<tr>
<th></th>
<th>Direct</th>
<th>Indirect</th>
<th>Individual Supervision</th>
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</thead>
<tbody>
<tr>
<td>Current Week:</td>
<td>0</td>
<td>0</td>
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<tr>
<td>Previous Week:</td>
<td></td>
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<tr>
<td>Cumulative To Date:</td>
<td>0</td>
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</tbody>
</table>

**Counseling Student Signature:**

**Site Supervisor's Signature:**

### Activity Codes:

<table>
<thead>
<tr>
<th>Direct Service</th>
<th>Indirect Service</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1. Individual Counseling</td>
<td>C. Consultation Activities</td>
</tr>
<tr>
<td>A2. Group Counseling</td>
<td>D. Research Activities</td>
</tr>
<tr>
<td>A3. Family Counseling</td>
<td>E. Referral Activities</td>
</tr>
<tr>
<td>B. Appraisal Activities</td>
<td></td>
</tr>
</tbody>
</table>
EAST CAROLINA UNIVERSITY  
COLLEGE OF EDUCATION  
COUNSELOR EDUCATION PROGRAM

Counseling Internship

EVALUATION OF COUNSELOR COMPETENCIES

Intern:_______________________________________  
Date:________________________________________  
Supervisor:___________________________________  
Site:__________________________________________

Directions: Please indicate the rating that best describes the performance of the counseling intern for each of the competencies listed. If no opportunity existed to observe a particular competency during the internship, 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>
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<tr>
<td>Organizes time efficiently and is punctual for appointments.</td>
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<tr>
<td>Uses appropriate methods of program evaluation</td>
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<tr>
<td>Uses office space and facilities to pursue program goals and objectives</td>
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<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>
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<tr>
<td>Uses appropriate counseling approaches and techniques in group and individual sessions</td>
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<tr>
<td>Follows-up on referrals for counseling services</td>
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<table>
<thead>
<tr>
<th>CONSULTING</th>
<th>Need for Growth</th>
<th>Meets Expectations</th>
<th>Highly Successful</th>
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</thead>
<tbody>
<tr>
<td>Effectively consults with consultees and other professionals</td>
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<tr>
<td>Provides accurate information</td>
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<tr>
<td>Performs group consultation effectively</td>
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</table>
### COORDINATING

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

<table>
<thead>
<tr>
<th>Task</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>
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<tr>
<td>Accurately interprets standardized and non-standardized data</td>
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<tr>
<td>Uses appropriate procedures for diagnosing and making decisions about services for clients</td>
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### PROFESSIONAL PRACTICE AND DEVELOPMENT

<table>
<thead>
<tr>
<th>Task</th>
<th>Need for Growth</th>
<th>Meets Expectations</th>
<th>Highly Successful</th>
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</thead>
<tbody>
<tr>
<td>Provides services according to local and state policies and regulations</td>
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<tr>
<td>Practices according to the professional code of ethics</td>
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<tr>
<td>Sees to improve oneself professionally and personally.</td>
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### 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>
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<tr>
<td>Inquiry Skills</td>
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<tr>
<td>Conveying Empathy</td>
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<tr>
<td>Paraphrasing</td>
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<tr>
<td>Reflection of Feelings</td>
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<tr>
<td>Affirmation</td>
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<tr>
<td>Summarization</td>
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<tr>
<td>Perception Checking</td>
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<tr>
<td>Reflection of Content</td>
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<td>Goal Setting</td>
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<td>Therapeutic Use of Silence</td>
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<td>Summarization of Previous Sessions</td>
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<td>Congruent Verbal and Non-Verbal Behavior</td>
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<td>Clear Integration of Theoretical Framework</td>
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<td>Awareness of Body Position and Physical</td>
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<td>Presentation of Self and Client</td>
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<td>Implicit Feelings</td>
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<td>Highlighting Strengths &amp; Resiliencies</td>
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<td>Appropriate use of Self-Disclosure</td>
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<td>Feedback-Giving</td>
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<td>Facilitating termination</td>
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**TOTAL Percent Competency (and/or Mastery)**  
**Achieved**
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 __________

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East Carolina University
Counselor Education Program

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 6991: COUNSELING INTERNSHIP

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

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**Diagram:***

- Sara withdraws
- Sara gets angry with parents
- S feels she has no one
- Sara argues with friend
- Feels “attacked” “retreats”
- Teachers question
- Sara withdraws at school
- Parents question

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

IV. Treatment Goals:

   Long Term Goals:
   1.
   
   Short-Term Objectives
   1.

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
  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.