The Ohio State University  
Counselor Education Program  
Clinical Counseling Practicum & Internship

Introduction

The purpose of this manual is to provide information about the practicum and internship requirements for the Master of Arts Degree in Clinical Counseling in the Counselor Education program, School of Physical Activity and Educational Services, at The Ohio State University.

This manual is intended to provide counseling students with information needed to arrange and complete practical experiences in clinical counseling, through the practicum and internship experiences. It is recommended that students read and become familiar with this manual prior to the beginning of practicum. Any questions regarding the requirements of practicum or internship should be directed to the Clinical Coordinator of the Clinical Counseling Program. (Dr. Paul F. Granello, Ph.D., LPCC).

The State of Ohio regulates the profession of counseling through state law (ORC 4757) and through rules developed and implemented through the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board. The legal definition of Professional Counseling in Ohio is “rendering or offering to render to individuals, groups, organizations, or the general public a counseling service involving the application of clinical counseling principles, methods, or procedures to assist individuals in achieving more effective personal, social, educational, or career development and adjustment, including the diagnosis and treatment of mental and emotional disorders” (ORC 4757). A Professional Counselor must be licensed by the state of Ohio to practice Professional Counseling.

The practicum and internship experiences are intended to provide the counseling students with actual supervised counseling field experiences. These field experiences provide the counselor trainee with the opportunity to apply, evaluate, and refine their counseling skills, and to integrate these skills with the theoretical knowledge gained through coursework. Both practicum and internship are "on-site" field experiences, this means that the counselor trainee works in an agency or school.

Practicum differs from internship in both length and purpose. The practicum is intended to provide the student with a limited supervised experience in a specialized area of counseling. Both an on-site supervisor and a faculty supervisor (Doctoral students may be appointed by the faculty to serve as supervisors) supervise the practicum. Counseling students in practicum are expected to see clients, develop relevant paperwork, and discuss cases both with the on-site and faculty supervisors.

Internship is intended not only to provide the student with counseling experience but with greater exposure to all aspects of professional role and function. Both an on-site supervisor and a faculty supervisor (Doctoral students may be appointed by the faculty to serve as
supervisors) supervise the internship. Counseling students in internship are expected to see clients, develop relevant paperwork, and discuss cases both with the on-site and faculty supervisors.

It is expected that all counseling students working in their practicum and internship sites strive to provide the best possible care to their clients and comply with the ethical codes of the American Counseling Association.

**Terminology**

Throughout this manual, counseling students enrolled in practicum and/or internship will be referred to as “counselor trainees.” However, note that the official status of “Counselor trainee” is not automatically obtained by registering for practicum or internship, but is a title granted by the Ohio Counselor, Social Worker, and Marriage & Family Therapist Board. Students must apply to that Board (process detailed on page 32 of this manual) and receive notification from the Board to be considered counselor trainees.

**Philosophy of the Field Experience**

We believe that the counseling practicum and internship experiences are an integral and indispensable part of the total program of counselor education. Ideally, practicum and internship should provide an opportunity for the student to develop his/her own unique style of counseling, while working within the theoretical and therapeutic framework of the practicum site.

Throughout the counselor education program, students are encouraged to become reflective practitioners – that is, practitioners who use reflective thinking and sound decision-making skills that are well-founded in established research regarding the effective, efficient practice of counseling. Effective counselors must be more than mere technicians. Rather, they must be professionals who are grounded in a strong theoretical base, have vast personal knowledge of their own beliefs, values, knowledge, and skills, and be able to integrate all aspects into their practice. The counseling practicum and internship experience is a time to begin to synthesize self-knowledge, classroom information, research, and practice through supervised application.

During practicum and internship, students move from the student role to the role of counselor trainee. This involves many things, including following the rules and regulations governing the practicum or internship site, engaging in professional dress, demeanor, and behaviors, and putting the ACA Code of Ethics into practice in every interaction. It also involves engaging in the process of becoming a reflective practitioner.

We use a team approach to teaching practicum and internship. We see these experiences as collaborative ones between the student, the on-site supervisor, the doctoral student supervisor, and the practicum or internship faculty member. As such, the student, both supervisors (on-site and doctoral), and the faculty member will all be part of the evaluation process.
General Requirements for Counselor Trainees in Practicum and Internships

**Professional Demeanor**

- Counselor trainees are expected to conduct themselves in a professional manner consistent with the laws of Ohio and the American Counseling Association (ACA) code of ethics, and to display behaviors consistent with providing quality counseling services.

- Counselor trainees must have a sufficient command of spoken English to conduct effective counseling interventions at their field sites. Sufficient command is determined by the faculty in charge of practicum or internship. Evaluations are conducted by the Office of English as a Second Language.

**Counseling Competence Required Before Beginning Practicum**

- Readiness to conduct counseling services is determined by the faculty member in charge of practicum or internship. Final decision rests with the faculty member in charge of the course.

- Students may be asked to work to improve their counseling skills through remediation or special assignments if faculty or site supervisors believe they are not ready to conduct counseling services.

- Students may be asked to engage in counseling or other personal growth experiences before they can begin practicum if faculty or site supervisors believe that they have personal or mental health issues that impair their ability to conduct counseling.

**General Expectations for Counseling Field Experiences Include, but are not limited to:**

1. **Observation and orientation.** Counselor trainees should acquaint themselves with the policies and procedures of the field site where they are working. Observation of the operations and stages of client care from intake to closure should be sought.

2. **Development of a caseload.** Counselor trainees should have the opportunity to develop a caseload under supervision that will allow for an experience that encompasses the scope of care in the agency or school. All involved should negotiate this requirement clearly, as the weekly supervision tapes of counseling session and group weekly supervision depends on the counselor trainee having an adequate caseload.
3. **Case Management & Advocacy.** Counselor trainees will be involved in a variety of case management and advocacy experiences for their clients. Counselor trainees are responsible for their own case notes and report writing. On-site supervisors should provide adequate opportunity to allow for evaluation of these critical counselor trainee skills.

4. **Complete all required documentation.** Counselor trainees are responsible for completing all required documents for the practicum and internship. All forms for the field experiences must be completed, signed by the appropriate supervisor, and submitted in a timely manner. It is not the responsibility of either the on-site supervisor or the faculty supervisor to document the number of hours, or any other data relating to the practicum or internship for the counselor trainee.
Practicum

Practicum Requirements

All master of counseling students (School and Clinical) must complete a **one hundred hour** practicum field experience. This requirement equates to approximately 10 hours a week over the course of a quarter. **Five** hours of these 10 hours a week must be spent in direct face-to-face counseling with a client. The remaining hours of the 10 hours each week must be in activities directly related to counseling (i.e. observation, case notes, treatment planning). All practicum hours must be completed within the quarter for which the counselor trainee is registered for the practicum course.

The faculty member in charge of practicum and internship must approve all field sites.

- Counselor trainees and their on-site supervisors must complete and sign the “On-Site Supervisor Approval Contract” and submit this form with their data form in order for a site to be considered for approval.

- **All counselor trainees are required to have professional liability insurance.** This insurance is available at reasonable rates through ACA. Follow this link to the ACA web page concerning student insurance: www.counseling.org

- The faculty in charge of Practicum will present syllabi for each course, which will specify specific dates and/or assignments that are in addition to those outlined in this manual.

- "Practicum and Internship Site Data Form" found in the appendix of this manual must be submitted to the faculty member in charge of internship prior to beginning work at the site.

Practicum Registration Information

**Prerequisites:** Introduction to Counseling (774), Group Counseling (775), and two basic helping skills practicum labs (800.01 & 800.02) are prerequisite courses. Students must have achieved a B- or better in 774 and 775, and an “S” in 800.01 & 800.02. All students must complete a practicum application form a minimum of one quarter prior to desired quarter of enrollment. Permission of instructor must also be obtained.

Counselor trainees should register for the appropriate section of:

- EDU PAES 974 Practicum (03 hours)
- EDU PAES 978 Field Experience (03 hours)
These courses are taken in conjunction with each other. The 974 Practicum course represents the class time in which the counselor trainee will meet with their faculty supervisor, and the 978 Field Experience course represents the time that the counselor trainee will meet with "on-site" with clients and their field supervisor.

During the practicum, the counselor trainee will meet in a practicum class at the University. Examples of activities of the class include: discussion of on-site activities, specific client cases, review of audio or video tapes, role playing, evaluating relevant legal and ethical issues.

**General Objectives of Practicum:**

Students will:

1. Explore their personal models of counseling that integrate theory and practice;
2. Enhance counseling skills and the application of theory and techniques in practical settings;
3. Demonstrate skills in practicing empathetic active listening, relationship building, and accurate reflection of client feelings;
4. Develop critical awareness of their own counseling performance and of the counseling performance of others;
5. Identify issues of diversity that may impact both understanding and intervention in the counseling relationship, and demonstrate appropriate interventions based on a multicultural perspective;
6. Gain an understanding of the roles of counseling in agencies and schools;
7. Be aware of and recognize the appropriate use of referral agencies and other community resources;
8. Understand and abide by the legal and ethical guidelines of the counseling profession;
9. Develop and/or refine the ability to assist client problem exploration;
10. Develop and/or refine the ability to assist client problem resolution;
11. Learn to use supervision and other methods of feedback to contribute to their personal and professional growth;
12. Develop a self-awareness of student knowledge, skills, values, and attitudes and understand how each affect counseling performance.
Internship

Internship Requirements

All Master of Counseling students (School and Clinical) must complete a six-hundred hour internship field experience. Further the counselor trainee must register and complete 15 credit hours of EDU PAES 884 in conjunction with their internship hour requirement. Clinical internship is taken over a three quarter period. This requirement equates to approximately 20 hours a week over the course of three quarters. Further, hours should also be distributed so as to provide a consistent opportunity for client contact over the three quarters of internship.

Three hundred (300) hours of the six hundred hours must be spent in direct face-to-face counseling with a client. The remaining hours must be in activities directly related to counseling (i.e. observation, case notes, treatment planning).

The faculty member in charge of practicum and internship must approve all field sites.

- Counselor trainees will be assigned to field sites by the faculty member in charge of internship. (Counselor trainees may also request in writing for faculty approval to intern at a site should they prefer to find their own placement. These sites must meet all of the program and state placement requirements).
- "Practicum and Internship Site Data Form" found in the appendix of this manual should be submitted to the faculty member in charge of internship prior to beginning work at the site. A new form is required whenever the counselor trainee moves to a new site.
- Please ask on-site supervisors their credentials and make sure that they hold a valid State of Ohio, Licensed Professional Clinical Counselor (LPCC) license to practice.
- Supervisors must also hold a “Supervising Credential” from the State of Ohio Counselor and Social Worker Board.
- Counselor trainees and their on-site supervisors must complete and sign the “On-Site Supervisor Approval Contract” and submit this form with their data form in order for a site to be considered for approval.
- A minimum of one hour of on site individual supervision is required for every 20 hours of internship.

- All counselor trainees are required to have professional liability insurance. This insurance is available at reasonable rates through ACA. Follow this link to the ACA web page concerning student insurance: http://www.acait.com/students/index.cfm
• The faculty in charge of Practicum will present syllabi for each course, which will specify specific dates and/or assignments that are in addition to those outlined in this manual.

**Internship Registration Information**

**Prerequisites:** Counselor trainees must have met the prerequisites for the practicum, and have earned a grade of "B" in their practicum to begin their internship.

Counselor trainees should register for the appropriate section of:

EDU PAES 884 Internship (15 hours)

Credit hours should be taken in roughly the same method (5 hours the first quarter, 5 hours the second quarter, and 5 hours the third quarter).

During the internship the counselor trainee will meet in an Internship seminar at the University, in addition to their on-site hours. Examples of activities of the seminar include: discussion of on-site activities, specific client cases, review of audio or video tapes, role playing, evaluating relevant legal and ethical issues, and discussion topics relevant to professional development.

**General Objectives of the Internship that are in Addition to the Practicum**

1. To provide for practicing competencies developed throughout the graduate program.

2. To acquaint the counselor trainee with organizational structure, protocol, relationships, processes, and working conditions.

3. To stimulate the formulation and identification with professional role.

4. To provide for awareness of the process of community organization in meeting the needs of the client.

5. To provide for counselor trainee experience concerning the realities of everyday agency or institutional practice, and provide an introduction to the problems of maintaining a regular counseling schedule.
Additional Rules and Procedures that Govern Practicum & Internship

Confidentiality

Counselor trainees are responsible for maintaining the confidentiality of all client notes and information. According to the ACA Code of Ethics, “Clients have a right to expect confidentiality and to be provided with an explanation of its limitations” (Ethical Standards, ACA, 1995, Sec. A.3.A. See also Section B. Confidentiality of the ACA Code of Ethics.)

All client documents are confidential. Only first names or initials of clients should appear on all forms/case notes/logs, except for taping consent forms.

Students must maintain confidentiality of all case discussions. This extends to classroom discussions and viewing or listening to recorded counseling sessions, and students are bound by the same legal and ethical considerations as if the client talked directly with a counselor. The discussion of cases outside of the classroom settings with persons other than those in the agency of placement, the client, the student’s supervisors, or the faculty member are grounds for dismissal from the class with a failing grade. Any questions that may arise regarding confidentiality should be directed to the faculty member.

Supervision

The goals of supervision include helping with intervention skill building, such as conceptualizing cases, defining priorities, developing change strategies, and assisting students in clarifying their interpersonal style and defining assets and limitations. Other goals include helping students recognize their interpersonal issues that interfere with progress, and assisting students in recognizing when their own personal problems are interfering with their work in order that they can seek assistance. It is imperative that students attend all supervision sessions. Students are expected to bring and present all client and documentation for review. Students will be expected to present on the progress of ongoing cases and to bring information on all cases to discuss with their doctoral supervisor. The specific format for individual supervision sessions is at the discretion of the on-site or doctoral student supervisor and may vary significantly from student to student, depending on the student’s developmental needs and the specifics of the site. Missing more than one supervision session may require the student to repeat the course.

The Counselor Education program faculty deeply appreciates the willingness of practicing mental health professionals to provide supervision and assistance in training of masters level counselors. All supervisors are professionals who have client welfare as their top priority and are committed to the professional development of the students they supervise.
**Evaluation**

Students will be formally evaluated by (a) the on-site supervisor; (b) the university-based doctoral supervisor; (c) the faculty member in charge of the course; and (d) the student. Students are asked to keep copies of all their evaluations. Evaluations also will be placed in the student’s file.

A significant portion of the evaluation for practicum and internship will consist of the student’s development of counseling skills and professional development. That is, a student could do well on the academic portion of practicum or internship and still not be successful if s/he does not demonstrate developmentally appropriate growth as a counselor. Students are expected to demonstrate their skills in their class presentations and on their tapes.

**Professional Affiliation**

It is strongly recommended that Counselor Education students join the American Counseling Association (ACA), the nationally recognized professional organization for those in counseling and human resource development. ACA offers students a special membership rate. Additionally, ACA members are eligible to purchase ACA liability insurance at a low rate.

**Documentation**

Copies of logs, evaluations, and other formal documentation regarding practicum and internship will be maintained in a student file and housed in the OSU Counselor Education program for a minimum of six years. The faculty member in charge in Internship and the student’s advisor will have full access to these files.

**Endorsement Policy**

The Counselor Education program faculty follows the American Counseling Association (ACA) Code of Ethics and Standards of Practice (1995). The code states:

“Counselor educators do not endorse students or supervisors for certification, licensure, employment, or completion of an academic or training program if they believe students or supervisors are not qualified for the endorsement. Counselor educators take reasonable steps to assist students or supervisors who are not qualified for endorsement to become qualified.”

The faculty considers not only academic abilities and skill performance when making retention decisions about students, but also such aspects as whether the student demonstrates appropriate levels of maturity, judgment, emotional stability, sensitivity to others, objectivity, and self awareness.
Removal From a Site

The counselor trainee may be removed from his/her practicum or internship site due to:
1. failure to obtain professional liability insurance;
2. failure to function in a responsible and professional manner;
3. failure to adhere to the ethical guidelines for professional counselors;
4. failure to adhere to the Ohio laws concerning counselors (e.g., reporting of child abuse)
5. request by the site host.

Removal from a practicum or internship site will result in:
1. a failing grade for the course and the implementation of a remediation plan; and/or
2. removal from the program, depending on the seriousness of the offense.
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Rights and Responsibilities: STUDENT

Rights:
The student has the right:
1. to know the criteria for evaluation in the course and to receive progress evaluations from the university faculty member and the doctoral student supervisor;
2. to be taught in the practicum course by an Ohio licensed counselor (LPCC), with a supervising credential, in accordance with Ohio law;
3. to expect supervision and feedback in the management of cases by the on-site supervisor; the doctoral student supervisor; and in the faculty member on a regularly scheduled and on as-needed basis;
4. to know the procedure for handling emergencies according to both the site and the university policy;
5. to ask questions regarding the counseling process, standards of care, and the most appropriate handling of cases;
6. to have the rules and regulations of the clinical site explained fully.

Responsibilities:
The student has the responsibility:
1. to locate and secure an approved clinical site for completion of Practicum or Internship;
2. to locate and secure an approved site supervisor for the completion of Practicum or Internship;
3. for prompt and regular attendance at the clinical site, for the Practicum or Internship course, and for all meetings with supervisors;
4. to provide clients with a quality experience;
5. to dress and behave in an appropriate and professional manner while on site;
6. to have clear disclosure with clients, including status as a counseling student/trainee;
7. to come prepared for class, supervision sessions, and counseling sessions;
8. to request additional supervision, as needed;
9. to become educated about client problems, treatments, and interventions, using the research literature as appropriate;
10. to notify the Practicum or Internship faculty member when issues arise with the on-site supervisor, the clinical site, or with clients that are not adequately addressed by the on-site supervisor;
11. to inform the site supervisor and the Practicum or Internship faculty member of problems with cases or client emergencies;
12. to compile and maintain complete client records and practicum documentation in a timely and professional manner;
13. to follow the Code of Ethical Practice and Professional Conduct in the Ohio Counselor, Social Worker Law (ORC 4757-5-01) and the ethical standards of the American Counseling Association (ACA);
14. to be aware of the legal issues related to counseling (e.g., confidentiality, privileged communication, duty to warn and protect, malpractice, and negligence);
15. to make sure that all requirements for licensure, including Practicum and Internship requirements, are satisfied, if it is the intent of the student to pursue Ohio licensure (see Counseling and Social Worker law, ORC 4757).
Rights and Responsibilities: UNIVERSITY FACULTY MEMBER

Rights:
The Faculty Member has the right:
1. to determine the expectations and requirements of the Practicum and Internship;
2. to have final determination about the readiness of a student to begin Practicum and Internship;
3. to expect the student’s regular and punctual attendance in class;
4. to evaluate the student’s performance based on the stated criteria in the syllabus and the OSU Counselor Education Clinical Counseling Practicum & Internship manual;
5. to expect the student to follow directives when they are given by the faculty member, the on-site supervisor, or the doctoral student supervisor;
6. to remove students from a site, from the course, or (with consultation with program faculty) from the program, if students do not follow the directives contained in the Practicum or Internship manual or syllabi;
7. to discuss all of the student’s client cases with the student, the on-site supervisor, and the doctoral supervisor, and recommend assignment or reassignment of cases as indicated;
8. to discuss the student’s personal and professional growth as a counselor with the student, the doctoral supervisor, the on-site supervisor, the student’s advisor, and other faculty;
9. to identify areas for remediation if the student’s skills, abilities, and/or performance are not satisfactory.

Responsibilities:
The Faculty Member has the responsibility:
1. to maintain licensure in Ohio (LPCC) with supervising credential, and to engage in ongoing professional development in the area of supervision;
2. to follow the Code of Ethical Practice and Professional Conduct in the Ohio Counselor and Social Worker Law (ORC 4757-5-01), the ethical standards of the American Counseling Association (ACA), and the Association for Counselor Education and Supervision (ACES);
3. to clearly state expectations, requirements, and grading criteria;
4. to inform the student of the ethical responsibilities and standards of the profession;
5. to inform the student of legal issues related to the profession (e.g., confidentiality, privileged communication, duty to warn and protect, malpractice, and negligence);
6. in conjunction with the on-site and doctoral student supervisor, to ensure that the student provide adequate disclosure so that clients can make informed decisions about entering and continuing in counseling;
7. in conjunction with the on-site and doctoral student supervisor, to ensure that the student is maintaining case records on each client, according to Practicum and Internship and site requirements;
8. to schedule discussions, lectures, or other training experiences during class time, or when necessary, additional times, to meet the developmental and professional training needs of the students. Ultimately, the on-site supervisor is responsible for issues pertaining to specific clients;
9. to provide feedback to the student regarding his/her skill development and professional growth at regular intervals during the quarter;
10. to inform the student at the earliest possible time if progress is not satisfactory and to develop a remediation plan for the student, if appropriate.
Rights and Responsibilities: DOCTORAL STUDENT SUPERVISOR

Rights:
The Doctoral Student Supervisor has the right:
1. to expect the student’s regular and punctual attendance for all supervisory sessions;
2. to be treated with professionalism and respect;
3. to have students come to supervisory sessions prepared, with all case notes, documentation, and audio/visual tapes;
4. to evaluate the student’s performance, based on the criteria in the Practicum or Internship syllabi and OSU Counselor Education Clinical Counseling Practicum & Internship manual;
5. to expect the student to follow directives when they are given;
6. to consult with the on-site supervisor, other doctoral student supervisors, and the Practicum or Internship faculty member about each student’s progress in their development as a professional counselor on a regular basis.

Responsibilities:
The Doctoral Student Supervisor has the responsibility:
1. to provide developmentally appropriate clinical supervision;
2. to follow the Code of Ethical Practice and Professional Conduct in the Ohio Counselor and Social Worker Law (ORC 4757-5-01), the ethical standards of the American Counseling Association (ACA), and the Association for Counselor Education and Supervision (ACES);
3. to provide supervisees a professional disclosure statement;
4. to provide supervisees and on-site supervisors appropriate contact information;
5. to engage in on-going education and/or professional development in clinical supervision;
6. to be regular and punctual in attendance for all supervisory sessions;
7. to provide regular feedback and assistance with skill development as well as personal and professional growth;
8. to clearly state expectations, requirements, and evaluation criteria;
9. to read all case notes presented by the student and to provide consultation on all cases presented;
10. to facilitate personal and professional growth in the student through appropriate supervisory interactions;
11. to recommend personal counseling for students who have interpersonal problems that interfere with their ability to become professional counselors;
12. to be a professional liaison between the university and the clinical site;
13. to consult with the on-site supervisor, other doctoral student supervisors, and the Practicum or Internship faculty member about each student and his/her progress toward becoming a professional counselor on a regular basis;
14. to keep an individual supervision note for each session with a supervisee;
15. to provide written reports to the university faculty member for each student on a weekly basis.
Rights and Responsibilities: ON-SITE SUPERVISOR

Rights:
The on-site (clinical) supervisor has the right:
1. to be made aware of the Practicum or Internship requirements;
2. to expect the student’s regular and punctual attendance for counseling sessions, supervision, and other site-related activities;
3. to evaluate the student’s performance, based on the stated criteria in the Practicum or Internship syllabus and the OSU Counselor Education Clinical Counseling Practicum & Internship manual;
4. to expect the student to follow directives when they are given;
5. to determine the assignment or reassignment of cases, based on the interface of the student’s skill level, professional development, and the presenting problem;
6. to consult with the doctoral supervisor and the university faculty member on issues relevant to the student.

Responsibilities:
The on-site (clinical) supervisor has the responsibility:
1. to place the student in an appropriate setting within the approved clinical site;
2. to oversee the student in all aspects of the Practicum or Internship. The on-site supervisor has the legal responsibility for the student and his or her actions, including the diagnosis and treatment of persons with mental and emotional disorders, counseling-related duties, and the consequences of treatment;
3. to contact the doctoral student supervisor (liaison) or the university faculty member in the event the student is not performing as would be expected of a beginning professional counselor;
4. to clearly state expectations, requirements, and evaluation criteria;
5. to inform the student of legal and ethical issues related to the profession, as appropriate;
6. to ensure that the student provide adequate disclosure so that clients make informed decisions about entering and continuing in counseling;
7. to ensure that the student maintains case records on each client, according to site requirements;
8. to schedule regular individual supervision with the student;
9. to provide ultimate responsibility for issues pertaining to clients;
10. to provide feedback to the student regarding their skill development and growth as a professional counselor;
11. to inform the student and the doctoral student supervisor (liaison) or the university faculty member, at the earliest possible time, if work is not satisfactory.
Practicum and Internship Site Approval Form

Student Information:

Name: _______________________________________________________

Address: Street: ______________________________________________

City: ________________________ State: ________ Zip: ______________

Phone: (___) _________________      e-mail: _______________________

Practicum or Internship Site

Agency Name: ________________________________________________

Address: Street: ______________________________________________

City: ________________________ State: ________ Zip: ______________

Phone: (___) _________________

Type of Clients Served: _______________________________________

Supervisor:

Supervisor Name: ___________________________________________

Supervisor Credentials: _______________________________________

Supervisor Phone: ___________________________________________

Office Hours: _______________________________________________

Description of Activity:
On-Site Supervision Contract

I agree to approve ______________________________________, a counselor trainee enrolled in the M.A. Program in Clinical Counseling in the Counselor Education Program at The Ohio State University, for my supervision during their placement at ______________________________________.

I understand that the student is required to keep a log of his/her counseling activities, to make audio tape samples of their work, and is responsible for all assigned paperwork or documentation of their assigned individual and/or group counseling activities.

I understand that I am responsible for monitoring the interns' work while on-site, assigning a work schedule, appropriate counseling activities, and discussing the performance of those activities on a regularly scheduled basis with the intern.

I have been presented with a listing of students' rights and responsibilities as well as on-site supervisors' rights and responsibilities, on pages 14-17 of the OSU Clinical Counseling Practicum and Internship manual.

____________________________________                       _________________
On-Site Supervisor      Date

____________________________________                       _________________
Counselor Trainee      Date
# WEEKLY CLINICAL COUNSELING LOG

**Week #** ______________________  **Name** _________________________________
**Date:** ________________  **Course #** ____________  **Setting** ____________________

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**Supervisor Signature & Date** ______________________________________________
 AUDIO OR VISUAL TAPING CONSENT FORM

I realize that _____________________________ is a graduate student in The Ohio State University Counselor Education program in Clinical Counseling. This student is being trained in counseling skills and is receiving supervision from the following persons:

Faculty Member: Paul F. Granello, Ph.D., LPCC
or
Darcy Haag Granello, Ph.D., LPCC
Faculty members at The Ohio State University

and

Site Supervisor: ____________________________

I also realize that my counselor will be recording our interviews for educational purposes. I give my permission for interviews to be audio or video taped. It is my understanding that all client comments will be kept confidential in accordance with the ethical standards of the American Counseling Association. All recordings will be destroyed at the end of the training period.

________________________________________  ______ _______________
client’s signature       date

________________________________________  _____________________
counselor trainee’s signature     date

________________________________________  ______ _______________
site supervisor’s signature      date
CASE SUMMARY NOTES

Directions: This form is to be completed by the counseling intern following selected counseling sessions and submitted to the internship supervisor.

Client’s First Name:

Counselor Interns Name:

Client Age _______ Client Sex _______ Date of Interview ______________

Interview Number with this client _______ Length of Session ______________

Total Number of Sessions Spent with Client to Date ________________

Was Tape Recording of Session Submitted for Supervisor Review? _____ Yes _____ No

Brief Description of Interview (Please include goal or objective.)
USE THIS FORM FOR EVALUATIONS FROM ON-SITE SUPERVISOR, DOCTORAL SUPERVISOR and STUDENT SELF-EVALUATION

Circle One: Midterm Evaluation or Final Evaluation
(if final, include page 4, the narrative page)

Person Completing Evaluation:
Circle one: On-Site Supervisor or Doctoral Supervisor or Student

Student’s Name

Total Hours Completed On Site to Date: ________________ Date:______________

Site:

Site Supervisor:

Please rate the student according to the following scale, being as fair and objective as possible. Feel free to add any comments, in the spaces provided, or on the backs of these forms:

**Attitude Toward Work**
The student demonstrates:

**Excellent** Strong Average Weak Poor Ability to take initiative and perform independently

**Excellent** Strong Average Weak Poor Promptness

**Excellent** Strong Average Weak Poor Dependability

**Excellent** Strong Average Weak Poor Daily Preparation

**Excellent** Strong Average Weak Poor Cooperativeness

**Excellent** Strong Average Weak Poor Professionalism (in behavior, dress, and attitude)

Any comments on Attitudes Toward Work ____________________________________________

**Personal Characteristics**
The student demonstrates:

**Excellent** Strong Average Weak Poor Self-awareness and self-understanding

**Excellent** Strong Average Weak Poor Emotional stability

**Excellent** Strong Average Weak Poor Self-control

**Excellent** Strong Average Weak Poor Honesty

**Excellent** Strong Average Weak Poor Sense of Fairness, Justice, and Client Advocacy

**Excellent** Strong Average Weak Poor Capacity to accept and act on constructive criticism

**Excellent** Strong Average Weak Poor Ability to communicate clearly and effectively

**Excellent** Strong Average Weak Poor Ability to be tactful

**Excellent** Strong Average Weak Poor Ability to grasp and successfully adapt to new situations

**Excellent** Strong Average Weak Poor Personal commitment to developing professional competencies
<table>
<thead>
<tr>
<th>Excellent</th>
<th>Strong</th>
<th>Average</th>
<th>Weak</th>
<th>Poor</th>
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<tbody>
<tr>
<td>An investment of time and energy in becoming a counselor</td>
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<tr>
<td>An ability to recognize own competencies</td>
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<tr>
<td>Active work to recognize and overcome deficits</td>
<td></td>
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<tr>
<td>An ability to use Standard English and grammar correctly</td>
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**Any comments on Personal Characteristics:**

---

<table>
<thead>
<tr>
<th><strong>Attitude Toward Clients</strong></th>
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<tbody>
<tr>
<td>The student demonstrates:</td>
</tr>
<tr>
<td>Excellent</td>
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<tr>
<td>Genuine interest in and acceptance of clients</td>
</tr>
<tr>
<td>Ability to understand client’s point of view</td>
</tr>
<tr>
<td>Ability to establish and maintain rapport</td>
</tr>
<tr>
<td>Ability to successfully relate to diverse types of clients</td>
</tr>
<tr>
<td>An awareness of and adherence to ethical standards</td>
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<tr>
<td>An understanding of developmental stage(s) of tasks of clients</td>
</tr>
<tr>
<td>Ability to accurately assess the psychological needs of clients</td>
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<tr>
<td>Ability to match individual client needs to appropriate interventions</td>
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**Any comments on Attitude Toward Clients:**

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<table>
<thead>
<tr>
<th><strong>Efforts to Become a Valuable Part of the Agency</strong></th>
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</thead>
<tbody>
<tr>
<td>The student demonstrates:</td>
</tr>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>Effort to become knowledgeable about all aspects of agency functioning, including referral sources</td>
</tr>
<tr>
<td>Ability to function as a team member</td>
</tr>
<tr>
<td>Prompt and accurate completion of all paperwork</td>
</tr>
<tr>
<td>Willingness to work within the theoretical and therapeutic framework of the agency</td>
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</table>

**Any comments on Efforts to Become a Valuable Part of the Agency:**

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<table>
<thead>
<tr>
<th><strong>Counseling Skills and Process</strong></th>
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<tbody>
<tr>
<td>The student demonstrates:</td>
</tr>
<tr>
<td>Excellent</td>
</tr>
<tr>
<td>Basic understanding of at least several theories of counseling and their application to clients in the field placement</td>
</tr>
</tbody>
</table>
Evaluation, page 3

Excellent Strong Average Weak Poor Knowledge of the population that is the focus of the student’s caseload

Excellent Strong Average Weak Poor Evidence that, when needed, the student has done extra research and work to understand appropriate interventions

Excellent Strong Average Weak Poor Recognition and transmission of understanding of cognitive components (spoken & implied) of clients’ messages

Excellent Strong Average Weak Poor Recognition and transmission of understanding of affective components (spoken & implied) of clients’ messages

Excellent Strong Average Weak Poor Understanding of the dynamics of counseling sessions

Excellent Strong Average Weak Poor Ability and effort to identify client strengths, as well as limitations

Any comments on Counseling Skills and Process:

If you have knowledge (through tape or observation) of the student’s counseling skills, please complete these questions. If not, please skip this section, and move to the end of the evaluation:

Excellent Strong Average Weak Poor Overall Beginning Counseling Skills

Excellent Strong Average Weak Poor Active listening/attending

Excellent Strong Average Weak Poor Empathy

Excellent Strong Average Weak Poor Reflection of feelings

Excellent Strong Average Weak Poor Confrontation

Excellent Strong Average Weak Poor Silence

Excellent Strong Average Weak Poor Focusing/staying present with the client

Excellent Strong Average Weak Poor Use of prompts, probes, and open-ended questions

Excellent Strong Average Weak Poor Defining the problem

Excellent Strong Average Weak Poor Exploring alternatives

FINAL COMMENTS: OVERALL, please rate your experience of this student to date:

Excellent Strong Average Weak Poor Counseling Ability

Excellent Strong Average Weak Poor Personal Growth/Maturity

Excellent Strong Average Weak Poor Potential for overall success as a future counseling in a setting similar to the current field placement

Any comments on Overall Development as a Counselor:

SITE SUPERVISORS: Thank you for your fair and objective feedback. The Ohio State University Counselor Education program is committed to graduating excellent counselors. Please check here if you would like the Faculty Member in charge of Practicum to contact you regarding any concerns with this student or to discuss any aspect of the program.

Signature of Person Completing this Evaluation:
Evaluation, page 4

Narrative – for FINAL EVALUATION, ON-SITE SUPERVISORS only

Activities Supervised:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Counselor Trainee’s Strengths, in Counseling Skills, Personal, & Professional Development:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Counselor Trainee’s Needs for Improvement, in Counseling Skills, Personal, & Professional Development:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Overall Impression of Counselor Trainee’s Ability to Function as a Professional Counselor:

FOR PRACTICUM: In Your Professional Opinion, is the Counselor Trainee Ready to Continue on to Internship in the Autumn?
FOR INTERNSHIP, In Your Professional Opinion, should the Counselor Trainee Receive a Passing Grade in Internship?

______ YES, with no reservations
______ YES, but with some reservations (please explain, if not stated in this evaluation)
______ NO. Please contact the university faculty member in charge of practicum or internship immediately.

Feel free to put any additional comments on the reverse side of this form.

THANK YOU for providing supervision to this student.
Dear Counseling Supervisor:

Thank you for considering a supervision role for a student enrolled in the Master of Arts in Clinical Counseling, part of the Counselor Education Program at The Ohio State University. Students are required to complete both a practicum and internship field placement as part of their master's training.

The field experiences are designed to provide the student trainee with a chance to observe and participate in actual counseling sessions. In addition to the time spent with you in supervision on-site, the student will attend a weekly supervision seminar on campus. The student will be asked to present cases verbally or on tape, as a means of helping them to refine their counseling skills. As an on-site supervisor you are responsible for developing a schedule of counseling responsibilities for the student, monitoring the students counseling activities, and completing a midterm and final evaluation for the student.

Your help and input is greatly appreciated. Please feel free to contact me at any time regarding your supervisee. My office number is: 614-688-4931, my e-mail is: granello.2@osu.edu

Sincerely,

Paul Granello, Ph.D., LPCC
Associate Professor
Counselor Education
School of PAES
College of Education & Human Ecology
The Ohio State University

PROGRAM WEBSITE: http://ehe.osu.edu/paes/couned
### Supervision Meeting Notes
Doctoral Student, Clinical Supervision
The Ohio State University – PAES Counselor Education Program

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
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<tbody>
<tr>
<td>Site: ____________________________________________</td>
<td>Clinical hours to date ____________</td>
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<tr>
<td>Case conceptualization: ____________________________</td>
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<tr>
<td>Provisional Diagnosis: ____________________________</td>
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<td>Alternative Diagnosis Considered: __________________</td>
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<td>Risk Factors: ____________________________________</td>
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<td>Supervision Session: ______________________________</td>
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<td>Trainee Goals: ____________________________________</td>
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<td>Progress Toward Goals: ____________________________</td>
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<td>Strengths/Weaknesses: _____________________________</td>
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<td>Supervisor Comments: _____________________________</td>
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<td>Supervisor Signature: ____________________________</td>
<td>Length of Supervision Session: __________</td>
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STUDENT EVALUATION OF SUPERVISOR*

Suggested Use: The practicum or internship supervisor can obtain feedback on the supervision by asking student counselors to complete this form. The evaluation could be done at midterm and/or final. The purposes are twofold: (1) to provide feedback for improving supervision and (2) to encourage communication between the supervisor and the student counselor.

Directions: The student counselor is to evaluate the supervision received. Circle the number that best represents how you, the student counselor, feel about the supervision received. After the form is completed, the supervisor may suggest a meeting to discuss the supervision desired.

Name of practicum/Internship supervisor:__________________________________________

Period covered: from __________________________ to __________________________

1. Gives time and energy in observations, tape processing, and case conferences. Poor    Adequate    Good

2. Accepts and respects me as a person. 1 2 3 4 5 6

3. Recognizes and encourages further development of my strengths and capabilities. 1 2 3 4 5 6

4. Gives me useful feedback when I do something well. 1 2 3 4 5 6

5. Provides me the freedom to develop flexible and effective counseling styles. 1 2 3 4 5 6

6. Encourages and listens to my ideas and suggestions for developing my counseling skills. 1 2 3 4 5 6

7. Provides suggestions for developing my counseling skills. 1 2 3 4 5 6

8. Helps me understand the implications and dynamics of the counseling approaches I use. 1 2 3 4 5 6

9. Encourages me to use new and different techniques when appropriate. 1 2 3 4 5 6

10. Is spontaneous and flexible in the supervisory sessions. 1 2 3 4 5 6

11. Helps me define and achieve specific concrete goals for myself during the practicum experience. 1 2 3 4 5 6

12. Gives me useful feedback when I do something wrong. 1 2 3 4 5 6

13. Allows me to discuss problems I encounter in my practicum setting. 1 2 3 4 5 6

14. Pays appropriate amount of attention to both me and my clients. 1 2 3 4 5 6

15. Focuses on both verbal and nonverbal behavior in me and in my clients. 1 2 3 4 5 6

16. Helps me define and maintain ethical behavior in counseling and case management. 1 2 3 4 5 6

* Printed by permission from Dr. Harold Hackney, Assistant Professor, Purdue University. This form was designed by two graduate students based upon material drawn from Counseling Strategies and Objectives by H. Hackney and S. Nye, Prentice-Hall, Englewood Cliffs, NJ, 1973. This form originally was printed in Chapter 10 of the Practicum Manual for Counseling and Psychotherapy by K. Dimick and F. Krause, Accelerated Development, Muncie, IN, 1980.
17. Encourages me to engage in professional behavior. 1 2 3 4 5 6
18. Maintains confidentiality in material discussed in supervisory sessions. 1 2 3 4 5 6
19. Deals with both content and effect when supervising. 1 2 3 4 5 6
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision. 1 2 3 4 5 6
21. Helps me organize relevant case data in planning goals and strategies with my client. 1 2 3 4 5 6
22. Helps me to formulate a theoretically sound rationale of human behavior. 1 2 3 4 5 6
23. Offers resource information when I request or need it. 1 2 3 4 5 6
24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes. 1 2 3 4 5 6
25. Allows and encourages me to evaluate myself. 1 2 3 4 5 6
26. Explains his/her criteria for evaluation clearly and in behavioral terms. 1 2 3 4 5 6
27. Applies his/her criteria fairly in evaluating my counseling performance. 1 2 3 4 5 6

ADDITIONAL COMMENTS AND/OR SUGGESTIONS

______________________________________________________________________________

Date              Signature of practicum student/intern

My signature indicates that I have read the above report and have discussed the content with my supervisee. It does not necessarily indicate that I agree with the report in part or in whole.

______________________________________________________________________________

Date              Signature of supervisor
SITE EVALUATION FORM

Directions: Student completes this form at the end of the practicum and/or internship. This should be turned in to the university supervisor or internship coordinator as indicated by the university program.

Name ______________________________ Site ______________________________
Dates of placement _________________________ Site supervisor ________________________
Faculty liaison __________________________________________________________________

Rate the following questions about your site and experiences with the following scale:

A. Very satisfactory  B. Moderately satisfactory  C. Moderately unsatisfactory  D. Very unsatisfactory

1. ________ Amount of on-site supervision
2. ________ Quality and usefulness of on-site supervision
3. ________ Usefulness and helpfulness of faculty liaison
4. ________ Relevance of experience to career goals
5. ________ Exposure to and communication of school/agency goals
6. ________ Exposure to and communication of school/agency procedures
7. ________ Exposure to professional roles and functions within the school/agency
8. ________ Exposure to information about community resources
9. ________ Rate all applicable experiences that you had at your site:
   ________ Report writing
   ________ Intake interviewing
   ________ Administration and interpretation of tests
   ________ Staff presentation/case conferences
   ________ Individual counseling
   ________ Group counseling
   ________ Family/couple counseling
   ________ Psychoeducational activities
   ________ Consultation
   ________ Career counseling
   ________ Other __________________________________________________________________

10. ________ Overall evaluation of the site

Comments: Include any suggestions for improvements in the experiences you have rated moderately (C) or very unsatisfactory (D).
1. Complete graduate degree in counseling from an accredited program. 90 qtr or 60 semester hours of graduate work with a minimum of one course in each of the 16 content areas. Once a course is used to satisfy a requirement, it may not be reused.

2. Register your practicum hours by submitting a supervision agreement with a Xerox copy of your transcript or proof of enrollment in a practicum or internship prior to the experience. **PLEASE NOTE:** You may not use the title of Counselor Trainee without an approval letter sent from the Board.

3. Submit Practicum Reporting Form

4. Register your internship hours by submitting a supervision agreement with a Xerox copy of enrollment in a practicum or internship. **PLEASE NOTE:** You may not use the title Counselor Trainee without an approval letter from the Board.

5. Submit Supervision Evaluation Rating Form

6. Submit a written request to take the PCLE exam and attach a student copy of your transcript showing completion of the required coursework.

7. Take the exam.

8. **After** you pass the exam, send in application for PC license and fees.

9. Have your school send official transcripts directly to the Board.

10. After becoming a PC, please submit a letter to the Board indicating that you are upgrading to the PCC. Apply to be a PC/Clinical Resident by registering your post PC hours with the Board. Include a letter requesting that any hours that occurred post degree and were registered and approved by the Board be counted toward the 3000 hour requirement. Experience must meet the requirements for the PCC with 50% of your time spent diagnosing and treating mental and emotional disorders in a clinical setting under a PCC with supervising counselor status.

11. Submit PCC application and fees

12. Have supervisor fill out evaluation of supervised experience, have supervisor sign across back of a sealed envelope and return to you.

13. Have supervisor fill out a clinical field evaluation, have your supervisor sign across the back of a sealed envelope and return to you.

14. You will be licensed with a provisional license once all of the paperwork is received by the Board. This letter, along with your passing exam score report, will allow you to work until you receive a letter from the Board indicating that you may now call yourself a PC or PCC.