## Course Request

**6189.02 - Status: PENDING**  
**Last Updated: Odum, Sarah A. 08/26/2013**

### Term Information

**Effective Term**: Spring 2014

### General Information

- **Course Bulletin Listing/Subject Area**: Educ Sts: Counselor Education
- **Fiscal Unit/Academic Org**: School/Educ Policy&Leadership - D1280
- **College/Academic Group**: Education & Human Ecology
- **Level/Career**: Graduate
- **Course Number/Catalog**: 6189.02
- **Course Title**: Practicum in Clinical Health Counseling
- **Transcript Abbreviation**: Practicum MH Couns
- **Course Description**: Practicum in clinical mental health counseling.
- **Semester Credit Hours/Units**: Fixed: 4

### Offering Information

- **Length Of Course**: 7 Week
- **Flexibly Scheduled Course**: Never
- **Does any section of this course have a distance education component?**: No
- **Grading Basis**: Letter Grade
- **Repeatability**: No
- **Course Components**: Field Experience
- **Grade Roster Component**: Field Experience
- **Credit Available by Exam**: No
- **Admission Condition Course**: No
- **Off Campus**: Never
- **Campus of Offering**: Columbus

### Prerequisites and Exclusions

- **Prerequisites/Corequisites**: ESCE 6731, ESCE 6732, ESCE 6733, and permission of instructor
- **Exclusions**: None

### Cross-Listings

**Cross-Listings**

### Subject/CIP Code

- **Subject/CIP Code**: 51.1504
- **Subsidy Level**: Doctoral Course
- **Intended Rank**: Masters, Doctoral

### Quarters to Semesters

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Requirement/Elective Designation

Required for this unit's degrees, majors, and/or minors

Course Details

Course goals or learning objectives/outcomes

• The counseling practicum is designed to enable students to integrate and apply the knowledge, skills, attitudes, and values learned throughout their counseling training program.

Content Topic List

• Clinical mental health counseling practice in community and school mental health settings
• Professional activities of professional counselors in mental health practice
• Application of counseling theory and techniques to clients
• Cognitive interventions
• Behavioral interventions
• Affective interventions
• Systemic interventions

Attachments

• Practicum Syllabus 2013.doc: Syllabus ESCE 6189.02
  (Syllabus. Owner: Wheaton, Joe Edward)

Comments

• This course was converted from the quarter courses of EduPAES 974 and EduPAES 978, but inadvertently withdrawn when the course was moved from EduPAES to ESCE as a result of the reorganization of the College of EHE. (by Wheaton, Joe Edward on 04/30/2013 03:22 PM)

Workflow Information

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<tr>
<th>Status</th>
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<tr>
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<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>04/30/2013 03:22 PM</td>
<td>College Approval</td>
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The Ohio State University
Counselor Education

EDU PAES 6189.02 • Spring Semester 2013 • Supervised Practice in Individual Counseling
Mondays, 4:00-6:45pm & fieldwork as assigned • 4 credit hours

Rochelle Dunn, PhD, LPCC-S
Senior Lecturer of Counselor Education
4th Floor, PAES Building • 284-0423
dunn.171@osu.edu

Doctoral Supervisors:
Todd Gibbs, M.A., PC (gibbs.196)
Adam Clevenger, M.A., PC (clevenger.64)
Krista Predragovich, M.A., PCC (predragovich.1)

Office hours: Monday 2-4 or by appointment

PREREQUISITES:
Introduction to Counseling (6731), Group Counseling (6737), and two basic helping skills practicum labs (6733 & 6738) are prerequisite courses. Students must have achieved a B- or better in 6731 and 6737, and an “S” in 6733 & 6738. All students must complete a practicum application form. Permission of instructor must also be obtained.

ALL STUDENTS MUST HAVE LIABILITY INSURANCE FOR THIS COURSE.

NATURE OF THE COURSE:
The counseling practicum is designed to enable students to integrate and apply the knowledge, skills, attitudes, and values learned throughout their counseling training program. Acquiring the techniques and knowledge of counseling is a process activity. However, students are expected to demonstrate at least minimal competencies in basic helping skills and in group membership prior to admission to the practicum. In addition, practicum students should possess: a developing knowledge of self, willingness to learn, the ability to change, and an acceptance of individual and group differences in a multicultural society. Students are assumed to have a general knowledge of the theories and concepts upon which specific applications and interventions are based in the counseling process. During the practicum experience, students will engage in numerous activities relating to actual individually-supervised counseling experience with clients.

PHILOSOPHY OF THE PRACTICUM 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 is a time to begin to synthesize self-knowledge, classroom information, research, and practice through supervised application.

Up until this point in the program, students have functioned primarily in the student role. During practicum, however, the student is expected to function as a counselor trainee. This involves many things, including following the rules and regulations governing the practicum 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. We see the practicum experience as a collaborative one between the student, the on-site supervisor, the doctoral student supervisor, and the practicum faculty member. As such, the student, both supervisors (on-site and doctoral), and the faculty member will all be part of the evaluation process.

DIVERSITY STATEMENT:
The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

The American Counseling Association has explicit policies, standards, and ethical guidelines regarding diversity issues. In this class, you will be expected to reflect the standards and ethics of the counseling profession, especially in the area of diversity. Any use of written or verbal language should be consistent with the respect and tolerance that are the cornerstone of the counseling profession and should reflect the ACA Human Rights Committee’s 1987 statement on tolerance, which states:

In order to guarantee that each individual is free to pursue his/her potential, each member of AACD (now ACA) is charged to (a) engage in ongoing examination of his/her own attitudes, feelings, stereotypic views, perceptions and behaviors that might have prejudicial or limiting impact on others; (b) contribute to an increased sensitivity on the part of other individuals, groups or institutions to the barriers to opportunity imposed by discrimination; (c) advocate equal rights for all individuals through concerted personal, professional, and political activity.

SPECIAL ACCOMMODATIONS
If you have a disability that impacts on your learning ability, please inform me. It is your responsibility to inform me of disability, how it affects your learning, and the type of accommodations you need. Together, we will work with Office of Disabilities Services to determine the interventions needed. This syllabus is available in alternative formats.
COURSE OBJECTIVES:

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.

TEXTS:
Readings in the syllabus, as well as additional readings that supplement group topics and instruction, are required to enhance professional and clinical skills development. The instructor will provide this information.


Young, M. E. (2009). *Learning the art of helping: Building blocks and techniques* (4th ed.). Columbus, OH: Merrill. – OR WHATEVER SKILLS BOOK YOU USED IN EDU PAES 800.01

COURSE STRUCTURE:

Students will meet in a small group for a 2 ½ hour class each week with the Counselor Education faculty member. Classes will be devoted to student presentations, case reviews, role play simulations, and discussion of issues. In addition, each student will be assigned a doctoral student supervisor with whom the student will work throughout the semester. Weekly hour-long supervisory sessions will be arranged individually between the practicum student and the doctoral student supervisor to review and process counseling sessions. The doctoral supervisor will be supervised by the faculty member in charge of the course on a regular basis.
COURSE REQUIREMENTS:
1. **Attendance:** Class attendance and participation are of critical importance;
2. **Documentation:** Students will maintain weekly case notes of all counseling sessions. Additionally, students will be expected to maintain a running total log of the 100 hours they spend on their practicum site during the semester. A weekly log and relevant case notes should be submitted each class session for review and inclusion in student file (You should photocopy a copy to keep for yourself);
3. **Site Activities:** Students will be expected to participate in the activities of the field site for ten hours per week. The student should be involved in direct client contact for 5 of those hours. Beginning with week three, at least two sessions per week are to be audiotaped. Students should make arrangements to watch their field supervisor (or another professional) conduct a counseling session, and respond to this session in one of their journal answers.
4. **Self-Directed Study:** Students are expected to complete independent research and readings relevant to the student’s clients, the presenting issues, and the interventions;
5. **Supervision:** Weekly hour-long supervisory sessions with your individual site supervisor; Weekly hour-long supervisory sessions with your doctoral student supervisor;
6. **Self-Growth Activities:** Weekly journals should be submitted to dropbox. Students also will turn in two audiotapes with self-assessments included, to the instructor. Students should listen to tapes before turning them in. One of these must be turned in during week 4 or 5, and the second during week 9 or 10. Tapes should be accompanied by a written analysis of the taped session (format attached);
7. **Classroom Activities & Assignments:** Students should keep up with the reading in the syllabus, as well as complete additional readings assigned by the faculty member. Students should come to class prepared to discuss their cases and with audiotapes of their counseling sessions to share in class. All students will make an individual, 15-minute presentation for the class, starting in week 4, on a topic selected with assistance from the faculty member. These topics may include an intervention, a professional issue, a research-based protocol for particular diagnoses, etc. Please make copies of any information for the class. Let the instructor know ahead of time if any AV equipment is needed for the presentation.

CONFIDENTIALITY:
Practicum students 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, 2005, 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. Missing more than one supervision session may require the student to repeat the course.

SUPERVISION FORMAT:
Individual sessions with a doctoral supervisor begin the second week of the term. Beginning with the third week of semester, students are expected to bring a recorded session(s) for supervision every week. Additionally, students are expected to bring and present all client and practicum 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.

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. Doctoral student supervisors are licensed counselors in Ohio who have received advanced education and training in supervision. On-site supervisors must be approved by the OSU Counselor Education Practicum & Internship Coordinator. All supervisors are professionals who have client welfare as their top priority and are committed to the professional development of the students they supervise. These supervisors typically take on the responsibility of supervision for little or no pay; they believe in the benefits of helping others become competent professionals. They are there to help, and students are strongly encouraged to work to develop a strong and beneficial working alliance with them. Students also are reminded that these are busy professionals who are available as a resource. Please treat all supervisors with professionalism and respect at all times.

EVALUATION:
Students will be formally evaluated two times during the semester 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.

Students will be evaluated on the course requirements described above. A significant portion of the grade will consists of the student’s development of the skills described in the competencies attached to this syllabus and the evaluation forms utilized by each student’s on-site and university supervisors. That is, a student could do well on the academic portion of the class and still not be successful in the course 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.
The grade will be assigned by the Counselor Education faculty member teaching practicum, with input from the on-site supervisors, the doctoral supervisor, and the student. A grade of “A” signifies excellent performance. A grade of “A-” or “B+” signifies above average performance. A grade of “B” or “B-” signifies average performance. A grade lower than a “B-” signifies that the student is not prepared to move on to counseling internship.

**ASSESSMENT FOR 6189.02:**

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<thead>
<tr>
<th>Assessment of your counseling</th>
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<tr>
<td>on-site supervisor’s assessment (10%)</td>
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<td>doctoral student’s assessment (10%)</td>
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<td>instructor’s assessment (15%)</td>
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<tr>
<td>Oral Presentation</td>
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<th>Assessment of your counseling</th>
<th>40%</th>
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<td>on-site supervisor’s assessment (10%)</td>
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<td>self-assessments (5%)</td>
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<td>Class participation, including discussion of the book, journals, and reactions papers</td>
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**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 for free.

**SCHEDULING OF PRACTICUM HOURS:**

Students must complete 100 hours of practicum-related activity on their site, which equates to roughly 10 hours per week for the ten weeks of the semester. Hours must be logged over the course of the entire semester in order to facilitate the developmental process. Thus, no more than 15 hours of practicum will be counted in any week.

**DOCUMENTATION:**

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

You are expected, at all times, to act with academic integrity.

“At its core, academic integrity requires honesty. This involves giving credit where it is due and acknowledging the contributions of others to one's own intellectual efforts. It also includes assuring that one's own work has been completed in accordance with the standards of one's course or discipline. Without academic integrity, neither the genuine innovations of the individual nor the progress of a given field of study can adequately be assessed, and the very foundation of scholarship itself is undermined. Academic integrity, for all these reasons, is an essential link in the process of intellectual advancement.”

The values that underpin the concept of academic integrity go beyond simply not cheating or plagiarizing. Embracing these values mean that you are responsible for your own learning; you have an obligation to be honest -- with yourself and others; and you have the responsibility to treat other students and your professors with respect and fairness.

Per University Rule 3335-31-02, "Each instructor shall report to the committee on academic misconduct all instances of what he or she believes may be academic misconduct." Cheating on examinations, submitting work of other students as your own, or plagiarism in any form will result in penalties ranging from an "F" on an assignment to expulsion from the University, depending on the seriousness of the offense.

REMOVAL FROM A SITE:
The practicum student may be removed from his/her practicum site and expelled from practicum 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 practicum 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.

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.”
** Content of the course is subject to change based on the unique characteristics of the class **

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<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>2-11</td>
<td>Introduction</td>
<td>1. Give cover letter &amp; syllabus to your on-site supervisor, as well as any forms that require signatures.</td>
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<td>2. Sign up for a time with your doctoral supervisor. These sessions will begin the week of Feb. 18th.</td>
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<td>3. If you are at a site that requires you to have official designation as a counselor trainee (typically only needed for some insurance contracts in community agencies – ask your supervisor) – file your site form with the state board office.</td>
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<td>4. Make sure all necessary paperwork is filed with the College Office of Outreach &amp; Engagement</td>
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<td>5. Make sure you have insurance (available through ACA, use the web page (<a href="http://www.counseling.org">http://www.counseling.org</a>)</td>
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<td>6. Read chapter 2 in Baird’s book</td>
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<td>7. Journal Question (due Saturday, Feb. 16th at midnight): What are your personal strengths and weaknesses which will be a factor for you as you begin your counseling. Discuss specific goals for the class, your site, supervision, etc. In what ways can your expectations be achieved? What personal or unresolved issues might surface when you work with your clients and how will you handle these issues? Discuss any fears or concerns you might have.</td>
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<td>2</td>
<td>2-18</td>
<td>Discussion</td>
<td>1. During this week, meet with your doctoral supervisor</td>
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<td>2. Begin your taping this week, and write case summary notes on all your clients.</td>
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<td>3. Read chapter 3 in Baird’s book; review chapters 4&amp;5 in Young (or chapters on basic skills)</td>
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<td>4. Journal Question (due Saturday, Feb 23rd at midnight): What is your setting like and what are your reactions to it? What types of clients are seen at your site, and what are the typical counseling activities, other professionals, etc. As you enter your second week at your site, what are your initial reactions to what is going on there? At the end of your journal entry, include the name of your supervisor, credentials of your supervisor, and his or her telephone number.</td>
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<td>3</td>
<td>2-25</td>
<td>Discussion</td>
<td>1. Turn in your first audiotape and session notes &amp; logs to your doctoral supervisor</td>
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<td>2. Sometime during this week or next, make arrangements to observe your field supervisor (or someone at your site) counsel</td>
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<td>3. Journal question (due Saturday, March 2nd at midnight): Beginning counselors often state that they feel overwhelmed with what the importance of the role they are about to undertake, with the responsibility they will have in helping others, and with the fact that there is so much they do not yet know. This can lead to frustration with faculty who don’t supply you with all the “right” answers, to anger at yourself for not learning as fast as you want, and to fear that</td>
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you will somehow harm clients by your inexperience. All these feelings may exist even though you understand intellectually that learning to be a counselor is a long process. How are you handling these feelings? What strategies can you use to help yourself accept the fact that you are a beginner?

| 4  | 3-4 | Discussion | 1. Either in week 4 or week 5, turn in an audiotape, with written analysis, to the faculty member  
2. Turn in audiotape & session notes & log to doctoral supervisor  
3. Read chapter 5 in Baird’s book. Review chapter 7 in Young (Or chapters on advanced skills, client assessment)  
4. Journal Question (due Saturday, March 9th at midnight): TOPIC: What is something that you learned at the CSI Day that you can directly apply to your practicum setting or your future as a counselor? What are your reactions? (note: If you cannot attend, we will discuss self-study alternatives) |

| 3-11 | Enjoy! | Spring Break |

| 5  | 3-18 | Discussion Role Play Tapes  
Student presentations: Rob Gina | 1. Turn in audiotape & session notes & log to doctoral supervisor  
2. Be prepared to present a tape/case  
3. Have your on-site & university supervisors complete mid-term evaluations (due March 25th)  
4. Read chapter 6 in Baird’s book. Review chapter 8 in Young (or chapters on giving feedback, confrontation)  
5. Journal Question (due Saturday, March 23rd at midnight, via e-mail): TOPIC: reflections on watching your supervisor conduct a counseling session. |

| 6  | 3-25 | Discussion Role Play Tapes  
Student presentations: Rachel Francesca | 1. Turn in audiotape & session notes & log to doctoral supervisor  
2. Be prepared to present a tape/case  
3. Turn in mid-term evaluations  
4. Read chapter 8 in Baird’s book. Review chapter 9 in Young (or chapters on goal-setting)  
5. Journal Question (due Saturday, March 30th at midnight): TOPIC: We have talked about countertransference and helped to clarify that it is a normal reaction when working with clients, but dangerous if it goes undetected. Think for a moment about the client(s) that you are having the most difficulty working with. What makes these clients difficult for you? Are there elements of countertransference in your work with these clients? What aspects of your personality or interpersonal style have affected your work with these clients? How do you feel about yourself as a counselor when you work with them? Finally, develop some concrete steps that you can take to minimize the possibility of countertransference negatively affecting your work with these clients. |
| 7   | 4-1 | Discussion Role Play Tapes  
Student presentations:  
Lisa  
Kristen | 1. Turn in audiotape & session notes & log to doctoral supervisor  
2. Be prepared to present a tape/case  
3. Read chapter 9 in Baird’s book. Review chapter 10 in Young (or chapters on exploring alternatives)  
4. Journal Question (due Saturday, April 6th at midnight):  
TOPIC: Now that you are actually doing counseling, you may be experiencing some confusion over the role of the counselor. Some of you are working with and for social workers and recognize that you have a different emphasis than they do; some of you are coming out of teaching roles and struggling to differentiate teaching from counseling; some of you are in situations where supervisors are telling you to be very narrow in your focus and you recognize that counseling requires a broader focus; while others of you are being asked to complete administrative and social work tasks. At this point in your training, what do you think the role and function of the counselor is? What is the purpose and definition of counseling? Where are the boundaries? What part of this role or purpose comes most naturally to you, and what part do you struggle with? |
| 8   | 4-8 | Discussion Role Play Tapes  
Student presentations:  
Jessica  
Kris | 1. Turn in audiotape & session notes & log to doctoral supervisor  
2. Be prepared to present a tape/case  
3. Read chapters 10 & 11 in Baird’s book  
4. Journal Question (due Saturday, April 13th at midnight):  
TOPIC: Counselors are people who, like all people, have a great number of interpersonal needs. They may need things from other people (e.g., family, friends, clients, teachers) – among these are the need for affection, control, the need to be perfect, or smart, and the need to be included (belonging), and/or need for approval – to what extent do you think you need to give and receive affection, to control or be controlled, to project a certain image, to be included or to include others, or to be approved (liked/loved) by others? What impact do you think these will have on your journey to become a counselor? What would it mean for you to give up these characteristics? (or at least diminish their importance)? Is this something you would like to do? If not, why not? What about these qualities makes them difficult to give up – if you would like to make a change, what steps are you willing to take? How will we (your classmates and me) know that the change is taking place? How will your clients know? How will YOU know? |
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<tr>
<th>Date</th>
<th>Week</th>
<th>Assignment</th>
<th>Details</th>
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<tr>
<td>9</td>
<td>4-15</td>
<td>Discussion Role Play Tapes Student presentations: Kasey Kahlin</td>
<td>1. Either in week 9 or 10, turn in an audiotape, with written analysis, to the faculty member 2. Turn in audiotape &amp; session notes &amp; log to doctoral supervisor 3. Be prepared to present a tape/case 4. NO JOURNAL THIS WEEK! Take a break!</td>
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<tr>
<td>10</td>
<td>4-22</td>
<td>Discussion Role Play Tapes</td>
<td>1. Turn in audiotape &amp; session notes &amp; log to doctoral supervisor 2. Be prepared to present a tape/case 3. Read chapter 12 in Baird’s book 4. Journal Question (due Saturday, April 27th at midnight): TOPIC: What did you learn about the counseling profession? The role of the counselor? The types of clients that you saw? Anything that surprises you? scares you? confirms your decision to be a counselor? Where are you now in your process, and what are you looking forward to doing and learning next? Are the types of clients that you saw this semester the types that you want to continue working with, or are you wanting to work with other clients in other settings? In general, I am looking for you to take a few minutes - (don't just sit down and start typing - think a bit about this one first) - reflect on what you have gone through this semester, what you learned about yourself and the profession....share some of your insights.</td>
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<td>11</td>
<td>4-29</td>
<td>Final review (as needed)</td>
<td>1. All final papers, logs, final evaluations due 2. If you wish to eventually obtain an LPC or LPCC, you must turn in your practicum completion form to the Board w/in 30 days of the completion of practicum.</td>
</tr>
</tbody>
</table>
Developmental Behavioral Objectives for the Individual Counseling Practicum *

Upon completion of practicum, the student should be consistent in his or her ability to:

**STRUCTURE THE COUNSELING ENVIRONMENT**

Develop procedures for meeting with clients
1. to establish an assignment at an institutional setting;
2. to contact the institutional supervisor;
3. to obtain client referrals;
4. to arrange counseling sessions, time, duration, and place, with clients;
5. to obtain basic biographical data.

Initiate counseling sessions
1. to have face-to-face meetings with clients;
2. to communicate the client’s reason for being there;
3. to ascertain the attitudes and feelings of the client toward the counseling process;
4. to establish what the client expects from the counselor and the counseling process;
5. to communicate to the client the place and time limits (length & duration)

Establish and implement goals
1. to engage in goal setting;
2. to select appropriate & realistic goals;
3. to effectively communicate goals of counseling;
4. to move toward implementation of goals;
5. to evaluate goal attainment.

Establish a safe and accepting environment
1. to work actively to make the client feel safe, through building rapport, using appropriate active listening skills, and demonstrating empathy
2. to demonstrate acceptance of the client, regardless of client behaviors
3. to value the growth of the client that will lead to independent functioning
4. to value honesty and to honor promises made to the client, as well as colleagues, particularly as it pertains to client and professional respect
5. to demonstrate fairness and justice in all work with clients, including seeing that clients have equal access to appropriate services

Terminate counseling
1. to identify and communicate the dynamics of termination;
2. to ascertain the attitudes and feelings of the client toward termination;
3. to jointly evaluate the relationship process and, if necessary, work our referral procedures.

**COUNSELING SKILLS AND PROCESS**

Develop a theoretical base for counseling
1. to demonstrate knowledge of major approaches to counseling;
2. to articulate a personal evolving theory of counseling;
3. to use alternate theoretical frames of reference to understanding client concerns;
4. to demonstrate use of at least three different counseling techniques in working with clients
Demonstrate knowledge of special populations
1. to demonstrate knowledge of the population that is the focus of the practicum (e.g., child, adolescent, adult);
2. to use non-biased approaches in counseling;
3. to demonstrate awareness of issues in cross-cultural counseling, counseling women, and counseling those with handicapping conditions.

Demonstrate beginning helping skills
1. to use attending/listening
2. to use empathy
3. to use summarization
4. to help the client engage in summarization
5. to structure the session to move toward goals
6. to use reflection of feelings
7. to use confrontation
8. to use silence as a therapeutic device
9. to use modeling
10. to use role-playing
11. to use appropriate self-disclosure

Demonstrate knowledge of client dynamics
1. to recognize both the cognitive and affective components of the client’s verbalized and implied message, and to transmit understanding
2. to describe dynamics of the counseling situation;
3. to determine the external and internal resources available to the client;
4. to identify the personality dimensions related to the client’s problems;
5. to recognize and work through client resistance.

COUNSELOR CHARACTERISTICS
Continue personal development
1. to demonstrate advanced ability to be facilitative
2. to know oneself, limits and strengths;
3. to recognize similarities and differences between self and client.

Develop professional functioning
1. to demonstrate appropriate case management skills: follow-through, progress notes, reports, referrals, etc.;
2. to demonstrate ability to work with fellow staff;
3. to demonstrate knowledge of ACA Ethical Guidelines;
4. to implement ethical behavior;
5. to accept supervision;
6. to use supervision time effectively;
7. to demonstrate motivation to achieve competency.

*These objectives are adapted, in part, from the work of Dr. Barbara A. Putnam, SUNY at Buffalo, and Dr. William T. Packwood, et al., University of Iowa and from the University of Southern Maine.
WRITTEN ANALYSIS OF THE TAPED SESSION
(to be turned in with the two audiotapes given to the instructor, in week 4 or 5, and in week 9 or 10)

Student’s Name: __________________________ Session Date: ______________________

On a separate sheet of paper that you attach to this form, briefly describe:

1. Basic demographic information about the client
2. The number of times you have seen him/her
3. Presenting problem, in context
4. Goal or intentions for the session

Now, listen to your tape, and use the rating scale to rate each item from 1 (unskilled) to 4 (extremely skilled). Use N/A if the skill was not demonstrated on the tape because it was not appropriate to do so, and “X” if the skill was not demonstrated on the tape, but should have been.

_____ Opening of Session (student welcomes client, reviews confidentiality, etc.)
_____ Rapport (student works to establish rapport)
_____ Acceptance (student communicates acceptance of client stories, emotions, thoughts)
_____ Assessment (student works to understand client presenting problem)
_____ Focusing (student stays focused and attentive to client during session)
_____ Attending behavior (student uses behaviors and communication skills to attend to and stay fully present with the client, rather than being overly self-focused)
_____ Open Questioning (student uses questions only when appropriate, and when s/he does, they are open ended questions)
_____ Absence of “why” questions
_____ Absence of “grilling” or “bombardment” questions
_____ Client Observations (when appropriate, student comments on here and now behaviors)
_____ Encouraging/supportive responses (student uses minimal encouragers or other means to make client feel listened to and supported)
_____ Paraphrasing
_____ Summarizing
_____ Silences
_____ Prompts and Probes
_____ Reflection of verbalized feelings
_____ Reflection of implied feelings
_____ Reflection of verbalized thoughts
_____ Reflection of implied thoughts
_____ Verbalizing Empathetic Understanding
_____ Clarifying
_____ Exploring Behaviors
_____ Defining the Problem
_____ Defining the Goal
_____ Exploration of Alternatives
_____ Confrontation
_____ Self-Disclosure

Now that you have rated yourself on these skills, on the separate page, reflect on your developing skills in a paragraph or two. Consider your strengths and progress, as well as your areas for continued work.
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 on-going 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 semester;
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.
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
**Evaluation, page 2**

<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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<td>An ability to recognize own competencies</td>
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<tr>
<td>Active work to recognize and overcome deficits</td>
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<td>An ability to use Standard English and grammar correctly</td>
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*Any comments on Personal Characteristics:*

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<th>Excellent</th>
<th>Strong</th>
<th>Average</th>
<th>Weak</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>Attitude Toward Clients</strong></td>
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<tr>
<td>The student demonstrates:</td>
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<td>Genuine interest in and acceptance of clients</td>
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<td>Ability to understand client’s point of view</td>
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<td>Ability to establish and maintain rapport</td>
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<td>Ability to successfully relate to diverse types of clients</td>
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<td>An awareness of and adherence to ethical standards</td>
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<td>An understanding of developmental stage(s) of tasks of clients</td>
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<td>Ability to accurately assess the psychological needs of clients</td>
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<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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<th>Excellent</th>
<th>Strong</th>
<th>Average</th>
<th>Weak</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>Efforts to Become a Valuable Part of the Agency</strong></td>
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<td>The student demonstrates:</td>
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<tr>
<td>Effort to become knowledgeable about all aspects of agency functioning, including referral sources</td>
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<td>Ability to function as a team member</td>
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<td>Prompt and accurate completion of all paperwork</td>
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<td>Willingness to work within the theoretical and therapeutic framework of the agency</td>
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*Any comments on Efforts to Become a Valuable Part of the Agency:*

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<th>Excellent</th>
<th>Strong</th>
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<th>Weak</th>
<th>Poor</th>
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<tbody>
<tr>
<td><strong>Counseling Skills and Process</strong></td>
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<tr>
<td>The student demonstrates:</td>
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<tr>
<td>Basic understanding of at least several theories of counseling and their application to clients in the field placement</td>
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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 in these three areas:

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:
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

In Your Professional Opinion, is the Counselor Trainee Ready to Continue on to Internship in the Autumn?
_____ 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 immediately.

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

THANK YOU for providing supervision to this student.
THE OHIO STATE UNIVERSITY
COLLEGE OF EDUCATION & HUMAN ECOLOGY
SCHOOL OF PAES
COUNSELOR EDUCATION

Clinical Counseling

I have received a copy of the syllabus for practicum in clinical mental health counseling (EDU PAES 974/978), and a copy of the OSU practicum & internship manual. I have read and agree to follow the guidelines presented in these documents. If I have questions concerning the above mentioned documents, I will contact Dr. Rochelle Dunn, Ph.D., LPCC, Senior Lecturer of Counselor Education.

I will at all times identify myself as a COUNSELOR INTERN or COUNSELING STUDENT or COUNSELOR TRAINEE from The Ohio State University.

I also understand that I am a guest of the agency in which I will complete my practicum requirements. I agree to follow the rules of the site and The Ohio State University, as well as the pertinent laws of the state of Ohio and the American Counseling Association Code of Ethics and Standards of Practice (2005).

I understand that failure to uphold any of these above mentioned guidelines, codes, and laws will result in the following:

1. removal from the practicum site and/or
2. a failing grade for the course and the implementation of a remediation plan; and/or
3. removal from the program, depending on the seriousness of the offense.

____________________________________          __________________________
Printed Name                                           Signature

____________________________________
Date