Term Information

Effective Term: Summer 2014
Previous Value: Summer 2013

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)
change credit hours from the current (2-10) to 0-10

What is the rationale for the proposed change(s)?
Students who are fully licensed when they enter the PhD program do not need an additional internship in counseling (per accreditation and licensure requirements). Therefore, students need the option of "0" credit hours for this course.

What are the programmatic implications of the proposed change(s)?
(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?
None. Students do not need this course for their doctoral program, if they are already fully licensed.

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

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: 8191.04
Course Title: Doctoral Internship: Counselor Education - Counseling
Transcript Abbreviation: Doc Intern Coun
Course Description: Field experience in doctoral studies in counselor education: Counseling.
Semester Credit Hours/Units: Variable: Min 0 Max 10
Previous Value: Variable: Min 2 Max 10

Offering Information

Length Of Course: 14 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexibly Scheduled Course: Never
Does any section of this course have a distance education component? No
Grading Basis: Satisfactory/Unsatisfactory
Repeatable: Yes
Allow Multiple Enrollments in Term: No
Max Credit Hours/Units Allowed: 10
Max Completions Allowed: 4
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/Co-requisites
Prereq: Admission to Doct program in Counselor Education program, and permission of instructor.

Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code
13.1101
Subsidy Level
Doctoral Course
Intended Rank
Doctoral, Professional

Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes
- Advanced skills and practice in professional counseling

Previous Value

Content Topic List
- Models and theories of counseling clients and students in a variety of clinical and school-based settings
- Application of counseling skills to clients and students in a variety of clinical and school-based settings
- Self-reflection and self-assessment regarding counseling skills

Attachments

- Doctoral Internship Counseling syllabus 2014.pdf: Syllabus
  (Syllabus. Owner: Granello,Darcy Haag)

Comments

- When we originally put in this course, we thought we had the hours listed as 0-10 - but somehow it got moved to 2-10 in the process, and we didn't realize it.

The point is not that a student would take this course for "0" credit hours - but that we need the program sheets to reflect that not all students would need to take this course.  (by Granello,Darcy Haag on 03/07/2014 11:40 AM)

Workflow Information

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The Ohio State University
Counselor Education

EHE ES(CE) 8191.04 • Doctoral Supervised Experience: Counseling • Spring Semester 2014
2 semester credit hours (repeatable for up to 10 semester credits)

Darcy Haag Granello, PhD, LPCC-S
Professor of Counselor Education
4th Floor, PAES Building • 688-4605 (home: 764-1433)
granello.1@osu.edu • go.osu.edu/dgranello

Office hours: Mondays 2:00 – 4:00pm, Thursdays 2:00-4:00pm, or by appointment

PREREQUISITES:
This course requires instructor permission.

ALL STUDENTS MUST HAVE LIABILITY INSURANCE FOR THIS COURSE.

NATURE OF THE COURSE:
Doctoral students in counselor education are expected to develop the knowledge, skills, and awareness to become professional counselors. Part of that expectation is fulfilled through the master’s degree program in counselor education, which is a requirement for admission to the PhD. Program. Some doctoral students, however, will engage in advanced clinical practice during their doctoral work, either because more clinical work would enhance their skills or because they desire practice experience in a different setting. Students in doctoral internship (Counseling) develop advanced counseling skills, implementation of counseling theories, and advanced understanding of legal, ethical, and multicultural issues in counseling.

DIVERSITY STATEMENT:
The Department of Educational Studies and The Ohio State University are 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 Department seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The Ohio State University 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:

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In order to guarantee that each individual is free to pursue his/her potential, each member of AACC (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.

PLEASE TAKE CARE OF YOURSELF
A recent American College Health Survey found stress, sleep problems, anxiety, depression, interpersonal concerns, death of a significant other and alcohol use among the top ten health impediments to academic performance. Students experiencing personal problems or situational crises during the quarter are encouraged to contact the OSU Counseling and Consultation Services (614-292-5766; http://www.ccs.ohio-state.edu) for assistance, support and advocacy. This service is free and confidential.

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 advanced counseling skills;
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 counselors in the setting in which they are placed;
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 a self-awareness of student knowledge, skills, values, and attitudes and understand how each affect counseling performance.
10. Attend to their own professional development as counselors in a variety of counseling settings.

TEXTS:
Faculty members will recommend or require books, journal articles, and other reading materials to assist with the development of appropriate counseling skills and practice.
COURSE STRUCTURE:
Students will meet with the Counselor Education faculty member in charge of the course, either individually or in small teams. Meeting times will be devoted to student presentations, case reviews, role play simulations, and discussion of issues. In addition, each student will meet with an on-site supervisor 1 hour for each 20 hours of counseling practice. All rules and regulations that govern the practice of professional counseling, as dictated by the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board or the Ohio Department of Education, must be followed.

COURSE REQUIREMENTS:
1. Attendance: Class attendance and participation are of critical importance;
2. Documentation: Doctoral students will document all counseling sessions and complete all required paperwork in a timely fashion;
3. Activities: Doctoral students are expected to monitor their progress and growth as professional counselors. Each week, the doctoral student will submit logs, case notes, and counseling tapes, as appropriate, for review by the faculty member.
4. Evaluation: Twice during the semester (more often if there are concerns that need to be addressed), the on-site supervisor, the doctoral student, and the faculty member will complete a written evaluation of the students’ counseling.
5. Self-Directed Study: Doctoral students are expected to complete independent research and readings relevant to the supervisees’ clients, the supervisory relationship, or other issues that may arise during the course of supervision.

CONFIDENTIALITY:
Doctoral 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. Doctoral students must maintain confidentiality of all case discussions. This extends to classroom discussions and viewing or listening to recorded counseling sessions, and supervisors are bound by the same legal and ethical considerations as if the client talked directly with the supervisor. Any questions that may arise regarding confidentiality should be directed to the faculty member.

EVALUATION:
The grade will be assigned by the Counselor Education faculty member teaching doctoral, with input from the on-site supervisor(s) 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 for professional licensure.
PROFESSIONAL AFFILIATION:
It is strongly recommended that Counselor Education students join the American Counseling Association (ACA) and/or the American School Counselor Association (ASCA), the nationally recognized professional organizations for those in counseling and human resource development. ACA and ASCA offers students a special membership rate.

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.

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.”

Weekly Meetings:
Wednesday, February 12: Meeting with Faculty Supervisor
Wednesday, February 19: Meeting with Faculty Supervisor
Wednesday, February 26: Meeting with Faculty Supervisor
Wednesday, March 5: Meeting with Faculty Supervisor
Wednesday, March 12: NO CLASS - SPRING BREAK
Wednesday, March 19: Meeting with Faculty Supervisor
Wednesday, March 26: Meeting with Faculty Supervisor
Wednesday, April 2: Meeting with Faculty Supervisor
Wednesday, April 9: Meeting with Faculty Supervisor
Wednesday, April 16: Meeting with Faculty Supervisor
Wednesday, April 23: Meeting with Faculty Supervisor
Rights and Responsibilities: DOCTORAL 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 on-site supervisor;
2. to expect supervision and feedback in the management of cases by the on-site supervisor and the faculty member on a regularly scheduled and on as-needed basis;
3. to know the procedure for handling emergencies according to both the site and the university policy;
4. to ask questions regarding the counseling process, standards of care, and the most appropriate handling of cases;
5. to have the rules and regulations of the site explained fully.

Responsibilities:
The student has the responsibility:
1. to locate and secure an approved site for the completion of Doctoral Internship;
2. to locate and secure an approved site supervisor for the completion of Internship;
3. for prompt and regular attendance at the site, and for the meetings with the faculty supervisor;
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 faculty member when issues arise with the on-site supervisor, the site, or with clients that are not adequately addressed by the on-site supervisor;
11. to inform the site supervisor and the faculty member of problems with cases or client emergencies;
12. to compile and maintain complete client records and internship 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)/American School Counselor Association (ASCA);
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 Internship requirements, are satisfied, if it is the intent of the student to pursue Ohio licensure.
Rights and Responsibilities: UNIVERSITY FACULTY MEMBER

Rights:
The Faculty Member has the right:
1. to determine the expectations and requirements of the Internship;
2. to have final determination about the readiness of a student to begin Doctoral 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;
5. to expect the student to follow directives when they are given by the faculty member or the on-site 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 Internship syllabi or the ACA/ASCA Code of Ethics;
7. to discuss all of the student’s client cases with the student and the on-site 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 on-site supervisor, 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 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 ethical standards of the American School Counselor Association (ASCA);
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 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 supervisor, to ensure that the student is maintaining case records on each client, according to 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 legally 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.