

# **Mental Health Counseling Practicum Manual**

CPS – 512 Practicum in Mental Health Counseling

CPS – 513 Practicum in Alcohol and Substance Abuse Counseling



**Counseling and Psychological Services Department**

Mahar Hall

7060 State Route 104

Oswego NY 13126

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## MHC Program Mission Statement

The Counseling & Psychological Services (CPS) Department at the State University of New York at Oswego is committed to educate and train high quality professionals who will function as skilled and ethical counselors who promote the optimal functioning of individuals, families, and groups in a variety of educational and community settings. The program's philosophy is student-centered and developmentally based. To this end, the CPS department provides the highest quality training in professional counseling within an atmosphere that fosters on-going professional and personal growth.

## MHC Program Objectives

Mental Health Counseling program graduates will:

1. Demonstrate mastery of counseling theories and skills and show the ability to utilize them therapeutically in clinical settings in the delivery of mental health services.
2. Demonstrate a strong foundational knowledge of the fundamental domains in mental health counseling that includes: human behavior, social systems and multicultural competence inclusive of value and respect of human dignity and diversity in all its forms.
3. Students will demonstrate a comprehensive understanding of an adjustment-oriented approach to mental health counseling that emphasizes not only diagnosis and remediation of pathology, but also prevention, wellness, early intervention, and advocacy.
4. Students will demonstrate the ability to apply relevant research and evaluation models in practice of mental health counseling.
5. Students will articulate a clear and accurate understanding of mental health counseling professional identity and interpersonal values which support and inform relations with others, that include self-awareness, compassion, genuineness and a commitment to social justice.

## Course Description

This is an advanced course in counseling theory and practice that provides an initial supervised experience in mental health counseling in which counseling theory is applied to practice. Student placement is as a participant-observer in a cooperating agency or counseling setting engaged in mental health or human welfare services or in an institutional setting providing pre-professional experiences of relevance to the mental health counselor-candidate (AUTHENTIC, LEARNING, PRACTICE, COLLABORATION). Experiences include a pre-placement orientation, weekly on-site supervisory visits, and weekly follow-through conferences on campus (AUTHENTIC LEARNING). The focus is on increasing the individual's effectiveness and knowledge of theory through intensive study of practical applications and theoretical bases (KNOWLEDGE). Students, both in individual sessions with the instructor and in small groups, critique and analyze their actual counseling sessions (REFLECTION, LEARNING, PRACTICE).

The program requires completion of a supervised practicum studentship in the student's designated program area of **120 clock hours** [3 credit hours, 40 minimum direct, 80 minimum indirect]. The practicum is intended to reflect the pre-professional experience of a counselor trainee appropriate to the designated program area.

PREREQ: Completion of at least nine credit hours of sequential course work including CPS 510, and instructor permission. Mandated Reporter Training must be completed prior to practicum.

## Required Hours for Practicum

The completion of a supervised practicum requires studentship in the student's designated program area of 120 clock hours [3 credit hours, 40 minimum direct, 80 minimum indirect]. The practicum is intended to reflect the pre-professional experience of a counselor trainee appropriate to the designated program area. The definitions of direct and indirect hours are defined as follows:

<b>** DIRECT **</b>	
<b>Activity</b>	<b>Defined</b>
<b>Consultation *</b>	Working with a client through a third party.
<b>Direct participation in client-related volunteer activities</b>	Site programs, client activities such as play therapy, arts/crafts, social opportunities for clients, and associated activities.
<b>Intakes/Interviews with clients</b>	Completing intakes over the phone and/or in person.
<b>Individual Counseling</b>	Counsel individual clients and work with the on-site supervisor to create treatment plans and facilitate ideas. Shadowing and co-counseling is also included.
<b>Group Counseling</b>	Counsel multiple clients with a specific goal and/or support in mind.
<b>Testing/Assessment</b>	The practicum student may do suicide risk assessments or various other personality and/or risk assessments.

<b>** INDIRECT **</b>	
<b>Activity</b>	<b>Defined</b>
<b>Case Notes</b>	The practicum student is to keep updated case notes on clients, which includes progresses, diagnoses and obstacles.
<b>Case Management</b>	The practicum student will help in assessing need of services, care planning, implementation of treatment plans and scheduling of clients with the on-site supervisor.
<b>Creating activities for clients</b>	Creating activities that are original and relevant to the client and finding activities from creditable and relevant sources (ex. Workbooks).
<b>Supervision</b>	On site and in class supervision
<b>Other</b>	Other activities may include filing paper work, helping with other clients and other activities that are relevant to the practicum studentship objectives.

\* Consultation occurs when a counselor (consultant), in the role of an expert, meets with one or more other professionals (consultees) to improve the consultee's work with clients. It is helping a client through a third party. For example, a counselor may work with a teacher to address a student's in class behavior.

## Site Expectations

1. Approximately 1 hour per week of supervision provided on a regular schedule throughout the practicum.
2. Continual opportunity for the student to become familiar with a variety of professional activities and resources (See *Direct and Indirect Hours* charts above and *Student Expectations* below).
3. Consistent evaluation of student's counseling performance throughout the practicum, including: (a) completed evaluations at the conclusion of the practicum, and (b) session recordings for professional evaluative purposes (See COURSE REQUIREMENTS).
4. Consistent mutual feedback provided between student and site regarding professional development, expectations, and reflections of growth.
5. Contact with supervising faculty member regarding practicum performance.
6. The site will provide students with opportunities to work with ethnically and demographically diverse clients.
7. Adherence to "Internship Programs Under the Fair Labor Standards Act"  
<http://www.dol.gov/whd/regs/compliance/whdfs71.htm>

## Student Expectations

1. Students are expected to participate in all aspects of the course. Students are encouraged to discuss personal concerns with the instructor.
2. Students are expected to respect others' experiences, and personal information shared during the course is expected to be maintained as confidential by all present.
3. Students are encouraged to seek personal counseling at any and all times should the content of the course challenge development and growth as a professional-in-training.
4. Students are expected to observe ethical standards at all times. Ethical standards are congruent with the ACA Code of Ethics (2014).
5. Integrate knowledge from previous courses and apply it in the practicum setting.
6. Develop and practice analytic skills sufficient for responsible professional practice.
7. Develop strategies and goals for continuing personal and professional growth and share them with supervisors.
8. Inform the course instructor of any changes in the placement site.
9. Complete required practicum hours in a timely way.
10. Maintain appropriate documentation of activities (i.e., *hours log form* provided in this manual).
11. Students are to inform the practicum and/or internship field supervisor immediately and the campus practicum/internship instructor by email and phone within 24 hours of any mandated child abuse reporting situations. Do not wait until the next class period to report the incident.

## Change in Placement

*Anytime a student leaves a setting, the counseling faculty and clinical coordinator expects the practicum student to engage in an appropriate termination process with their clients and with on-site personnel*

*prior to leaving the setting. Should a practicum student's placement become problematic, the practicum student may change the placement. A change in placement at the practicum student's desire may be made only after:*

1. The student, the practicum instructor, the clinical coordinator/department Chair, and the site supervisor discuss the problem and determine whether a solution can be found within the existing placement.
2. The student and the practicum instructor explore new placement options. The coordinator will confer with the site supervisor of the first assigned placement to consider the possibility of future placements.

## Mental Health Counseling Practicum Indicators of Professional Readiness

Introduction: Although academic performance is a crucial factor in evaluating candidate performance, there are other interpersonal and professional skills that are equally important in determining the professional readiness of a particular candidate to enter their chosen field. Therefore, in addition to academic performance, students in the CPS Department will also be evaluated on the following professional readiness indicators.

Indicators of Professional Readiness: Essential characteristics expected of all candidates matriculated in a degree program in the CPS Department are as follows:

1. Willingness and ability to self-explore and reflect on experiences in order to grow as a professional;
2. Ability to balance multiple life expectations and commitment to wellness;
3. Ability to demonstrate excellent listening and attending skills;
4. Ability to effectively communicate with others;
5. Ability to work respectfully, appropriately, and effectively with authority figures including university professors and site supervisors;
6. Ability to hear and accept critical feedback;
7. Ability to integrate and make changes based on communicated feedback;
8. Ability to act according to the professional expectations of the classroom and school/agency placement sites especially with regard to -
  - o Appropriate dress
  - o Promptness
  - o Respectful attitude and behavior;
  - o Reliability and follow-through
9. Ability to work effectively with administrators, staff, students/clients, and parents;
10. Ability to engage students/clients in a competent, ethical, and professional manner that respects and enhances their inherent dignity and worth;
11. Demonstrated adherence to the ethical guidelines related to Ability to recognize and value

client diversity in terms of race, ethnicity, gender, sexual orientation, disability, social class, etc.;

12. Demonstrated ability to practice in a manner consistent with the ACA ethical guidelines; especially those related to ensuring the welfare of all students/clients and doing no harm to students/clients.

## Forms



PRACTICUM STUDENT PLACEMENT AGREEMENT

CPS – 512 Practicum in Mental Health Counseling
CPS – 513 Practicum in Alcohol and Substance Abuse Counseling

Practicum student's Name \_\_\_\_\_

Placement Site \_\_\_\_\_

Name of Site Supervisor \_\_\_\_\_

Period of Site Placement \_\_\_\_\_

Complete Site Address

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supervisor Phone (\_\_\_\_\_) \_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_

Supervisor E-mail \_\_\_\_\_

THE FOLLOWING SIGNATURES ACKNOWLEDGE THAT BOTH THE PRACTICUM STUDENT AND THE SUPERVISOR HAVE REVIEWED THE PRACTICUM SITE MANUAL.

\_\_\_\_\_  
Practicum Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

## Counseling Practicum Student Evaluation

*\*End-of-Semester Student Evaluation is also available on SUNY Oswego's online assessment system: TK20. This evaluation is distributed to site supervisors and faculty supervisors online through TK20. It is no longer administer via paper and pencil.*

### **Mental Health Counseling Practicum Student Evaluation**

CPS – 515 Practicum in Mental Health Counseling/CPS – 516 Practicum in Alcohol and Substance Abuse Counseling

*Using the following scale, rate the student's performance on the competencies below:*

Highly Unsatisfactory	Unsatisfactory	Adequate	Satisfactory	Highly Satisfactory
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>

*\*\* Use **N/A** (not applicable) if Practicum student has not yet had the opportunity to employ the skill described.*

#### **A. Performance of Basic Practicum Requirements**

- a.  The practicum student is making progress in meeting the requirements of service hours at the placement site
- b.  The practicum student is providing the supervisor with sufficient work samples in a timely way
- c.  The practicum student is following the policies and procedures outlined in the Practicum Manual
- d.  The practicum student is attending scheduled supervision sessions regularly and in a timely way
- e.  The practicum student has identified learning goals and is making progress toward achieving them in supervision and at the placement site
- f.  The practicum student is amenable to supervision and demonstrates application of supervisor feedback
- g.  The practicum student applied current record-keeping standards related to the site.

#### **B. Counselor Practice, Knowledge, and Skills**

*Practicum students should be able to demonstrate appropriate professional proficiency in the self-critical, accountable, and knowledge-guided use of counseling skills, to include intervention strategies with systems of varying size and complexity. The emphasis is on direct practice in counseling a*

*population that is diverse, utilizing the previous didactic and experiential training received while in the Mental Health Counseling Program. Competence will be displayed through the student's ability to:*

**1. Applying core counseling skills of empathy, respect, concreteness, genuineness, and immediacy within the counseling process:**

- a.  Using empathy to show understanding of how client expresses and experiences.
- b.  Communicating respect for the client's humanness, problem-solving capacities, potential for growth and need for hope.
- c.  Using concrete language to assist client.
- d.  Distinguishing personal feelings and opinions separately from the client's.
- e.  Displaying genuineness.

**2. Applying advanced counseling skills such as advanced accurate empathy and confrontation within the counseling process:**

- a.  Using advanced accurate empathy to show understanding of what client is unconsciously expressing and experiencing.
- b.  Using responsible confrontation to challenge client discrepancies, evasions, and resistances.
- c.  Using immediacy techniques to examine here-and-now relationship issues.

**3. Using modes of direct service intervention appropriate to role level, client needs, and site function:**

- a.  Providing counseling services, including any appropriate services to the family of the client.
- b.  Planning and coordinating services for a client.
- c.  Co-leading or leading a client group.
- d.  Matching client with needed community services.
- e.  Making appropriate referrals and follow-up.
- f.  Acting as client's advocate.
- g.  Using culturally appropriate interventions for diverse clients.
- h.  Understands the impact of crises, disasters, and other trauma-causing events on people.

**4. Formulating and implementing a plan to deal with a client problem:**

- a.  Writing and discussing a plan of action and rationale for it.
- b.  Carrying out the steps of the plan in collaboration with the client.
- c.  Monitoring the plan with the client, exchanging feedback about the process.
- d.  Maintaining focus and continuity, revising assessments and contracts based on changing needs, circumstances and perceptions.
- e.  Identifying and assessing potential substance abuse disorders.
- f.  Planning and addressing substance abuse disorders.
- g.  Identifying and assessing potential suicide.
- h.  Diagnosing based on DSM5 or other assessment instruments.
- i.  Creating treatment plan for substance abuse disorders based on current knowledge in the field.
- j.  Dealing with emergency situations according to site expectations and procedures.
- k.  Differentiate between diagnosis and normal reactions during crises or other traumatic events.
- l.  Uses data to make decisions about treatment.

**5. Terminating and evaluating the counseling relationship:**

- a.  Instituting a series of steps leading to successful termination, including, if appropriate, transfer or referral.
- b.  Identifying and assessing the effects of termination on self and client.
- c.  Identifying and assessing the client's movement toward agreed on goals and suggesting next steps.

**C. Becoming a Professional Counselor**

*This learning objective is demonstrated in the Practicum student's willingness to be fully responsible for personal thoughts, feelings, and actions and in the practicum student's pro-active stance toward learning. Both are essential for autonomous practice. Competence will be displayed through the student's ability to:*

**1. Demonstrating a capacity for self-observation and self-awareness:**

- a.  Identifying and assessing effects of learning style, personal values, biases, and feelings on performance, especially regarding issues of human diversity.

- b.  Examining and changing behaviors that interfere with successful work.
- c.  Exercising initiative in making counseling interactions and activities observable and subject to feedback.

**2. Using Counseling Supervisors for learning:**

- a.  Identifying initial learning needs and interests.
- b.  Actively collaborating in formulating and updating a learning contract.
- c.  Asking questions.
- d.  Preparing work agendas.
- e.  Seeking other available learning resources, including professional staff, print and nonprint media, professional literature and research.
- f.  Discussing assignments, challenges, and problems openly with supervisor.
- g.  Discussing differential diagnoses to guide interventions.

**3. Applying content from counselor program courses in the placement site:**

- a.  Applying concepts, skills, professional counseling values, and ethics in work with clients and colleagues.
- b.  Identifying and discussing ethical dilemmas in professional decision-making.
- c.  Discussing conflicting obligations/choices/expectations between self, client, and colleagues.
- d.  Generating reports, presentations, process records, and tapes.
- e.  Applying knowledge of theory/empirical findings.

**4. Managing time and work demands:**

- a.  Arriving at assigned times at the placement site or for supervision.
- b.  Planning and organizing available time to manage the flow of work.
- c.  Prioritizing tasks in relation to deadlines, site procedures, and client system needs.
- d.  Completing assignments on time.
- e.  Exercising good judgment in completing work priorities.

**D. Site and Community Skills**

*Practicum students should be aware of the reciprocal influences of culture and personality on human and organizational behavior. Practicum students should observe, assess, and be able to discuss the impact of organizational policies and structures on the site's services, clients, and staff. Competence will be displayed through the student's ability to:*

**1. Identifying and describing the organizational structure of the site, its mandates and services, and the roles and functions of staff members:**

- a. \_\_ Prepare a graphic representation of the placement site's organizational lines of authority and structure.
- b. \_\_ Present a simulated 10-minute public service talk about the site.
- c. \_\_ Describe the site, its purpose and its services.
- d. \_\_ Respond to telephone requests for information about the site.

**2. Describing and assessing the impact of selected policies, legislation, and organizational structure on site services, clients, staff, and self:**

- a. \_\_ Identify how individual problems relate to larger policy issues.
- b. \_\_ Describe ways in which gender, race, social class, age, ability, sexual orientation, and ethnicity impact the organization and use of services.
- c. \_\_ Describe the formal and informal means through which site policies are formulated.
- d. \_\_ Describe the work climate of the site and assess its impact on staff morale.

**3. Describing the typical client in relation to the community system, and recognize the ways in which a client's inability to function appropriately or adequately in the community system leads to involvement with the site:**

- a. \_\_ Identify and describe the key components within the community which promote or diminish client functioning.
- b. \_\_ Present a simulated expert witness report outlining the negative or non-supportive relationships between the mainstream life of the community and the unmet needs of a specific client or target group.
- c. \_\_ Identify and describe key organizations or institutions in the client's life and the interactions existing between the client and these larger systems.
- d. \_\_ Make effective referrals of clients to other service sites or community resources needed for improving client functioning/coping skills.

**4. Contributing to the processes of maintenance and change in the site and the community:**

- a. \_\_ Identify and assess personal feelings, attitudes, and degrees of adaptability with respect

to changes within the site.

- b. \_ Contribute to the ways in which staff members cooperate in various work groups.
- c. \_ Demonstrate developing knowledge and skills for conflict resolution in an organizational setting, participating as a member of work groups.

**Strengths that the Practicum student has demonstrated include:**

**Areas in which the Practicum student needs to improve include:**

**Overall summary of this Practicum student's counseling performance at this time**



## COUNSELING PRACTICUM SITE EVALUATION

CPS – 512 Practicum in Mental Health Counseling  
CPS – 513 Practicum in Alcohol and Substance Abuse Counseling

Practicum student's Name \_\_\_\_\_

Placement Site \_\_\_\_\_

Name of Site Supervisor \_\_\_\_\_

Period of Site Placement \_\_\_\_\_

**Please respond with a “Y” for “yes” and an “N” for “no” to the following statements regarding the placement site:**

1. \_\_\_ There was a formal orientation or introduction to training at this site.
2. \_\_\_ I received adequate introduction to the site's policies and procedures and my duties at this site.
3. \_\_\_ I received adequate physical space to provide counseling with appropriate confidentiality at this site.
4. \_\_\_ I was regularly assigned clients at this site.
5. \_\_\_ I had difficulty getting sufficient clients at this site to complete my direct hours requirements.
6. \_\_\_ I had difficulty getting opportunities to participate as a co-leader or a leader of counseling groups at this site.
7. \_\_\_ I had difficulty getting the necessary equipment and physical arrangements to video tape at this site.
8. \_\_\_ I was made a member of the regular staff at this site.
9. \_\_\_ I was treated with professional respect by all staff members at this site.
10. \_\_\_ I received adequate management and supervision at this site so I never felt unsupported in my decision-making.
11. \_\_\_ This site provided me with adequate resources to continue my professional development.
12. \_\_\_ This site provided me opportunities to learn about applying various counseling theories and techniques.
13. \_\_\_ This site provided me opportunities to work with persons representing diversity in our community.
14. \_\_\_ I would recommend this site for other practicum students of the Counseling and Psychological Services Department at SUNY Oswego.

\_\_\_\_\_  
**Signature of Counseling Practicum student**

\_\_\_\_\_  
**Date**

**Counseling and Psychological Services Department**  
Mahar Hall  
7060 State Route 104  
Oswego NY 13126

**MENTAL HEALTH COUNSELING PRACTICUM SELF-EVALUATION**

Directions: Use this format to complete your paper on your personal and professional growth and learning which is due at the end of the semester.

Make a list of the new skills you have learned this semester:

What skills have you refined or strengthened?

What have you learned about the role of the Mental Health counselor?

What have you learned about yourself as a counselor?

What have you learned about yourself as a person?

Name: \_\_\_\_\_

Date: \_\_\_\_\_





Mental Health Counseling Internship Consent To Tape  
 Counseling and Psychological Services Department  
 Mahar Hall  
 7060 State Route 104  
 Oswego NY 13126  
 Mental Health Counseling Internship

To the client:

Your counselor is a mental health counseling trainee enrolled in practicum. Mental health counseling trainees in practicum have successfully completed most minimum training standards required to earn a graduate degree in mental health counseling at SUNY-Oswego. Consistent with these national standards, your counselor is supervised by multiple entities and is required to undergo rigorous evaluations based on counseling performance.

Counseling trainees are required to demonstrate their professional skills in interactions with clients by providing supervisors with work samples in the form of recordings of counseling sessions. These recordings are intended to enhance their professional training and improve the services you receive. Therefore, your counselor is asking your permission to record your counseling session for these evaluative practices.

Your counselor is compliant with the ACA Code of Ethics (2014) and HIPAA. Congruent with the ACA Code of Ethics and HIPAA, all records of counseling services provided, including recordings, are considered confidential professional information. Recordings will be protected by the counseling trainee and the supervisors of the counseling trainee. These recordings will be utilized for the purpose of professional evaluation and training, and will be reviewed by trainees and supervisors in congruence with the ACA Code of Ethics and HIPAA. The only time this confidentiality may be breached is at your request or when required by law.

**Consent to Participate in Mental Health Counseling**

*I, the undersigned, hereby acknowledge that I have read and discussed with my counselor the information presented above. I fully understand the purpose of this request and I agree to a recorded counseling session for my counselor trainee's evaluation.*

\_\_\_\_\_  
 (Signature of Client)

\_\_\_\_\_  
 (Date)

\_\_\_\_\_  
 (Signature of Client's Parent or Guardian, if applicable)

\_\_\_\_\_  
 (Date)

\_\_\_\_\_  
 (Signature of counseling trainee)

\_\_\_\_\_  
 (Date)

## Protocol for Premature Termination of an Practicum

In accordance with the ethical codes of the American Counseling Association (ACA), it is unethical to prematurely terminate an practicum (except in rare cases where there is a threat of physical harm to the student) without appropriate protocol and consultation. Thus, a practicum or practicum student is not permitted to simply terminate an practicum or practicum experience prematurely without first meeting with the university and site supervisor. In the event that an practicum student has to prematurely terminate the practicum for any reason, the following protocol is to be followed:

1. The practicum/practicum student first will immediately contact the university supervisor via phone, email, or in person of the decision to terminate the practicum or practicum before notifying the site supervisor.
2. The practicum/practicum student will meet personally with the university supervisor to explain and discuss the circumstances for prematurely terminating the practicum or practicum.
3. The practicum/practicum student and the university supervisor will then meet personally with the Mental Health Counseling Program Coordinator, and any other necessary program faculty or university officials, to discuss the circumstances of the termination and the appropriate termination process.
4. The practicum/practicum student and university supervisor will then schedule a personal meeting with the site supervisor, and any other university and/or agency/school officials, to discuss the termination and provision of clients being seen by the practicum or practicum student.
5. The practicum/practicum student and university supervisor will then report to the Mental Health Counseling Program Coordinator in writing that all appropriate measures have been taken.

Any practicum student not following this protocol is in violation of departmental policies as outlined in this handbook, as well as in violation of the ethical codes set forth by the American Counseling Association. Consequently, a recommendation by CPS faculty for expulsion from the Mental Health Counseling Program may be warranted.

# CPS 512/13 Practicum Mental Health Counseling Tape Rubric

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Tape: \_\_\_\_\_

1. Is able to open a counseling session appropriately	0	1	2	3	4	5
2. Creates an accepting atmosphere for the client	0	1	2	3	4	5
3. Is able to communicate in a coherent and meaningful way	0	1	2	3	4	5
4. Has an adequate affective vocabulary	0	1	2	3		
5. Is accepting of client's expressed thoughts	0	1	2			
6. Is able to identify and assess the client's concern	0	1	2			
6a. through paraphrasing/restating	0	1	2			
6b. through using open-ended questions	0	1	2			
6c. through clarification	0	1	2			
6d. through noting a theme	0	1	2			
6e. reflection of feelings	0	1	2	3		
6f. reflection of content	0	1	2			
6g. interpretation	0	1	2			
6h. confrontation	0	1	2			
6i. summarizing content	0	1	2			
6j. summarizing feelings	0	1	2			
6k. giving feedback	0	1	2			
6l. allows for silence	0	1	2			
6m. acknowledges non-verbal behavior	0	1	2			
6n. does not minimize client's feelings or perspective	0	1	2			
7. Maintains a good flow/pace	0	1	2			
8. Is able to effectively close a session	0	1	2	3	4	5
9. Demonstrates congruence between personal feelings and communications	0	1	2	3	4	5
10. Is able to respond to client completely (frequency, accuracy, timed, matched, emotion)	0	1	2	3	4	5
11. Uses self-disclosure appropriately	0	1	2	3	4	5
12. Uses praise appropriately	0	1	2			
13. Able to assist the client to identify alternate ways of defining problems and solutions	0	1	2	3	4	5
14. Able to evaluate the effectiveness of counseling session	0	1	2	3	4	5
15. Maintains ethical standards in counseling	0	1	2	3	4	5
16. Maintains adequate case notes	0	1	2			
17. Uses an approach that is well-suited to the client	0	1	2	3		
Tape 1 +5						
Tapes 2-4 able to incorporate and act on feedback	0	1	2	3	4	5

Total points out of 100: \_\_\_\_\_

Additional Comments: