##### COUN 552

**Theories and Techniques of Counseling**

**Counselor Education Program Area**

**Department of Teacher and Counselor Education**

**College of Education**

|  |  |
| --- | --- |
| Instructor/s: | Lorie Blackman, Ph.D.  541.760.8686 lblackma@hotmail.com |
| Credits:  | **3** |
| Quarter:  | **Spring 2015** |
| Time: | Weekly via CanvasIn Person at Chemeketa Center for Business and Industry April 3, 9-5 (Friday) May 30, 9-5 (Saturday)* Synchronous Adobe Sessions Weeks of April 20th and May 4th

 Scheduled with Instructors |

**Course Description:**

This course will provide an introduction to the theories, techniques and clinical applications of counseling children and adolescents. Students will be presented theories, approaches and techniques for clinical work with children and adolescents using multiple learning approaches.

The student will gain an understanding of current research, theory, techniques, ethical issues, sociocultural matters and counseling approaches applied to the childhood population. Learning will be demonstrated by oral and written assignments, Canvas discussion, case conceptualization, and class participation.

The student is expected to have familiarity with both the ACA and ASCA Code of Ethics before participating in this course.

[**See Appendix A – Student Statements**](#AppendixA)

[**See Appendix B – Relation of CACREP/TSPC Standards and Learning Outcomes**](#AppendixB)

[**Informed Consent and Written Consent for Videotaping**](#PermissiontoRecord)

**Council for Accreditation of Counseling and Related Educational Programs (CACREP) Related Standards:**

Sec II. K. 5. c. Helping Relationships: counseling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counseling interventions. Student experiences should include an examination of the historical development of counseling theories, an exploration of affective, behavioral, and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current professional research and practice in the field so that they can begin to develop a personal model of counseling.

Sec 11. K. 5. g. Ethical and legal considerations

**TSPC Standards (2009 CACREP Standards and School Counselors)**

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| # | Text of Standard |
| C.1 | Knows the theories and processes of effective counseling and wellness programs for individual students and groups of students. |
| C.3 | Knows strategies for helping students identify strengths and cope with environmental and developmental problems. |
| J.1 | Applies relevant research findings to inform the practice of school counseling. |
| N.1 | Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. |

**Student Outcomes:** *By the end of the quarter, a student will be able to:*

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| 552.1 | Demonstrate application and understanding of the current theoretical constructs used in clinical work with children and adolescents  |
| 552.2 | Demonstrate application and understanding of the current therapeutic and technique practices used in clinical work with children and adolescents |
| 552.3 | Demonstrate application and understanding of the current social, cultural, religious-spiritual and diversity issues and how they impact clinical work with children.  |
| 552.4 | Demonstrate application and understanding of the current ethical dilemmas in clinical work with children |
| 552.5 | Demonstrate an initial understanding of personal theory development and how this informs practice |

**OSU Graduate Learning Outcomes for MS in Counseling**

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| GLO # | *At the end of the course students:* |
| 1. | Conduct research or produce some other form of creative work |
| 2. | Can demonstrate mastery of subject material |
| 3. | Be able to conduct scholarly or professional activities in an ethical manner. |

All the above will be demonstrated by class participation, course reading, CANVAS discussions, personal reflections, interview of a professional, and a case conceptualization.

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| --- |
| Required Text(s) |
| Axline, V. M. (1972). *Dibs: In search of self* (Vol. 1968). Mansion Select. |
| Friedberg, R. D., & MacClure, J. M. (2002). *Clinical practice of cognitive therapy with children and adolescents: The nuts and bolts*. Guilford Press. |
| Oaklander, V. (1978). *Windows to our children: A gestalt therapy approach to children and adolescents*. Utah: Real People Press. |

## **Course Assignments**

|  |
| --- |
| Successful completion of this course will include classroom participation (see scoring [Rubric 1](#Rubric1)); Assigned Canvas discussions including initial post and responses to at least two peers (see scoring [Rubric 2](#Rubric2)) On Canvas, *you are not able to view your peers’ posts until you have posted*; treatment provider interview ([described below](#TreatmentProviderInterview)); child intervention videotapes presentation and supervision ([described below](#ChildInterventionTapes)); and case conceptualization ([described below](#TreatmentPlanConcept)). Since this class only meets two times in person, you will not be able to miss one of the class sessions and pass the class. If you are not able to attend one of the weekend sessions, contact the instructor to talk about taking the class at a later time. If you need to miss part of a class session, please contact the instructor *as soon as possible* to work out details.  |
| Classroom Participation |  |
| [See Scoring Rubric #1](#Rubric1) |
| Canvas Discussion |  |
| Purpose: Canvas activities are designed to increase self-awareness, demonstrate understanding and application of course readings, and to apply critical thinking skills. You will not be able to read your peers’ posts until you have posted your initial post.Initial posts are due by Wednesday of each assigned weekResponse posts are due by Friday of each assigned week[See Scoring Rubric #2](#Rubric2)[See Note on research based practice](#ResearchInformed) |
| Treatment Provider Interview |  |
| Treatment provider interview: Each student will interview a child/adolescent mental health provider (psychologist, therapist, social worker) in the community. The person you choose must be a LICENSED mental health practitioner. You may choose whom you would like to interview, or if you are interested, you may decide to visit a treatment site (hospital, drug treatment center). Specific questions for the interview will be developed in class, however, the interview will focus on treatment planning, use of theory in counseling, specific interventions, and types of services offered. After the interview, provide a two-three page description of your service provider.The goal of this interview is to understand how mental health providers:1. Use theory to guide their practice
2. Develop treatment plans
3. Would like to work with school counselors
4. How they work with school counselors now
5. What are the challenges in their practice

For this assignment, you will:* + Develop questions in class on April 3
	+ Identify a treatment provider to interview and arrange meeting time and location
	+ Write up a summary of your interview including implications for your work as a school counselor
	+ Your write up should be a paper using APA style with 3-5 pages
	+ Do not include a transcript from your interview—analyze the information and present your findings

Your treatment provider interviews should be turned in via CANVAS by May 26th. Please see scoring [Rubric 3 f](#Rubric3)or grading criteria. |
| Child Intervention Videotapes Presentation and Supervision |
| You will conduct 2 child sessions with a child of your choosing with a child who is not related to you. The child you choose should not have any ongoing emotional or behavioral concerns. You will not be conducting therapy, but will be using microskills to demonstrate reflective listening and guiding the child through an expressive arts activity. You should choose a developmentally healthy child with no significant stressors in his/her life. Please choose one of the activities described in the Oaklander book, and conduct it as described using your microskills to develop rapport and demonstrate reflective listening.You may either conduct 2 sessions with one child under the age of 11, or conduct each session with different children with one below 11 and one older than 11. * [Informed Consent and Written Consent for Videotaping](#PermissiontoRecord) to both the child and the parent. Obtain written consent from the parent to video the child.
* During the sessions, you will initially conduct an interview understand the child’s development from the perspective of a developmental theorist (Kohlberg, Erickson, Piaget)
* You will then engage the child in one therapeutic activity described in one of your readings.
* Use your relationship building skills from pre-practicum as well. Attend two adobe supervision sessions in which you will present your five minute video clip.
* During the first supervision session on adobe, present your case verbally by 1) explaining the child developmentally; 2) explaining the theory you are applying and describing intervention. Adobe supervision sessions will be scheduled during weeks 4 and 6.
* After your first supervision session, you will integrate the feedback into your second session with the child.

During your second supervision session, present an update on the child and a description of the intervention and child’s responses. Please see scoring [Rubric 4](#Rubric4) for grading criteria.[Informed Consent and Written Consent for Videotaping](#PermissiontoRecord) |
| Case Conceptualization |  |
| Throughout this course, you will focus on developing an in-depth understanding of applying Gestalt Theory and Cognitive Behavior Theory to children. These theories are quite different. To demonstrate mastery of these two theoretical approaches, your final project is a 10-13 page case conceptualization.During the first class you will watch a video about a child facing some significant difficulties. Your final project is a 10-13 page case conceptualization for this child from two different theoretical perspectives (Gestalt and Cognitive Behavioral Theory). Many of these components will be completed through CANVAS discussion posts throughout the term. Each CANVAS post is a rough draft for one section of your final paper. You will then integrate student and professor feedback you receive for your final paper.Your final case conceptualization should including the following components:* An introduction
* A description of the child including demographics, environmental context, cultural context. (Canvas Week 2 and Week 7)
* A client conceptualization from both the gestalt and CBT perspective. Client conceptualization includes a description of the problem, how the problem developed, what is maintaining the problem and how change will occur. (Canvas Week 3 and Week 8)
* A script of how you would describe the child’s goals to his/her parents as well as how you will describe the treatment process from both a gestalt and CBT perspective (use outside sources)
* A description of therapeutic goals from both perspectives (Canvas Week 3 and Week 8)
* A list of treatment interventions that would be used to achieve goals (again citing references) from both perspectives (Canvas week 3, week 8)
* A conclusion section including limitations of both theories with regard to the current client (Canvas Week 5, Week 8 as well as other materials)
* Utilize APA formatting for Case Conceptualization

Your case conceptualization should be turned in via Canvas by June 3rd. Please see scoring [Rubric 5](#Rubric5) for grading criteria. |

**Evaluation and Grading**

Evaluation will be based on performance in these areas:

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| --- | --- | --- |
| Class Participation | 100 | [Rubric #1](#Rubric1) |
| Treatment Provider Interview | 100 | [Rubric #2](#Rubric2) |
| Can Discussion Posts | 200 | [Rubric #3](#Rubric3) |
| Video Tapes and Supervision | 300 | [Rubric #4](#Rubric4) |
| Case Conceptualization | 300 | [Rubric #5](#Rubric5) |
| Total | **1000** |  |

**Grading Scale (by percentages):**

A 95-100%

A- 92-94%

B+ 89-91%

B 86-88%

B- 83-85%

C+ 80-82%

C 77-79%

All course work must be completed on time. If there are extenuating circumstances affecting performance in class, please negotiate with the instructor prior to assignment deadlines. Otherwise, late work will not be accepted.

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| Course Schedule |  |
| Week 1: March 30, 2014 |
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| Read: | *Dibs in Search of Self* by V. Axline in its entirety **prior to class meeting** |
| Attend**:** | In person session at Chemeketa Center for Business and Industry on April 3th |

In Person Class Schedule:* Syllabus Review
* Develop Treatment Provider Interview questions
* Introduction to Child Therapy Lecture
* Develop schedule for Supervision Sessions
* Video for Case Conceptualization Project
* Experiential Activities

The following are needed for groups of three. You may either bring them all yourself, or find a group of three before the first class to share supplies:* One package of potter’s clay
* Blank white paper (at least 5 sheets per person)
* Journal or paper for journaling
* Crayons or markers
* Colored pencils
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| Week 2: April 6, 2014 |
| Watch: Post: | [*Making Child Therapy Work*](http://www.psychotherapy.net.ezproxy.proxy.library.oregonstate.edu/stream/osu/video?vid=211) *\*This is a long video, so choose at least four chapters to watch*Canvas threaded discussion*Initial posts are due by Wednesday of each assigned week**Response posts are due by Friday of each assigned week* |
| Week 3: April 13, 2014 |
| Read: Watch: Post:  | Oaklander, Chapters 1-3[*Oaklander Video*](http://www.psychotherapy.net.ezproxy.proxy.library.oregonstate.edu/stream/osu/video?vid=188) (this will be spread over three weeks so pace yourself)Canvas threaded discussion*Initial posts are due by Wednesday of each assigned week**Response posts are due by Friday of each assigned week* |
| Week 4: April 20, 2014 |
| Read: Watch:Attend:  | Oaklander, Chapters 4-7[*Oaklander Video*](http://www.psychotherapy.net.ezproxy.proxy.library.oregonstate.edu/stream/osu/video?vid=188)Adobe supervision session as scheduled[Blackman Adobe Meeting Room](https://osucounseling.adobeconnect.com/blackman) |
| Week 5: April 27, 2014 |
| Read: Watch: Post: | Oaklander, Chapters 8-11Remainder of [*Oaklander Video*](http://www.psychotherapy.net.ezproxy.proxy.library.oregonstate.edu/stream/osu/video?vid=188)Canvas threaded discussion*Initial posts are due by Wednesday of each assigned week**Response posts are due by Friday of each assigned week* |
| Week 6: May 4, 2014 |
| Read:Attend: | [Liu, W. L. (2002). Multicultural Counseling Competencies: Guidelines in Working with Children and Adolescents. Journal Of Mental Health Counseling, 24(2), 177.](http://mw8xt6bj7r.scholar.serialssolutions.com/?sid=google&auinit=WM&aulast=Liu&atitle=Multicultural+Counseling+Competencies:+Guidelines+in+Working+with+Children+and+Adolescents.&title=Journal+of+mental+health+counseling&volume=24&issue=2&date=2002&spage=177&issn=1040-2861)Adobe supervision sessions as scheduled[Blackman Adobe Meeting Room](https://osucounseling.adobeconnect.com/blackman) |
| Week 7: May 11, 2014 |
| Read: Post: | Friedberg, Chapters 1-4Canvas threaded discussion*Initial posts are due by Wednesday of each assigned week**Response posts are due by Friday of each assigned week* |
| Week 8: May 18, 2014 |
| Read: Post: | Friedberg, Chapters 5-9Canvas threaded discussion*Initial posts are due by Wednesday of each assigned week**Response posts are due by Friday of each assigned week* |
| Week 9: May 25, 2014 |
| Read: Submit: Attend:In person topics: | Friedberg, Chapters 10-14Treatment Provider Interview due May 26th, submit via CanvasIn person meeting on May 30th at Chemeketa Center for Business and IndustryCognitive Behavior Therapy for children and adolescentsTreatment Planning |
| Week 10: June 1, 2014 |
| Submit: | Case Conceptualization due June 3rd via Canvas |

**Scoring Rubric #1- Class Participation**

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| --- | --- | --- |
| Points Possible | Description | Points Received |
| 0-25 points  | * Does not ask questions or make comments that indicate familiarity with topics for class
* Does not participate actively in small groups
* Is often late or leaves early w/out due reason
 |  |
| 25-50 points  | * Rarely asks questions or makes comments that indicate familiarity with the topics prepared for class
* Does not actively participate in small groups
* Is occasionally late or leaves early w/out due reason
 |  |
| 50-75 points  | * Occasionally asks questions or makes observations that indicate reflections, some knowledge of readings for class
* Participates in small groups
* Is never late or leaves early without due reason
 |  |
| 75-100 points  | * Regularly asks questions or makes observations that indicate reflection, knowledge of readings for class
* Participates actively in small groups in class
* Attends class (no missed classes)
 |  |

**Scoring Rubric #2:** **Canvas Discussion**

*Note on research informed practice*: Canvas posts must contain substantive references to the assigned texts and additional scholarly articles retrieved by the student.

*The following Rubric will be used for each threaded discussion post*

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| --- | --- | --- |
| Points Possible | Description | Points Received |
| 0-5 points  | * No post or late post—late posts will not be graded.
 |  |
| 5-10 points | * Post is completed on time but does not reflect knowledge of reading material.
* Spelling or grammar errors are present.
* Post does not integrate application of references.
 |  |
| 10-15 points | * Post is completed on time and demonstrates knowledge of reading material.
* Student does not demonstrate ability to apply knowledge to variety of situations.
* Student includes minimal references to citations of course reading and scholarly articles.
 |  |
| 15-20 points | * Post is completed on time and demonstrates both knowledge and comprehension of reading and course material.
* Student demonstrates familiarity with reading and research by including quotations and citations from course readings and scholarly articles.
 |  |

*The following Rubric will be used for each threaded discussion response*

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| --- | --- | --- |
| Points Possible | Description | Points Received |
| 0 points  | * No response or late response—late responses will not be graded.
 |  |
| 1-10 points | * Response is completed on time, but is only a reflection of initial post, “Great job, I like how you applied the concept of confidentiality.”
* Response contains spelling or grammar errors.
 |  |
| 10-20 points | * Response is completed on time and takes discussion to a deeper level reflecting both knowledge and comprehension
 |  |

**Scoring Rubric #3: Interview**

|  |  |  |
| --- | --- | --- |
| Points Possible | Description | Points Received |
| 0-25 points | * Interview and/or write-up is either late or not completed.
* Identified provider is not appropriate to the content of this course.
* Errors in APA style
 |  |
| 25-50 points | * Interview and/or write-up does not meet the minimum requirements of the assignment.
* Interview and/or write-up does not demonstrate student engagement with the assignment.
* Errors in APA style
 |  |
| 50-75 points | * Interview and write-up completed.
* Identified provider is appropriate to the content of this course.
* Interview and/or write-up demonstrate minimal engagement.
* Grammar errors or errors in APA style
 |  |
| 75-100 points | * Interview and write-up completed and on time.
* Identified provider is appropriate to the content of this course.
* Interview and write-up demonstrate active engagement with interview and reflection process.
* Write up includes how interview will inform the student’s future practice. All requested information is provided
* Student uses correct grammar and APA style
 |  |

**Scoring Rubric #4: Videotapes and Supervision**

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| --- | --- | --- |
| Points Possible | Description | Points Received |
| 0-75 points | * Videotape of session is late, not complete or indiscernible.
* Student does not engage with supervision meeting time.
* Student does not obtain appropriate informed consent utilizing the [Informed Consent and Written Consent for Videotaping](#PermissiontoRecord) form.
* Ethical concerns
 |  |
| 75-150 points | * Videotape of session is complete and turned in.
* Student does not prepare an appropriate clip for supervisory purposes.
* Student lacks engagement or responsiveness to supervisory feedback.
* Student follows guidelines in choosing appropriate child
* Ethical conduct is observed
 |  |
| 150-225 points | * Videotape of session is complete and turned in.
* The clip prepared by the student is not appropriate for supervisory purposes.
* Student demonstrates understanding of ethics code and basic microskills.
* Student engages with supervision meeting.
 |  |
| 225-300 points | * Videotape of session is complete and turned in on time.
* Student prepares an appropriate clip for supervision meeting and has chosen a developmentally and emotionally healthy child for the tape.
* Student integrates feedback from first session into second.
* Student demonstrates strong microskills and understanding of ethics
* Student actively engages with supervision meeting.
* Student presents case verbally including developmental and theoretical conceptualization of case.
 |  |

**Scoring Rubric #5: Case Conceptualization**

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| Points Possible | Description | Points Received |
| 0-75 points | * Conceptualization is either incomplete or not turned in.
* Conceptualization lacks integration with course materials.
* Conceptualization demonstrates a lack of student engagement with the course or assignment.
 |  |
| 75-150 points | * Conceptualization is completed on time but does not reflect knowledge of reading material.
* Conceptualization contains spelling or grammar errors.
* Conceptualization does not integrate application of references.
* Conceptualization lacks integration of feedback gathered throughout the course.
 |  |
| 150-225 points | * Conceptualization is completed on time and demonstrates knowledge of reading material.
* Conceptualization contains minimal references to course reading and scholarly articles.
* Conceptualization minimally integrates feedback given during the course.
* APA style is used appropriately
 |  |
| 225-300 points | * Conceptualization is completed on time and demonstrates knowledge and understanding of reading material.
* Conceptualization demonstrates Master’s level grammar, writing style, and formatting. APA style is used appropriately.
* Conceptualization integrates feedback given by peers and instructors throughout the course.
* Student demonstrates familiarity with reading and research by including quotations and citations from course readings and scholarly articles.
* Student demonstrates an applied understanding of the content covered in the course.
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**Appendix A: Student Statements**

**Statement Regarding Students with Disabilities**

Accommodations are collaborative efforts between students, faculty and Disability Access Services (DAS). Students with accommodations approved through DAS are responsible for contacting the faculty member in charge of the course prior to or during the first week of the term to discuss accommodations. Students who believe they are eligible for accommodations but who have not yet obtained approval through DAS should contact DAS immediately at 737-4098.

[*http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm*](http://oregonstate.edu/dept/budgets/genupol/gupdissu.htm)

**Link to Statement of Expectations for Student Conduct**

[http://oregonstate.edu/admin/stucon/achon.htm](http://oregonstate.edu/admin/stucon/achon.htm%20)

**Academic Integrity** — Students are expected to comply with all regulations pertaining to academic honesty, defined as: *An intentional act of deception in which a student seeks to claim credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work.* For further information, visit [Avoiding Academic Dishonesty](http://oregonstate.edu/admin/stucon/avoid.htm), or contact the office of Student Conduct and Mediation at 541-737-3656.

**Link to Conceptual Framework, Knowledge Base, and National and State**

The Professional Teacher and Counselor Education (PTCE) unit Conceptual Framework is based on four foundational or core values that are listed below. To find out more about how the knowledge base relates to the National Council for Accreditation of Teacher Education (NCATE) guidelines, review the Conceptual Framework at the website: <http://oregonstate.edu/education/accreditation/>

1. Ethics and Professionalism
2. Reflective Practitioner
3. Lifelong Learners
4. Diversity and Equity

With respect to national standards, this course includes application of NCATE content knowledge, professional and pedagogical knowledge and skills, dispositions, and student learning. NCATE Unit Standards: <http://www.ncate.org/public/unitStandardsRubrics.asp?ch=4>

The Oregon TSPC Standards embedded in this course include the following:

* Standard 1: Plan Instruction that supports student progress in learning and is appropriate for the developmental level.
* Standard 2: Establish a classroom climate conducive to learning.
* Standard 3: Engage students in planned learning activities.
* Standard 4: Evaluate, act upon, and report student progress in learning.
* Standard 5: Exhibits professional behaviors, ethics, and values

**Confidentiality Notice**

As a reminder, all information concerning clients, supervisees, and classmates must be kept confidential. Confidentiality is a crucial element in the counseling profession and should also be upheld with clients, supervisees, and peers. Any discussion should be conducted in such a manner that persons are protected by the limits of confidentiality. Prior to the review of any audio/video tape, the student will provide a Consent Form for Taping outlining the purpose of the taping and written permission by the supervisee. Let your supervisee know who will be listening to the recordings of the sessions and the reasons for that. Be sure to respect confidentiality outside the session. Do not discuss supervisees in public places where your conversation could be overheard. Do not discuss your supervisees with persons outside the class such as spouses, family members, etc. Do not play your tape recorder when audio privacy is not possible. A private earphone is recommended when listening to tapes

**Electronic Device Notice**

As a matter of courtesy to your classmates and the instructor, please turn off your beepers, cell phones, and any other electronic toys that make noise.

**Appendix B – Relation of CACREP/TSPC Standards and Learning Outcomes**

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| **L.O.** | **II.KI.5.c** | **II.K.5.G** | **SC.C.1** | **SC.C.3** | **SC.G.2** | **SC.J.1** | SC.N.1 |
| 552.1 | ■ | ■  | ■ |  |  | ■ |  |
| 552.2 | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| 552.3 |  ■ |  ■ | ■ | ■  | ■  |  ■ | ■  |
| 552.4 | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| 552.5 | ■ | ■ | ■ |  |  | ■ | ■ |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| GLO1 | ■ | ■ |  ■ |  |  | ■ | ■ |
| GLO2 | ■ | ■ |  ■ | ■ | ■ | ■ | ■ |
| GLO3 |  ■ |  | ■ |  ■ |  ■ |  ■ | ■  |



104 Furman Hall, Corvallis, Oregon 97331-3502

**T** 541-737-8204 | **F** 541-737-8971| **E** dykemanc@onid.orst.edu

**Informed Consent and Written Consent for Videotaping**

I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, give \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 (*client or client's parent or guardian*) (*counselor-in-training*)

permission to video record our counseling sessions.

I understand that my counselor is (a) a graduate student in counseling, (b) may not yet licensed, and (c) is under the supervision of a qualified clinical supervisor.

I understand that the sole use for these recordings is to increase the effectiveness of the counselor-in-training. Review of recordings of any session may occur by both an on-site supervisor and the OSU clinical supervision team.

I understand that session recordings are destroyed in a HIPAA-compliant manner within a month of the date of the recording.

I understand that the confidentiality of these recordings will be preserved by my counselor and his/her clinical supervisors in accordance to state law, federal law, and the ethical standards off the American Counseling Association. Furthermore, I understand that concerns about suicide, homicide, or child abuse may place limitations on confidentiality, in that the safety of individual lives is considered a priority to holding information confidential. Where lives are at risk, ethical and legal obligations of the profession dictate communication with official resources that may prevent loss of life or childhood injury.

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*Client Signature*

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*Counselor-in-Training Signature*

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*Signature of Parent or Guardian if Client is a Minor*

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*Date*