

Turkish Psychological Counseling and Guidance Association
Unit for Evaluation and Accreditation of Psychological Counseling and Guidance
Programs
(PDR-EPDAB)

Individual Psychological Counseling Practice 1 and Individual Psychological Counseling
Practice 2
National Standards

Turkish Psychological Counseling and Guidance Association
Unit for Evaluation and Accreditation of Psychological Counseling and Guidance Programs
PDR-EPDAB

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Turkish Psychological Counseling and Guidance Association

INDIVIDUAL PSYCHOLOGICAL COUNSELING PRACTICE 1 and
INDIVIDUAL PSYCHOLOGICAL COUNSELING PRACTICE 2
NATIONAL STANDARDS PREPARATION COMMISSION

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INDIVIDUAL PSYCHOLOGICAL COUNSELING PRACTICE 1 and

INDIVIDUAL PSYCHOLOGICAL COUNSELING PRACTICE 2

NATIONAL STANDARDS PREPARATION COMMISSION

MEETING DATES

Meeting No:	Meeting Date
	09.07.2021
	13.07.2021
	27.07.2021
	12.08.2021
	19.08.2021
	09.09.2021
	16.09.2021
	23.09.2021
	07.10.2021
	14.10.2021
	21.10.2021
	04.11.2021
	09.11.2021
	16.11.2021
	23.11.2021
	25.11.2021
	02.12.2021
	04.12.2021
	09.12.2021
	16.12.2021
	23.12.2021
	30.12.2021
	06.01.2022
	13.01.2022
	20.01.2022

Meeting No:	Meeting Date
	27.01.2022
	03.02.2022
	10.02.2022
	17.02.2022
	22.02.2022
	24.02.2022
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DEFINITIONS

Peer Group Supervision: The supervision technique used from time to time within the process, carried out with groups consisting of three to six people, once a week or once every two weeks, lasting between one and a half to three hours, under the moderation of a

supervisor, coordinator supervisor, student supervisor (Borders, 1991) or without the supervision of a supervisor, through semi-structured forms or case presentations by psychological counselor candidates to each other (Campbell, 2006).

Individual Psychological Counseling: The professional help process conducted face-to-face or online environments based on a trust relationship between the psychological counselor and the client in order to empower individuals, families, and groups with different cultural characteristics to achieve mental health, well-being, education, and career goals (ACA, 2014; MYK, 2017).

Individual Psychological Counseling Practice Student File: The file covering all reports prepared by psychological counselor candidates using semi-structured specific forms, practice examples, and materials belonging to individual psychological counseling sessions they conduct with real clients and different studies they do within the scope of the individual psychological counseling practice course.

Individual Supervision: The relationship and supervision method that takes place between a supervisor and a psychological counselor candidate once a week and for at least one hour (CACREP, 2016).

Live Supervision: The supervision technique used from time to time within the process where the supervisor watches the practice of the psychological counselor candidate simultaneously (e.g., in a mirrored room, in the same room, remotely with image recording devices, in online education environments, etc.) and intervenes directly in the session or is applied in the given break (Bernard and Goodyear, 2014).

Client: The person receiving psychological help to improve themselves, make changes in their life, and overcome the difficulties they face (MYK, 2017).

Evaluation Criteria: The criteria to be used by the **faculty member** in the evaluation of the works done by psychological counselor candidates throughout this course.

Group Supervision: The supervision method carried out by a supervisor ideally with six, at most 12 psychological counselor candidates (CACREP, 2016).

Coordinator Supervisor: The **faculty member** who coordinates all **faculty members** giving supervision and has completed all of their undergraduate, master's, and doctoral educations in psychological counseling and guidance programs.

Student Supervisor: The doctoral student who has passed the doctoral qualification exam in the field of psychological counseling and guidance, gives supervision to the undergraduate student receiving counselor education, and receives supervision regarding this supervision process they give.

Psychological Counselor: The qualified person who offers individual or group psychological counseling and guidance services in order to help individuals in different life periods from childhood to old age in educational, vocational, personal, and social development areas and adaptation issues within the framework of occupational health and safety, environmental protection, and quality requirements (MYK, 2017).

Psychological Counseling Skills: Basic and advanced skills as well as process and intervention skills used to achieve psychological counseling process and outcome goals by adhering to the ethical principles of psychological counseling (MYK, 2017; Cormier and Hackney, 2009).

Psychological Counselor Candidate: The undergraduate student continuing their education in the Guidance and Psychological Counseling Undergraduate Program and performing psychological counseling and guidance practices.

Counselor Educator: The **faculty member** who has completed doctoral education in programs providing psychological counseling and guidance education at universities and has worked full-time in psychological counseling and guidance programs for at least one academic year (MYK, 2017).

Counselor Education: Refers to a unique academic discipline taking its roots from educational and vocational guidance and psychological counseling, human development, supervision, and clinical practices. The main focus of counselor education programs at the **undergraduate** and **postgraduate** levels is; the education and preparation of professional psychological counselors who have practice competence, behave in accordance with psychological counseling **professional ethics**, and have a strong psychological counselor identity. At the **postgraduate** level, counselor education programs focus on the education and preparation of future academicians who will provide education on psychological counseling theories and practices. This **training program** includes specialization in practice areas such as addiction counseling; career counseling; clinical rehabilitation counseling; clinical mental health counseling; university counseling; marriage, couple and family counseling; and school counseling (CACREP, 2016).

Supervisor: The **faculty member** psychological counselor giving supervision to psychological counselor candidates in the process of planning and executing individual psychological counseling practices located within the scope of individual psychological counseling practices, a student supervisor receiving supervision from these **faculty members**, or a supervisor working as a psychological counselor in an **institution** (Bernard and Goodyear, 2014).

Supervision: A process based on purposeful, planned, systematic, educational, and developmental intervention and evaluation offered by a more experienced and competent professional to improve the professional competence of a less experienced psychological counselor candidate (Bernard and Goodyear, 2014; MYK, 2017).

Therapeutic Conditions: Elements such as empathy, respect, transparency, the here and now of the relationship, etc., that ensure the qualified maintenance of the psychological counseling process (MYK, 2017).

Triadic Supervision: The relationship and supervision method where a supervisor gives supervision to two candidate psychological counselors simultaneously, taking place once a week for at least one and a half hours (CACREP, 2016).

2. INDIVIDUAL PSYCHOLOGICAL COUNSELING PRACTICE-1 CURRENT COURSE INFORMATION AND RECOMMENDATIONS

2a. Current Course Name and Credit: Individual Psychological Counseling Practice-1, 1+2=2 Credits (Theoretical+Practice) / 3 ECTS credits

2b. Recommended Course Name and Credit: Individual Psychological Counseling Practice-1 (Fall), 2+2=3 Credits (Theoretical+Practice) / 5 ECTS credits

2c. Current Course Description: Conducting individual psychological counseling using psychological counseling skills and techniques under supervision (YÖK-2018 RPD Undergraduate Program Course Descriptions)

2d. Recommended Course Description: "After in-class role-playing practices and case conceptualizations made; the undergraduate student conducting individual psychological counseling under supervision with real clients having problems such as human relations, communication, and adaptation, by applying appropriate psychological counseling skills and various psychological counseling strategies, interventions, and techniques."

2e. Course Objective: "In this course, it is aimed for students to provide therapeutic conditions under supervision and in accordance with psychological counseling **professional ethics** principles, structure the psychological counseling process, and carry out the process in accordance with psychological counseling stages."

The sub-objectives targeted to be reached in line with this purpose are psychological counselor candidates';

"Preparing for the psychological counseling process by participating in practices such as orientation studies and in-class role-playing or watching sample psychological counseling session videos before working with real clients,"

"Ensuring place, condition, and environment arrangement in the psychological counseling process,"

"Working with clients having different characteristics and problems within the framework of a culturally sensitive psychological counseling approach,"

"Students; providing therapeutic conditions,"

"Learning how to provide therapeutic cooperation,"

"Structuring the psychological counseling process (pre-interview, structuring, preparing informed consent form, informing the client about the process, etc.),"

"Defining the client's problem at a basic level and planning and executing the process compatible with psychological counseling stages,"

"Applying psychological counseling skills at basic and advanced levels,"

"Keeping session notes and writing weekly reports regarding sessions in line with the theoretical approach used in the psychological counseling process,"

"Making case conceptualization and"

"Conducting a psychological counseling process of at least eight sessions with real clients."

2f. Current Prerequisite Courses: There are no prerequisite courses in the current situation within the framework of YÖK-2018 RPD Undergraduate Program.

2g. Recommended Prerequisite Courses:

"Psychological Counseling Principles and Techniques,"

"Psychological Counseling Skills (if available in the undergraduate program),"

"Psychological Counseling Theories,"

"Behavioral Disorders 1 and 2,"

It is expected that the attendance requirement condition for related courses is met.

2h. Course Learning Outcomes:

Behaves in accordance with professional ethical principles and rules in psychological counseling practice.

Conducts the psychological counseling process within the framework of a culturally sensitive approach.

Provides therapeutic conditions in the psychological counseling process.

Conducts the psychological counseling process in accordance with psychological counseling stages.

Can conceptualize the client's problem.

Uses psychological counseling skills and appropriate intervention techniques effectively.

Plans and executes a psychological counseling process of at least eight sessions with real clients.

3. INDIVIDUAL PSYCHOLOGICAL COUNSELING PRACTICE-2 CURRENT COURSE INFORMATION AND RECOMMENDATIONS

3a. Current Course Name and Credit: Individual Psychological Counseling Practice-2, 1+2=2 Credits (Theoretical+Practice) / 3 **ECTS credits**

3b. Recommended Course Name and Credit: Individual Psychological Counseling Practice-2 (Spring), 2+2=3 Credits (Theoretical+Practice) / 5 **ECTS credits**

3c. Current Course Description: "Conducting individual psychological counseling using psychological counseling skills, techniques, and interventions within the framework of a specific psychological counseling approach/model under supervision (Yök-2018 RPD Undergraduate Program Course Descriptions)"

3d. Recommended Course Description: "Conducting individual psychological counseling under supervision with real clients from different ages and developmental periods having various problems such as human relations, communication, and adaptation, in places such as institutions belonging to various ministries, public or private schools affiliated with the Ministry of National Education, universities' psychological counseling, career development, women's psychological counseling or private psychological counseling centers, by using psychological counseling skills, strategies, interventions, and techniques at basic and advanced levels."

3e. Course Objective: "In this course, it is aimed for students to be able to conduct at least eight psychological counseling sessions under supervision, with real clients, by applying psychological counseling strategies, interventions, and techniques in line with psychological counseling **professional ethics** principles and clients' needs."

The sub-objectives targeted to be reached in line with this purpose are psychological counselor candidates';

"Applying the psychological counseling process with clients having different characteristics and problems within the framework of a culturally sensitive approach,"

"Creating psychological counseling process goals,"

"Associating theoretical knowledge acquired in the field of psychological counseling and guidance with psychological counseling practices,"

"Making case conceptualization,"

"Creating psychological counseling outcome goals,"

"Deciding on and applying strategies, interventions, and techniques suitable for the solution of the problem addressed in the psychological counseling process,"

"Using objective and subjective evaluation tools in line with psychological counseling goals,"

"Learning to carry out the process with different clients by participating in individual, triadic, or group supervisions throughout the course semester,"

"Writing reports regarding the psychological counseling process."

3f. Current Prerequisite Courses: There are no prerequisite courses in the current situation within the framework of YÖK-2018 RPD Undergraduate Program.

3g. Recommended Prerequisite Courses:

"Psychological Counseling Principles and Techniques,"

"Psychological Counseling Skills (if available in the PDR undergraduate program),"

"Psychological Counseling Theories,"

"Behavioral Disorders 1 and 2,"

"Individual Psychological Counseling Practice 1,"

It is expected that the attendance requirement condition for related courses is met.

3h. Course Learning Outcomes:

Behaves in accordance with professional ethical principles and rules in psychological counseling practice.

Conducts the psychological counseling process within the framework of a culturally sensitive approach.

Provides therapeutic conditions in the psychological counseling process.

Conducts the psychological counseling process in accordance with psychological counseling stages.

Can conceptualize the client's problem.

Uses psychological counseling skills and appropriate intervention techniques effectively.

Plans and executes a psychological counseling process of at least eight sessions with real clients.

4. PRACTICE OPPORTUNITIES TO BE PROVIDED TO PSYCHOLOGICAL COUNSELOR CANDIDATES

4a. Practice Environment Opportunities to be Provided to Students

One psychological counseling room for every 30 students,

Audio and video recording devices for each room,

Two single armchairs for each room,

A coffee table for each room,

Sound insulation for each room to protect client privacy,

Curtains suitable for room size for each room,

Appropriate heating and lighting systems for each room,

A lockable cabinet for each room,

Tissue box for each room,

Door nameplate for each room

Sign indicating the availability status of rooms (occupied/available sign) and

Practice directive belonging to the unit where psychological counseling practices are held within the education faculty.

4b. Necessary Permissions to Start Practices: Before starting psychological counseling sessions, "Informed Consent Form" for individuals over 18 years old, and "Client Consent/Approval" and "Parent Express Consent/Approval" documents for individuals under 18 years old are taken.

In case individual psychological counseling sessions are carried out in institutions, necessary permissions from institutions should be obtained by the deaneries of relevant faculties.

4c. Features to be Provided to Students on the Campus or School / Institution where Practices will be Held

4c1. Opportunities to be Offered Regarding Structural Functioning

Execution of practices in accordance with directives prepared in the Faculty and Department and approved by the University Senate.

Providing necessary conditions in accordance with the Personal Data Protection Law (KVKK) in force (Personal Data Protection Law, 2016)

Ensuring that students carry out the process with suitable clients they can work with by cooperating with the University's Psychological Counseling Center/Unit.

Determination of institutions outside the University that have suitable interview rooms that can be used (Public and Private Schools Affiliated to the Ministry of National Education, University Career Centers, Women's Counseling Centers, Youth Centers, etc.) and making necessary protocols/obtaining permissions by Rectorates/Deaneries.

4d. Qualifications and Duties of the Supervisor Faculty Member on Campus

4d1. Qualifications of the Supervisor Faculty Member

Although being a counselor educator, they must have completed **all** of their undergraduate, master's, and doctoral educations in psychological counseling and guidance (PDR) or Psychological Services in Education (EPH).

In case they have completed their education abroad, they must have completed master's in one of the PDR specialization areas and doctoral educations in counselor education programs.

Students who have completed both their undergraduate and master's educations in psychological counseling and guidance or counselor education programs and have successfully passed the doctoral qualification exam in the same field can give supervision for undergraduate students.

"Supervisor Faculty Member" gives supervision to doctoral students giving supervision to undergraduate students.

It is considered important that they have conducted academic studies in the field of individual psychological counseling practices.

It is considered important that the supervisor themselves has also received supervision training.

It is considered important that the supervisor themselves also does psychological counseling with real clients.

4d2. Duties of the Supervisor Faculty Member

The **faculty member** conducting individual psychological counseling practices;

Conducts individual/triadic supervision and group supervision processes throughout the course semester.

A supervisor is responsible for at most 12 students for group supervision.

Supports peer group supervision studies throughout the course semester.

Watches audio/video recordings weekly and gives feedback.

Gives feedback for every session conducted weekly by each psychological counselor candidate.

Uses appropriate Web-2 tools integrated with instructional design in case the psychological counseling process and supervisions are carried out Online.

Makes a general evaluation regarding all works done by psychological counselor candidates at the end of the semester.

Evaluates psychological counselor candidates' works according to predetermined **evaluation criteria** at the end of the relevant semester and enters the result of the evaluation into the university's/faculty's relevant system as a grade.

Behaves in accordance with ethical codes regarding Education, Training, and Supervision included in the Turkish PDR Association Psychological Counseling Ethical Codes.

Explanation: In order for psychological counselor candidates to gain a different perspective by receiving supervision from other supervisors, it is important that the supervisor of the Individual Psychological Counseling Practice 1 course and the Individual Psychological Counseling Practice 2 course is not the same **faculty member**.

4e. Supervision Types to be Utilized and Student Numbers According to Supervision Methods

The Individual Psychological Counseling Practice supervision process can be conducted in five different ways as individual, group, triadic, peer, and live supervision by a counselor educator who has completed all of their undergraduate, master's, and doctoral educations in

the field of "Psychological Counseling and Guidance", depending on the learning needs of psychological counselor candidates receiving supervision.

In the individual supervision method, the supervisor and the psychological counselor candidate carry out their work one-on-one (Borders and Brown, 2005).

In the group supervision method, a group consisting of psychological counselor candidates works by coming together with the supervisor, usually in weekly periods (Borders, et al., 2012).

In the group supervision process, psychological counselor candidates maintain their professional and personal developments through feedback they receive both from the supervisor and from each other.

The triadic supervision method is the supervisor working together with two psychological counselor candidates, unlike individual and group methods (Council for Accreditation of Counseling and Related Educational Programs [CACREP], 2001).

The supervisor using the triadic supervision method can choose to focus on the practice of only one psychological counselor candidate in each session or on the practice of both in the same session (Bernard and Goodyear, 2014).

In the peer supervision method, psychological counselor candidates work in the form of making case presentations and giving feedback to each other without the supervision of a more experienced expert than themselves (Campbell, 2006).

In the peer supervision process, unlike other processes, there is no formal evaluation.

Using the structured peer supervision method in counselor education is recommended in terms of candidates supporting each other (Bernard and Goodyear, 2014).

In live supervision, which has started to be used in the last twenty years, the supervisor watches the practice of the psychological counselor candidate simultaneously (Bernard and Goodyear, 2014).

The supervisor can make supervision intervention by watching the practice from a mirrored room, through headphones, by intervening directly in the session, or with a break given for supervision (Bernard and Goodyear, 2014).

When individual / triadic supervision will be given by a supervisor **faculty member** or supervisor student, the number of psychological counselor candidates in applied courses should ideally be six, at most twelve.

In the individual supervision method, supervision should be given once a week, for at least one hour, and in triadic supervision, once a week, for at least one and a half hours.

When group supervision will be given by a supervisor **faculty member** or supervisor student, the number of psychological counselor candidates in applied courses should ideally be six, at most twelve.

In the group supervision method, supervision should be given once a week, between one and a half to two hours.

In addition to the group supervision method, individual or triadic supervision lasting at least one hour should be offered to each of the psychological counselor candidates throughout an academic semester.

5. PRELIMINARY PREPARATION AND WORKS EXPECTED FROM PSYCHOLOGICAL COUNSELOR CANDIDATES

Works expected to be done throughout the semester within the scope of Individual Psychological Counseling Practices from psychological counselor candidates continuing their education within the scope of the Guidance and Psychological Counseling Undergraduate Program are;

preparations for doing psychological counseling with real clients, conducting psychological counseling practices according to psychological counseling stages in the light of supervisions they receive in the process, and preparing the individual psychological counseling practice file.

Duties and works expected from psychological counselor candidates at this point are;

Making preparations for finding volunteer clients (announcement, poster, advertisement, etc.) and sharing with the supervisor before the announcement,

Participating in role-playing activities with peers before starting to do psychological counseling with real clients and if needed,

Sharing their opinions and evaluations by watching recordings of sample psychological counseling sessions in the classroom environment,

Examining sample transcripts in the classroom environment and sharing their evaluations in the class,

Conducting individual psychological counseling practices with real clients,

Performing individual psychological counseling practices in accordance with professional ethical principles and standards,

Making preparation and plan before supervision regarding each psychological counseling session they conduct and presenting their sessions in the group,

The psychological counselor candidate coming prepared to supervision with transcript, session summary report, case formulation form, video-audio recording etc. belonging to sessions,

Participating in individual, triadic, and group supervisions,

Participating in peer supervisions and turning how the process progresses and both the feedbacks they receive and present into a report and

Completing individual psychological counseling practice files by preparing the work and reports requested from them weekly in the format and content desired by the supervisor faculty member within the scope of responsibilities explained at the beginning of the semester and expected from them.

6. FORMS THAT CAN BE USED WITHIN THE SCOPE OF THE COURSE AND THEIR SCOPES

Forms to be filled out by the psychological counselor candidate

Announcement Example to be Made to Find Clients

Pre-Interview Form

Pre-Interview Evaluation Form

Face-to-face or Online Informed Consent Form

Parent Clarification Text and Informed Consent Form

History Taking Information Form

Psychological Counseling Session Transcript Template

Transcript Time-Skill Record Form

Transcript Time-Stage Record Form

Session Summary Form

Psychological Counselor Session Evaluation Form

Supervision Form

Case Formulation Form

Problem Evaluation Form

Goal Setting and Intervention Determination Template

Peer Evaluation Form Regarding Psychological Counselor Candidate's Performance

Termination Form

Client Referral Form

Forms to be filled out by the client

Client Session Evaluation Form

Draft forms prepared as recommendations regarding related forms are presented in Appendix 1.

6b. Forms that the supervisor faculty member can benefit from in evaluation

Individual Psychological Counseling Practice General Evaluation Rubric Example

Rubric Example of Documents and Materials Required to be Submitted within the Scope of Interview Content

Rubric Example Regarding Psychological Counseling Skills For Individual Psychological Counseling Practice Course

Rubric Example Regarding Process Skills For Individual Psychological Counseling Practice Course

Peer Evaluation Form Regarding Psychological Counselor Candidate's Performance (The relevant form will be used by students to give feedback to their peers and if deemed appropriate, forms can be examined and utilized by the supervisor in evaluating success)

(If any) Having received sufficient points in exams

Criteria determined by the supervisor at the beginning of the semester regarding documents and reports of practices expected from the psychological counselor candidate within the scope of the course can be used. The form containing criteria regarding the relevant scoring key is presented as a draft in recommendation nature in APPENDIX 2.

6c. Scope of Forms That Can Be Used

Announcement Example to be Made to Find Clients: Covers the contents of announcements that psychological counselor candidates will make on various platforms to find clients.

Pre-Interview Form: Consists of questions arranged to have information about the client before starting sessions with the client.

Pre-Interview Evaluation Form: Consists of questions helping to evaluate the pre-interview made with the client together with the supervisor and to decide whether the client can be accepted or not.

Face-to-face or Online Informed Consent Form: It is a form prepared to obtain the client's approval regarding psychological counseling sessions to be held face-to-face or Online, containing information about client rights and the psychological counseling process. Prepared separately for sessions to be held Face-to-face and Online.

Parent Clarification Text and Informed Consent Form: It is a form ensuring that the client's parent receives information about client rights and the psychological counseling process in case psychological counseling sessions are held with individuals under 18.

History Taking Information Form: The form providing the opportunity to obtain more detailed information belonging to the client consists of detailed questions regarding different life areas of the client.

Psychological Counseling Session Transcript Template: It is a template regarding transcribing conversations in audio and / or video recordings belonging to psychological counseling sessions prepared by psychological counselor candidates.

Transcript Time-Skill and Time-Stage Record Form: It is a form consisting of main themes and titles allowing to examine transcripts regarding psychological counseling sessions and at which minutes skills and interventions were applied in video recordings and how which stage of psychological counseling stages was realized.

Session Summary Form: Consists of questions helping the psychological counselor candidate to evaluate the session by explaining the skills used or to be used and interventions-strategies applied after each session and to make planning regarding the next session.

Psychological Counselor Session Evaluation Form: Consists of questions allowing the psychological counselor candidate to evaluate themselves for each conducted session.

Client Session Evaluation Form: Consists of questions allowing the client to evaluate themselves, the session, and the psychological counselor candidate for each session after psychological counseling sessions.

Supervision Form: Covers the title and content that will help the psychological counselor candidate to make systematic preparation for the supervision they will receive after each session.

Case Formulation Form: Consists of main theme titles allowing the conceptualization of the problem/problems brought by the client by handling them in detail, relationally and holistically and the psychological counselor to systematically plan the path to follow.

Problem Evaluation Form: Consists of questions allowing the definition and detailed handling of the problem/problems brought by the client in the problem definition stage.

Goal Setting and Intervention Determination Template: Covers the figure allowing to see the basic goals, sub-goals and objectives desired to be reached when counseling sessions end regarding defined problem/problems and intervention techniques to realize these objectives as a whole.

Peer Evaluation Form Regarding Psychological Counselor Candidate's Performance: This form consists of items aimed at ensuring the evaluation of the psychological counselor candidate by their peers and receiving feedbacks. The relevant form can be used to increase the effectiveness of group supervision and the participation of psychological counselor candidates in supervision, as well as utilized by the supervisor in success evaluation criteria if deemed appropriate.

Termination Form: Covers content allowing the brief evaluation of the process and how psychological counseling sessions were terminated.

Client Referral Form: Consists of explanations to be filled in case a situation requiring the referral of the client to another helping profession expert is encountered.

Draft forms prepared as recommendations regarding related forms are presented in Appendix 1.

7. START AND END TIMES OF INDIVIDUAL PSYCHOLOGICAL COUNSELING PRACTICES

Both "Individual Psychological Counseling Practice 1" course and "Individual Psychological Counseling Practice 2" courses are seen as 2 credits as 1+2 in the current "YÖK-2018 RPD Undergraduate Program". It is recommended to increase the current credit of the course to $2+2=3$ credits within the framework of the course content and learning outcomes. Within this framework, for the theoretical part of the course, weekly supervision (individual, triadic, group, peer, and live) regarding individual psychological counseling sessions conducted by students with the supervisor faculty member at the university will be given for 14 weeks and as 1 credit/hour in its current state and 2 credits/hour in its recommended state for each week. For the practice part of the course, for 14 weeks and as 2 credits/hour in its current and recommended state in the first weeks, preparations for finding volunteer clients (announcement, poster, advertisement, etc.) and sharing with the supervisor before the announcement and in-class role-playing studies with peers will be done before students start individual psychological counseling practices with real clients.

In the remaining weeks of the course, in the practice part, the course will be conducted in the form of theory and practice totaling 14 weeks by expecting students to conduct individual psychological counseling practices with real clients for at least 8 sessions and prepare their documents for receiving supervision after practice (transcript, session reports, planning of the next session, relevant forms, etc.).

8. COURSE REQUIREMENTS

1. Doing individual psychological counseling with the same client: The psychological counselor candidate realizing all of the psychological counseling stages with the same client for at least 8 sessions.

2. Regular participation in group supervisions: Fulfilling weekly responsibilities such as participation in role-playing activities, giving feedback to peers, participation in in-class exercises and discussions, transcript, individual psychological counseling report, presentation preparation, self-evaluation, etc.

3. Recording psychological counseling sessions and submitting to the supervisor: To the extent of possibilities, making audio and video recordings of all sessions is expected. Video recording is considered important. In video recordings, it is important that the psychological counselor's face and body are fully visible.

4. Coming prepared to supervision and giving peer feedback: Every student is expected to come prepared to the supervision session and participate actively in the supervision session by giving feedback to classmates. In peer feedback, "Peer Evaluation Form Regarding Psychological Counselor Candidate's Performance" can be used.

5. Doing the next session after receiving feedback from the supervisor: Showing participation in individual, triadic, and group supervisions given regarding psychological counseling sessions (The student cannot conduct psychological counseling sessions without receiving 2 consecutive supervisions).

6. Session summary form: Submitting the summary report regarding the session together with the recording of each session.

7. Transcript or transcript time-skill record sheet: Creating and submitting to the supervisor the transcript time-skill record sheet showing transcripts regarding the session or at which minutes skills and interventions were applied in video recordings together with the recording of each session.

8. Individual psychological counseling practice file: Submission of the file containing other forms and reports that psychological counselor candidates' supervisors may request as a requirement of the course throughout the semester within the scope of the individual psychological counseling practices course to the supervisor and destruction within the determined time in accordance with KVKK.

9. SUCCESS EVALUATION CRITERIA

Evaluation of Therapeutic Skill Practices: Evaluation of therapeutic skills expected to be used by psychological counselor candidates in each session according to their positive and negative uses (See, Sample Form: Rubric Regarding Application of Therapeutic Skills).

Evaluation of Interventions Used in Sessions: Making a scoring regarding skills of being able to apply emotional, behavioral, cognitive, and interactional / relational interventions in place (see, Appendix 2 Form 4).

Evaluation of the level of fulfillment of course requirements: The supervisor making scoring regarding the psychological counselor candidate fulfilling the course requirements explained above and required to be fulfilled.

Evaluation of the psychological counselor candidate conducting sessions in accordance with psychological counseling process skills: Evaluation of the psychological counselor candidate performing psychological counseling sessions in accordance with process skills (see, Appendix 2 Form 4).

Evaluation of peer feedbacks: Examining peer evaluations regarding the psychological counselor candidate's performance and the supervisor making scoring (see Appendix 2, Form 5).

Evaluation of additional works requested by the supervisor supporting learning outcomes (if any): Evaluation of requested additional works such as reading-summarizing books related to psychological counseling and psychotherapy, participating in written exams, watching therapy videos for the psychological counselor candidate to improve themselves if any.

10. DETERMINATION OF ASSESSMENT AND EVALUATION TOOLS OF THE COURSE FOR LEARNING OUTCOMES

Rubric prepared by the supervisor regarding practices and reportings expected from psychological counselor candidates within the scope of the course can be used.

Form examples containing criteria regarding the relevant scoring key are presented as drafts in recommendation nature in Appendix 2.

11. APPROPRIATE ETHICAL BEHAVIORS

Psychological counselor candidates;

Know and apply "Psychological Counseling Code of Ethics" published by the Turkish Psychological Counseling and Guidance Association (2021).

Adopt and apply "Ethical Principles of Guidance and Psychological Counseling Services" defined in the "Guidance and Psychological Counseling Services Ethical Directive" published by the Ministry of National Education (2020).

The supervisor faculty member is responsible for psychological counselor candidates applying appropriate ethical behaviors.

Appendices

Appendix 1: Forms That Can Be Presented to Students

Form 1: Pre-Interview Form

Form 2: Pre-Interview Evaluation Form

Form 3: Informed Consent Form (Face to Face)

Form 4: Informed Consent Form (Online)

Form 5: Parent Clarification Text And Informed Consent Form

Form 6: Client History Taking Information Form

Form 7: Psychological Counseling Session Transcript Template

Form 8: Transcript Time-Skill Record Sheet 1

Form 9: Transcript Time-Stage Record Sheet

Form 10: Session Evaluation Report Form

Form 11: Psychological Counselor Session Evaluation Form

Form 12: Client Session Evaluation Form

Form 13: Supervision Form

Form 14 Problem Evaluation Form

Form 15: Goal Setting and Intervention Determination Template

Form 16: Case Formulation

Form 17: Psychological Counseling Termination Report

Form 18: Psychological Counselor Self and Process Evaluation Form

Form 19: Individual Psychological Counseling Process Evaluation Form

Appendix 2: Forms That the Supervisor Faculty Member Can Benefit From in Evaluation

Form 1: Individual Psychological Counseling Practice General Evaluation Rubric Example

Form 2: Document And Materials Rubric Example That Should Be In The Student File Within The Scope Of Individual Psychological Counseling Practice

Form 3: Rubric Example For Psychological Counseling Skills For Individual Psychological Counseling Practice Course

Form 4: Rubric Example For Process Skills For Individual Psychological Counseling Practice Course

Form 5: Peer Evaluation Form Regarding Psychological Counselor Candidate's Performance

References