CNL 8670
GRADUATE INTERNSHIP MANUAL

Marriage and Family Counseling

Department of Human Services
College of Education and Human Services
Wright State University
108 Allyn Hall
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The Department of Human Services, Marriage and Family Program is proud to announce that the Ohio Counseling, Social Worker, and Marriage and Family Therapy Board has approved the program for Marriage and Family Therapy licensure (MFT). This approval is in addition to the existing approval of program graduates being eligible for licensure as professional counselors (PC). Marriage and Family students interested in pursuing the MFT license must complete the following:

All required courses in the Marriage and Family Program of Study:

RHB 701 (CNL 6010) Theories of Counseling  
CNL 863 (CNL 6020) Techniques of Counseling  
EDL 751 (CNL 6030) Educational Statistics and Research  
CNL 779 (CNL 7260) Marriage and Family Counseling  
CNL 663 (CNL 6200) Mental Health  
CNL 667 (CNL 6220) Group Background and Theory  
Or  
CNL 767 (CNL 7220) Group Process in Counseling  
CNL 762 (CNL 7240) Career Development  
**CNL 769 (CNL 8600) Techniques of Child Counseling (only required for MFT)**  
Or  
**CNL 778 (CNL 8600) Techniques of Play Therapy (only required for MFT)**  
CNL 780 (CNL 7260) Systems Theory and Family Counseling  
CNL 781 (CNL 7800) Advanced Techniques of Family Counseling  
CNL 782 (CNL 7800) Advanced Techniques of Marital Counseling  
CNL 670 (CNL 8000) Human Sexuality Counseling  
CNL 972 (CNL 7280) Legal, Professional, and Ethical Issues in Human Services  
(Must contain AAMFT Code of Ethics)  
CNL 971 (CNL 7270) Counseling for Life-Span Development  
CNL 973 (CNL 7290) Social and Cultural Foundations in Counseling  
RHB 705 (CNL 7230) Behavioral Assessment  
CNL 865 (CNL 8650) Practicum  
CNL 867 (CNL 8670) Internship (600 hours, 240 must be direct client contact with a minimum of 150 hours counseling individuals, couples, families, and groups; site supervisor can be a PCC-S, however suggested dual license as IMFT whenever possible)

Total hours for MFT: 80

In order to qualify for professional counseling (PC) licensure, Marriage and Family Counseling majors must also take the following courses:

CNL 950 (CNL 9500) Personality Theory & Psychopathology  
CNL 951 (CNL 9510) Clinical Assessment in Counseling  
CNL 952 (CNL 9520) Diagnosis and Clinical Counseling  
CNL 953 (CNL 9530) Case Formulation and Clinical Counseling

Total Hours for PC: 92  
Total Hours for both MFT and PC: 96  
Marriage and Family Counseling program advisor:  
Stephen Fortson, (937) 775-4467
The master's degree program in Marriage & Family is offered by the Department of Human Services in the College of Education and Human Services at Wright State University. The faculty provides internship students with skills to work in a wide variety of human service settings. The internship experience is viewed as the culminating experience for our graduate students and takes place in many different settings primarily throughout southwestern Ohio.

**PURPOSE OF MANUAL**

The purpose of this manual is to provide the faculty, intern, and internship supervisor with guidelines for the internship experience. It is designed to provide a liaison between Wright State University's Counselor Education program and the various sites that voluntarily accept our interns. Therefore, this manual has been developed in order to communicate more explicitly the procedures and requirements relative to the internship.

**COLLEGE OF EDUCATION AND HUMAN SERVICES REQUIREMENTS FOR INTERNSHIP**

In addition to the following prerequisite experiences, prior to receiving departmental approval for internship, students are to be in good standing in the College of Education and Human Services and maintain a grade point average of 3.0.

**PREREQUISITE EXPERIENCES**

**Marriage and Family Counseling Majors**

For Marriage & Family Counseling the following courses must be completed with a grade of "B" or better before beginning CNL 8670:

- 4(3) hours- RHB 701 (CNL 6010) - Counseling Theory and Practice
- 4(3) hours- CNL 863 (CNL 6020) - Techniques of Counseling
- 4(3) hours- EDL 751 (CNL 6030) - Statistics, Research & Program Evaluation
- 4(3) hours- CNL 663 (CNL 6200) - Clinical Pathology in Counseling
- 3 hours - CNL 670 (CNL 8000) - Human Sexuality Counseling
- 4(3) hours- CNL 779 & 780 (CNL 7260) - Marriage and Family Counseling
- 4(3) hours- CNL 781 & 782 (CNL 7800) - Systemic Techniques in Marriage & Family Counseling
- 4(3) hours- CNL 972 (CNL 7280) - Professional Orientation, Ethical Standards & Legal Issues in Counseling
- 4(3) hours- CNL 973 (CNL 7290) - Multicultural Counseling
- 4(3) hours- RHB 705 (CNL 7230) - Assessment and Evaluation in Counseling
- 4(3) hours- CNL 767 (CNL 7220) - Group Process

**OR**

- 4(3) hours CNL 667 (CNL 6220) - Group Background and Theory

The following course must be completed with a Passing grade on a Pass/Fail grading system:

- 4 (3) hours- CNL 865 (CNL 8650) - Individual & Group Practicum
Portfolio Requirement  
Marriage and Family Counseling

All Marriage and Family Counseling students are required to submit artifacts that will be used to make up their academic portfolio. These artifacts represent the six strands of the College of Education and Human Services Conceptual Framework. The strands of the Conceptual Framework include:

1. Pedagogical Content Knowledge  
2. Technology  
3. Emotional Intelligence  
4. Professionalism  
5. Diversity  
6. Content Knowledge

Components of the Conceptual Framework

Content Knowledge (Strand 1)  
*Counselor Education candidates are knowledgeable in their chosen fields.*

This strand represents our commitment to assuring professional counselors are knowledgeable in their chosen fields and can impart this knowledge to help all clients learn, achieve goals, or change behaviors. This knowledge is not limited to known and existing information, but includes the ability to generate and understand innovations in the field, and the possession of the skills and dispositions necessary to remain current in the field. Content Knowledge includes a broad general foundation in the arts and sciences, as well as a depth of knowledge appropriate for each level of expertise in a specific field. Content Knowledge is essential for critical thinking and problem solving in a professional role.  
Content Knowledge interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Content Knowledge is necessary to make appropriate clinical decisions based upon one’s knowledge of diverse groups, of technological applications to support learning, of emotional intelligence to establish rapport and communicate effectively, and of the qualities and dispositions of a professional counselor.

Pedagogical Content Knowledge (Strand 2)  
*Counselor candidates demonstrate appropriate pedagogical content knowledge to help all clients achieve their stated goals.*

This strand represents our commitment to assuring professional counselors are knowledgeable and able to integrate knowledge of human development, behavior and learning, counseling theories and techniques, and content-appropriate strategies to provide effective intervention and assessment for all clients. Pedagogical Content Knowledge is the ability to contextualize clinical practice based upon knowledge of how people learn/change in a particular content area and how that learning or change can best be facilitated. Professional counselors should be able to demonstrate pedagogical content knowledge by anticipating and recognizing common misconceptions, typical misunderstandings, and developmentally appropriate responses to instruction and assessment for the content area.

Pedagogical Content Knowledge interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Pedagogical Content Knowledge is necessary to make appropriate pedagogical decisions based upon complex interconnections with the other strands. Pedagogical Content Knowledge interacts with pedagogical knowledge to develop content appropriate intervention and assessment in the context of understanding the diversity of clients' backgrounds, experiences, motivations, goals, abilities and interests. Other interactions include the potential for technology to broaden the scope of readily accessible knowledge and enhance instruction, behavior change, the impact of emotional intelligence on knowledge
acquisition, and the professional qualities and dispositions of the counselor.

**Diversity (Strand 3)** Counselor candidates are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings.

This strand represents our commitment to assuring counselors are knowledgeable, competent, and sensitive in working with diverse populations and in diverse settings. This strand includes valuing diversity as socially and culturally beneficial, appreciating the contributions of diverse populations, understanding how to adapt personal responses and professional practices in different contexts, and supporting equitable access and outcomes for all populations.

Diversity interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Diversity is an important component in framing content knowledge, delivering services to meet individual, family and community needs, making pedagogical decisions and applying technology to facilitate learning/change. Diversity is fused with the development of Emotional Intelligence and Professionalism to facilitate sensitive, respectful and effective communication in all settings.

**Technology (Strand 4)** Counselor candidates apply appropriate technology to add value to the counseling process.

The technology strand represents the program’s commitment to assuring counselors are knowledgeable and able to make thoughtful, appropriate applications of technology to add value to the counseling process, to determine the essential conditions for effective use, and to understand its powerful role in shaping individual lives and society.

Technology interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Technology is an important component in making appropriate content and pedagogy decisions related to appropriate assessment and intervention, research requirements, and information technology literacy requirements. Technology can support the application of emotional intelligence to enhance client outcomes for diverse populations through innovative options for intervention and assessment. Technology can also support professionalism by facilitating productivity, planning, and clinical and administrative functions.

**Professionalism (Strand 5)** Counselor candidates understand and demonstrate the qualities and dispositions of professionals.

This strand represents our commitment to assuring counselors and candidates demonstrate the qualities and dispositions of professionals. Professionalism is demonstrated through communication and collaboration skills evidenced in interactions with other professionals, community members, clients, and families. Team building and the principles of lifelong learning are included in the shared values of human services professions.

Professionalism interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Professionalism is an important component in guiding content knowledge applications and therapeutic decisions, communicating effectively with technology, appropriately demonstrating the five emotional intelligence attributes (as listed below), and in engaging in relationships with diverse populations or in diverse settings.

**Emotional Intelligence (Strand 6)** Counselor candidates develop Emotional Intelligence and are cognizant of its significance as a positive disposition in counseling, therapy, and practice.

Faculty identified Emotional Intelligence as a critical disposition in the development of candidates. This strand represents a commitment to assuring professional counselors develop Emotional Intelligence and are cognizant of the significant role Emotional Intelligence plays in effective counseling, learning, and development. Emotional Intelligence includes:
1) An awareness of one’s own emotions and the emotions of others (competence)
2) Constructively expressing and controlling feelings (self-regulation)
3) A recognition that life is full of choices and each person is responsible for his or her decisions’ and actions (motivation)
4) The ability to take the perspective of others (empathy) listening to others, understanding others, interpreting guidelines for social relationships, and cooperating as a team member (social skills)

Emotional Intelligence interweaves with the other five strands in the Conceptual Framework to develop the art and science of teaching/leadership/counseling. Emotional Intelligence is an important component in learning and guides professional practice in selecting content, pedagogy/techniques, and technology to facilitate learning and/or behavior change/growth for diverse populations.

**Submission Requirements:**

Practicum Application must include:

**Diversity Strand:** CNL 973 (CNL 7290) graded Reflection Paper (i.e., Life History, Reaction Paper, Cultural Visit Paper). Grade must be “B” or better.

**Technology Strand:** PowerPoint, Excel, Pilot, or Elluminate Live (Blackboard collaborate) assignment. Grade must be “B” or better

**Professionalism Strand:** Professional resume from CNL 972 (CNL 7280). Grade must be “B” or better.

**Emotional Intelligence Strand:** RHB 705 (CNL 7230) Emotional intelligence assessment (results).

Last semester of enrollment students must submit the following artifacts:

**Content Knowledge Strand:** NBCC exam or department comprehensive exam results (evidence of passing)

**Pedagogical Content Knowledge Strand:** CNL 865 (CNL 8650) and 867 (8670) Site Supervisor Practicum and Internship Evaluations. Completed Impact on Client Needs forms that reflect successful interventions.

Note: All portfolio artifacts will be housed in student’s department folder.
PURPOSE OF THIS COURSE

This course is designed to place students in the field, under supervision, to deliver counseling services to their clients. The student will receive supervision from a university and an internship site supervisor. In effect, it is a professional experience utilizing all skills and competencies of a counselor in a professional mental health setting or school.

CNL 8670 COURSE OBJECTIVES

In addition to the competencies described for CNL 863 (CNL 6020) and CNL 865 (CNL 8650) upon completion of CNL 8670, the intern will:

Knowledge:
1. Describe the behavioral effects of counseling strategies.
2. Describe the effects of counselee behavior on the counseling process and on counselor behavior.
3. Describe nonverbal behavior of counselees and counselors.
4. Summarize major counseling session themes.
5. Understand case formulation.
6. Understand the rationale for and use of treatment plans and progress notes.
7. Understand the process of referral.
8. Describe the major dynamics of the counselee as he/she relates to self, counselor, and environment.
9. Describe current medical status of counselees as appropriate.
10. Describe group dynamics.
11. Identify counseling and consultation theories including individual and systems perspectives as well as research and factors in applications.
12. Demonstrate an understanding of counselor and/or consultant characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
13. Demonstrate an understanding of client and/or consultee characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances.
15. Describe roles of counselors in a variety of settings and the relationship between counselors and other professionals in these settings.
16. Understand organizational, fiscal, and legal dimensions of the institutions and settings in which counselors practice.
17. Identify theories and techniques of needs assessment to design, implement, and evaluate counseling interventions, programs, and systems.
18. Identify client characteristics of individuals served by counseling services, including the effects of socioeconomic status, employment, aging, gender, culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence.
19. Describe principles of program development and service delivery for clients based on assumptions of normal development, including prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help.
20. Identify principles of conducting an intake interview and history for planning counseling interventions.
21. Identify administration and organizational issues.
22. Knowledge of program evaluation procedures.
Performances:
1. Practice holistically as a professional.
2. Demonstrate basic interviewing, assessment, counseling and consultation.
3. Demonstrate an understanding of counseling theory as it relates to the application technique.
4. Demonstrate an understanding of cultural differences as they relate to counseling practices.
5. Demonstrate an understanding of the role and function of the counselor.
6. Demonstrate an understanding of counseling theory.
7. Demonstrate an understanding of problems and concerns many individuals confront (e.g. self concept development).
8. Demonstrate an understanding of the law and professional ethics as they apply to counseling and consultation.
9. Demonstrate an understanding of the facilitation role.
10. Demonstrate the understanding of the planning process as it relates to group counseling.
11. Demonstrate effective strategies for promoting client understanding of and access to community resources.
12. Demonstrate individual and group counseling and guidance approaches appropriate for the developmental stage and needs of clients.
13. Demonstrate group guidance approaches that are systematically designed to assist clients with developmental tasks.
14. Demonstrate developmental approaches to assist clients at points of educational transition.
15. Demonstrate methods of consultation, and treatment team staffing procedures.
16. Demonstrate time management skills.
17. Demonstrate client advocacy.
18. Demonstrate record keeping skills.

Dispositions
1. Demonstrate professionalism by the manner in which he/she conducts him/herself.
2. Practice according to ACA, NCC, and IAMFC Code of Ethics.
APPLICATION PROCEDURE

The following procedures are required in order to register for CNL 8670:

1. The student needs to submit an application (Appendix 1) with their completed and signed (by the advisor and Dr. Fortson) Program of Study, Academic Transcript, and proof of insurance to the Graduate Assistant for Practicum and Internship in the office of the Department of Human Services, 108 Allyn Hall, by the dates specified below for each semester of CNL 8670.

   **Summer Semester and Fall Semester – February 15**
   **Spring Semester - October 10**

   Applications apply for one semester only - students MUST apply each semester they plan to register for Internship.

   The student must supply verification of liability insurance at the time of EACH application. A photocopy of the insurance policy or letter of acceptance from the insurance company will fulfill this requirement. Checks or applications for insurance will not be accepted. Student applications to join the American Counseling Association (ACA) and applications for ACA Professional Liability Insurance are available in 108 ALLYN HALL.

   A copy of the student’s academic advising report from Wings Express must be attached to this application to verify prerequisite coursework has been completed.

2. A student will be admitted to internship if all prerequisites have been met (see page 3) for internship. **Note:** Sometimes it is not possible to accommodate all students applying for internship as class size is limited. Students not permitted to register one semester will be given priority the next semester. A priority list will be developed based on the following criteria if this should occur:
   a. full time students on leave of absence or sabbatical
   b. percentage of coursework completed in the program (students with greater percentage of coursework completed are given priority)
   c. grade point average (G.P.A.)
   d. order in which completed paperwork is submitted (i.e., first come, first serve)

3. Students will be assigned to the internship as follows:
   a. The student will be notified by mail of conditional acceptance into CNL 8670.
   b. The student will be given approximately two weeks from receipt of the conditional letter of acceptance to return the completed paperwork to the Graduate Assistant for Practicum and Internship in the office of Department of Human Services (108 ALLYN HALL). In order for the student to be given departmental approval for registration into CNL 8670 the following paper work must be completed and submitted: Appendix 2 - Contract with signatures of, Site Supervisor(s) and Student (the original and 1 copy); Appendix 3 - Site Supervisor Information Sheet including a copy of the supervisor’s license(s) (the original and 1 copy); Appendix 4 - Site Information Sheet (the original and 1 copy).
   c. After departmental approval has been given, the student will be notified when a registration slip will be available for the student to pick up from the Department of Human Services in 108 ALNY HALL for the student to turn in to the Registrar’s Office. Registration slips can be mailed or faxed to long distance students to be signed and returned to the Registrar’s Office.

4. Policies
   a. **All deadlines are strictly enforced.**
   b. The application process is current for one semester only.
   c. If a student drops the class or does not register for the internship without notifying the Graduate Assistant for Practicum and Internship, the student will not be eligible for
internship the following semester, unless, after all applications have been received, there is space available in an internship section.

Registration Options and Requirements for Marriage and Family Counseling

The following are minimum internship requirements. The student is required to complete a total of 6 credit hours of CN 8670 for a minimum of 600 clock hours at his/her internship site with a minimum total of 240 direct client contact clock hours. One credit hour equals 100 clock hours on site. This may be accomplished in one of the following sequences for the 15-week Fall & Spring semesters:

1) 2 credit hours per semester
   a. A minimum of 14 direct hours per week at the site (200 clock hours minimum per semester).
   b. A minimum of 80 direct client contact clock hours per semester (these 80 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum met of 10% or 8 clock hours of the direct client contact in individual/family/couples counseling and a minimum of 10% or 8 clock hours of the direct client contact in group work).
   c. A minimum of 1 clock hour per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
   e. Student must track 3 clients' progress to conduct an impact on student learning/client needs form the last semester of internship.

2) 3 credit hours per semester
   a. A minimum of 20 clock hours per week at the site (300 clock hours minimum per semester).
   b. A minimum of 120 direct client contact clock hours per semester (these 120 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum of 10% or 12 clock hours of the direct client contact in individual/family/couples counseling and a minimum of 10% or 12 clock hours of the direct client contact in group work).
   c. A minimum of 1 clock hour per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
   e. Student must track 3 clients' progress to conduct an impact on student learning/client needs form the last semester of internship.

3) 4 credits for 1 semester
   a. A minimum of 27 clock hours per week at the site (400 clock hours minimum over the course of the semester).
   b. A minimum of 160 direct client contact clock hours per semester (these 160 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum of 10% or 16 clock hours of direct client contact in individual/family/couples counseling and a minimum of 10% or 16 clock hours of the direct client contact in group work).
   c. A minimum of 1.5 clock hours per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
   e. Student must track 3 clients' progress to conduct an impact on student learning/client needs form the last semester of internship.

4) A combination of options 1), 2), or 3) totaling 6 credit hours for CNL 8670.
The sequences are as follows for a 12-week *Summer semester*:

1) **2 credit hours**
   a. A minimum of 17 clock hours per week at the site (200 clock hours minimum over the course of the semester).
   b. A minimum of 80 direct client contact clock hours per semester (these 80 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum met of 10% or 8 clock hours of the direct client contact in individual/family/couples counseling and a minimum of 10% or 8 clock hours of the direct client contact in group work).
   c. A minimum of 1 clock hour per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
   e. Student must track 3 clients' progress to conduct an impact on student learning/client needs form the last semester of internship.

2) **3 credit hours**
   a. A minimum of 25 clock hours per week at the site (300 clock hours minimum over the course of the semester).
   b. A minimum of 120 direct client contact clock hours per semester (these 120 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum of 10% or 12 clock hours of the direct client contact in individual/family/couples counseling and a minimum of 10% or 12 clock hours of the direct client contact in group work)
   c. A minimum of 1.5 clock hours per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
   e. Student must track 3 clients' progress to conduct an impact on student learning/client needs form the last semester of internship.

3) **4 credits**
   a. A minimum of 34 clock hours per week at the site (400 clock hours minimum over the course of the semester).
   b. A minimum of 160 direct client contact clock hours per semester (these 160 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum of 10% or 16 clock hours of direct client contact in individual/family/couples counseling and a minimum of 10% or 16 clock hours of the direct client contact in group work)
   c. A minimum of 1.75 clock hours per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
   e. Student must track 3 clients' progress to conduct an impact on student learning/client needs form the last semester of internship.
REQUIREMENTS AND RESPONSIBILITIES

University Supervisor

Formal evaluation (in consultation with site supervisor) and periodic monitoring of the internship experience will be conducted throughout the internship. The University Supervisor will be available for consultation with the Site Supervisor personally, by phone, e-mail, and may make an on-site visit to monitor the internship student’s progress.

Student

Students are expected to complete the following requirements:
1) **Contact** - Students are required to attend weekly university supervisory sessions.
2) **Log** - A log (time log attached on website) of internship experience must be maintained, indicating dates and number of hours at the site, number of hours and type of direct client contact (individual, group, couple/family), hours of individual supervision.
3) **Taping** - Student's are required to tape (audio or video) a minimum of one session per week. Students must obtain permission to tape from their Site Supervisor and written permission from the client(s). Students must comply with the rules and regulations of the site and the ACA, NBCC, and IAMFC Code of Ethics related to taping sessions. The tapes are intended to be used as a learning tool for the student and will be reviewed by the University Supervisor for the purpose of evaluation.
4) **Orientation** - Students are required to participate in supervised site orientation prior to the start of internship. Students should become familiar with site operations, resources, professional literature, computer systems, referral procedures, assessment instruments and any other mechanisms crucial to the site operation.
5) **Internship Student Evaluation** - Each internship student is expected to provide his/her Site Supervisor with the CNL 8670 Internship Evaluation Form (Appendix 5) during the first week of the semester. The student is responsible for ensuring that the evaluation form is sent to the University Supervisor no later than the fifteenth (15th) week of the semester in which internship occurs.
6) **Internship Site Evaluation** - Internship Students are required at the end of each semester to provide for the University Supervisor a completed Site Evaluation form (Appendix 6) that will be filed in a Practicum/Internship binder (located in 108 ALLYN HALL) for reference by future students seeking internship sites. (Due fifteenth (15th) week of the semester).
7) **Supervision Registration** - All interns must register their internship site, supervisor and anticipated hours of supervision and supervised experience with the Ohio Counselor and Social Worker Licensure Board (Appendix 8). Exceptions to this requirement may be waived if requested.

Internship Site and Site Supervisor

1) The intern must choose a site that is based on the intern's career goals (e.g., an intern for marriage and family must be placed in a setting where he/she can do actual marriage and family counseling. The intern will be expected to carry out professional duties that a paid staff member at the site is expected to perform (such as counseling, writing treatment plans, updating case notes, attending staff meetings). The opportunity for taping client sessions is required and must follow ACA, NBCC, and IAMFC guidelines.
2) The site supervisor must have a minimum of a M.S./M.A. in counseling and be a Professional Clinical Counselor (PCC) with supervisor designation. The site supervisor must have a minimum of two (2) years of relevant professional experience. In addition, the site supervisor should have a knowledge of program’s expectations, requirements, and evaluation procedures for students.
3) The Site Supervisor agrees to provide a minimum of one (1) hour of direct individual supervision for up to twenty (20) clock hours that the student spends at the site per week. The Site Supervisor also agrees to be available by phone and on-site visits with the University Supervisor for consultation concerning the student's progress. By the 15th week of the academic semester the Site Supervisor will complete an Internship Student Evaluation, provided by the student, reviewed with the student, and returned to the
student in order for the student to return the evaluation to the University Supervisor, Department of Human Services (108 ALLYN HALL) no later than the fifteenth (15th) week of the semester.

4) If students use their place of employment as the internship site, arrangements must be made for them to be supervised by someone other than their regular supervisor and do their work in an area other than that in which they are employed (if place of employment please note how this is being done on your contract).

PROGRAM FACULTY

Program faculty offices are located in 108 Allyn Hall. Program faculty may be reached by phone at 937-775-2075.

Stephen Fortson, Ed.D., LPCC
Phyllis Henderson, Ed.D., LPC, NCSC
Adrianne Johnson, Ph.D.
Joseph Keflerl, Rh.D., CRC
Gina Oswald, Ph.D., CRC
Carl Sabo, Ph.D.
Eileen Self, Ph.D., NCC, Psychologist
Donna Tromski-Kingshirn, Ph.D., PCC, NCC
Richard Wantz, Ed.D., NCC, Psychologist
APPENDIX 1
Wright State University
College of Education and Human Services
Department of Human Services
108 Allyn Hall
Dayton, Ohio 45435
(937) 775-2075

Marriage and Family Counseling Application For Internship - CNL 8670

Application for: (please check appropriately) _____ Summer _____ Fall _____ Spring Year:_____  

Deadlines For Application: Summer & Fall – February 15, Spring - October 10

1. Name__________________________________________________________________________  
Address__________________________________________________________________________  
City______________________________ State________ Zip Code__________________________  
Phone____________________________ Home____________ Work__________________________  
University ID Number______________________________________________________________  
Email: ____________________________________________________________________________  

2. Will this be your first semester of CNL 8670? _____ Yes _____ No  

3. Number of credit hours desired: (Please check one)  

Fall & Spring semesters:  
___ 2 credit hours (min. 14 hours per week at site)  
___ 3 credit hours (min. 20 hours per week at site)  
___ 4 credit hours (min. 27 hours per week at site)  

Summer semester:  
___ 2 credit hours (min. 17 hours per week at site)  
___ 3 credit hours (min. 25 hours per week at site)  
___ 4 credit hours (min. 34 hours per week at site)  

4. Please indicate when you completed the following prerequisites and the grade received:

<table>
<thead>
<tr>
<th>Prerequisites</th>
<th>Grade</th>
<th>Qtr./Sem. Completed</th>
<th>Grade</th>
<th>Qtr./Sem. Completed</th>
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<tr>
<td>RHB 701 (CNL 6010)</td>
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<td>CNL 863 (CNL 6020)</td>
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<td>CNL 667 (CNL 6220)</td>
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<td>CNL 767 (CNL 7220)</td>
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<td>RHB 705(CNL 7230)</td>
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<td>CNL 973 (CNL 7290)</td>
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Marriage and Family Counseling Internship Manual Revised Spring 2014
5. **List courses in which you are presently enrolled.**

<table>
<thead>
<tr>
<th>Course No.</th>
<th>Instructor</th>
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</table>

6. **Verification of liability insurance must be attached to this application.** No student shall be admitted to internship without such documentation.

7. **A copy of your academic advising report from Wings Express must be attached to this application.** No student shall be admitted to internship without such documentation.

8. Approximate number of credit hours completed to date ______________

9. Anticipated date of graduation ______________

10. _____ Full-time student  or  _____ Part-time student

11. Are you on an approved, limited leave of absence or sabbatical?
   
   _____ Yes  _____ No  If yes, please attach appropriate documentation from employer.

12. Registration Commitment:

   **By signing below for this class, CNL 8670:**

   (1) I acknowledge the commitment of the Department of Human Services to hold a place for me until the mass registration date for this term, as class size allows.

   (2) I accept the responsibility for registering as indicated. I realize that failure to do so on my part deprives another student of the opportunity and leaves the Department with partially filled classes, and that my slot may be given to a student on the waiting list.

   (3) If conditions arise so that registration is not possible, I will notify the Department Practicum/Internship Graduate Assistant before the mass registration date for the term.

   (4) I certify that I will have completed all prescribed course work and that I am eligible to take the course designated.

   (5) I understand that failure to register and/or failure to provide notification may result in my being denied the opportunity to take this course for the next term.

13. Comments:

Signature________________________________________ Date ____________________________

Student Name________________________________________ Date ____________________________
APPENDIX 2
Wright State University
College of Education and Human Services
Department of Human Services
108 Allyn Hall
Dayton, Ohio 45435
(937) 775-2075

SEMINISTER: Fall_____Spring _____ Summer _____ Year ____________

Marriage and Family Counseling Internship Contract / Memo Of Understanding - CNL 8670

*Please submit 2 copies

Student Name: __

Site Name: __

Site Address: __

City: __ State: __ Zip: __

Phone: __

This Memo of Understanding is entered into between
Dr./Mrs./Mr./Ms. ______________________________ (Site Supervisor’s name), site supervisor for ______________________________ (student’s name), an internship student from Wright State University, College of Education and Human Services, Counselor Education Program as represented by ______________________________ (University Supervisor’s name).

The site supervisor agrees to assume responsibility for assisting the internship student in conducting counseling activities related to his/her internship experience. These activities are here defined between the student and the College of Education and Human Services and are agreed to by the site supervisor. The University Supervisor agrees to be available for consultation with the Site Supervisor personally and by phone and to make at least one on-site visit to monitor student progress.

Counseling Internship Contract / Memo Of Understanding

CREDIT HOURS OPTION SELECTED (check one):

Fall & Spring semesters (15 weeks):

1) 2 credit hours per semester
   a. A minimum of 14 clock hours per week at the site (200 clock hours minimum per semester).
   b. A minimum of 80 direct client contact clock hours per semester (these 80 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum met of 10% or 8 clock hours of the direct client contact in individual/family/couples counseling and a minimum of 10% or 8 clock hours of the direct client contact in group work).
   c. A minimum of 1 clock hour per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
   e. Student must track 3 clients’ progress to conduct an impact on student learning/client needs form the last semester of internship.

2) 3 credit hours per semester
   a. A minimum of 20 clock hours per week at the site (300 clock hours minimum per semester).
   b. A minimum of 120 direct client contact clock hours per semester (these 120 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum of 10% or 12 clock
hours of the direct client contact in individual/family/couples counseling and a minimum of 10% or 12
clock hours of the direct client contact in group work)
c. A minimum of 1 clock hour per week of direct face-to-face individual supervision with the PCC-S Site
Supervisor.
d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
e. Student must track 3 clients’ progress to conduct an impact on student learning/client needs form the last
semester of internship.

3) 4 credits for 1 semester
   a. A minimum of 27 clock hours per week at the site (400 clock hours minimum over the course of the
   semester).
   b. A minimum of 160 direct client contact clock hours per semester (these 160 hours can be divided as needed
   between individual and group direct client counseling as long as there is a minimum of 10% or 16 clock
   hours of direct client contact in individual/family/couples counseling and a minimum of 10% or 16 clock
   hours of the direct client contact in group work).
   c. A minimum of 1.5 clock hours per week of direct face-to-face individual supervision with the PCC-S Site
   Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
e. Student must track 3 clients’ progress to conduct an impact on student learning/client needs form the last
semester of internship.

4) A combination of options 1), 2) or 3) totaling 6 credit hours for CNL 8670.

Summer semester (12 weeks):

1) 2 credit hours
   a. A minimum of 17 clock hours per week at the site (200 clock hours minimum over the course of the
   semester).
   b. A minimum of 80 direct client contact clock hours per semester (these 80 hours can be divided as needed
   between individual and group direct client counseling as long as there is a minimum met of 10% or 8
   clock hours of the direct client contact in individual/family/couples counseling and a minimum of 10% or
   8 clock hours of the direct client contact in group work).
   c. A minimum of 1 clock hour per week of direct face-to-face individual supervision with the PCC-S Site
   Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
e. Student must track 3 clients’ progress to conduct an impact on student learning/client needs form the last
semester of internship.

2) 3 credit hours
   a. A minimum of 25 clock hours per week at the site (300 clock hours minimum over the course of the
   semester).
   b. A minimum of 120 direct client contact clock hours per semester (these 120 hours can be divided as needed
   between individual and group direct client counseling as long as there is a minimum of 10% or 12 clock
   hours of the direct client contact in individual/family/couples counseling and a minimum of 10% or 12
   clock hours of the direct client contact in group work).
   c. A minimum of 1.5 clock hours per week of direct face-to-face individual supervision with the PCC-S Site
   Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
e. Student must track 3 clients’ progress to conduct an impact on student learning/client needs form the last
semester of internship.

3) 4 credits
   a. A minimum of 34 clock hours per week at the site (400 clock hours minimum over the course of the
   semester).
   b. A minimum of 160 direct client contact clock hours per semester (these 160 hours can be divided as needed
   between individual and group direct client counseling as long as there is a minimum of 10% or 16 clock
   hours of the direct client contact in individual/family/couples counseling and a minimum of 10% or 16 clock
   hours of the direct client contact in group work).
   c. A minimum of 1.75 clock hour per week of direct face-to-face individual supervision with the PCC-S Site
   Supervisor.
   d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
e. Student must track 3 clients’ progress to conduct an impact on student learning/client needs form the last semester of internship.

Site Supervisor agrees to:

(1) Provide the student with the direct client contact hours (individuals, couples, families, and group counseling) per semester as indicated above.
(2) Provide the number of hour(s) of supervision per week with the student as indicated above.
(3) Complete the Student Evaluation Form and communicate same to student as a final feedback on the progress of the student.
(4) Be available for conferences with the student and/or University Supervisor as needed.
(5) Permit a minimum of 1 hour for audio or 1 hour for video (preferred) tapings or observation per week and periodically review these.
(6) Provide the student with adequate physical facilities in which to work.

Student agrees to:

(1) Act in a manner consistent with ACA, NBCC, and IAMFT Code of Ethics.
(2) Be responsible for the number of hours at the internship site as indicated above.
(3) Be responsible for being available to the site supervisor for conferences (e.g., staff meetings, consultation, etc.) as required by the site.
(4) If student is required by their site to have Counselor Trainee status, please check here _____
   (If Counselor Trainee status is required, student must attach a copy of the Counselor Trainee application.)
(5) Be responsible for 1 hour audio or 1 hour video (preferred) tapings per week.
(6) Be responsible for counseling (direct client contact) for the number of hours per semester as indicated above.
(7) Comply with the rules and regulations of site (e.g. report writing, in-service training, etc.)
(8) Maintain professional liability insurance.
(9) Complete practicum/internship hours in a different area than that in which they are employed and supervised by someone other than regular supervisor if practicum/internship site is also place of employment.

Check here if practicum/internship site is also place of employment __________.

If the above statement is applicable, provide the following information:

Name of Work Supervisor: ___________________________ Department: ___________________________

University Supervisor agrees to:

(1) make contacts with internship Site Supervisor at least 3 times within the semester
   a) One of these should be a site visitation (if the site is within a 50 mile radius of the University).
   b) A phone contact should be made within the first 2 weeks of the semester.
   c) A phone contact should be made within the last 2 weeks of the semester.
(2) provide 1.5 hours minimum per week of group supervision and review students’ work on a weekly basis.
(3) review a minimum of 2 tapes (audio or video) with the student.
(4) be responsible for collecting and verifying the student logs, Site Supervision Evaluation, and Student Site Evaluation and assigning the Student grade.
(5) be responsible for completing University Supervisory form and returning all the above paperwork for filing in Student Folder no later than 1 week following finals week.

__________________________________________________________
Site Supervisor’s signature and date

__________________________________________________________
University Supervisor’s signature and date

__________________________________________________________
Internship Student signature and date

*Please obtain the Site Supervisor’s signature and date, and sign and date yourself, before turning in to Graduate Assistant for Practicum and Internship.
APPENDIX 3
Wright State University
College of Education and Human Services
Department of Human Services, 108 Allyn Hall
Dayton, Ohio 45435
(937) 775-2075

Marriage and Family Counseling Site Supervisor Information Sheet - CNL 8670

** Please attach the most recent copy of renewal license card
*Please submit 2 copies

Dr., Mrs., Mr., Ms. ________________________________________________________________

Site Address ________________________________________________________________

City_________________________State __ Zip ____________________________ Work Phone________

________________________________________________Preferred Email________________________

________________________________________________Present Position Title

________________________________________________Professional

Certification/License(s) ____________________________ Exp. Date _________________________

Lic. No. __________________________ Have you supervised WSU counseling students in the past? ______ Yes ______ No

If yes, when? ___

Who was your university contact? ___

Do you have supervising counselor status with OCSWMFTB? ____________________________

Education: (Begin with most recent.)

Institution __________________________________________

Degree/Year __________________________________________

Institution __________________________________________

Degree/Year __________________________________________

Institution __________________________________________

Degree/Year __________________________________________

Other Related Educational Experiences: (Begin with most recent.)

1)________________________________________________________

2)________________________________________________________

3)________________________________________________________

Marriage and Family Counseling Internship Manual Revised Spring 2014
Site Supervisor Information Sheet (continued)

**Professional Experience:** (Begin with most recent.)

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<th>Dates of Employment</th>
<th>Job Title</th>
<th>Description</th>
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Therapeutic Orientation/Strategy (if any)

**Professional Affiliations:**

1. 
2. 
3. 
4. 
5. 

Supervisor Signature ___________________________ Date ____________

Marriage and Family Counseling Internship Manual Revised Spring 2014  
Page 21 of 37
For your assistance with the education and training of Wright State University students, we would like to show our appreciation with a $100 stipend, which is to be distributed the following semester. If the student has two supervisors, the stipend will be split between the two. If you are able to receive this stipend, please complete one of the following sections:

☐ I would like to have the check made out to my agency or school.
   Site ________________________________

   Site Address ________________________________
   ________________________________
   ________________________________

   Tax ID # ________________________________

☐ I would like to have the check made out to myself.
   Name ________________________________
   (as it appears on your social security card)
   Home Address ________________________________
   ________________________________
   ________________________________

   Social Security # ________________________________

*If you would like to have the check made out to yourself please complete the OPERS Independent Contractor Acknowledgement Form found on the following page. **In Step 2, please leave the Employer Contact and Employer Code areas blank.**

☐ I and/or my site are unable to accept the stipend.

If you have questions or concerns regarding the stipend, please direct them towards:

   The Graduate Assistant for Practicum and Internship
   108 Allyn Hall
   Or
   The Chair of the Department of Human Services
   Stephen B. Fortson, Ed.D., LPCC
   108 Allyn Hall
   937.775.2075
This form is to be completed if you are an individual who begins providing personal services to a public employer on or after Jan. 7, 2013 but are not considered by the public employer to be a public employee and will not have contributions made by OPERS. This form must be completed not later than 30 days after you begin providing personal services to the public employer.

**STEP 1: Personal Information**

Social Security Number

First Name       MI       Last Name

**STEP 2: Public Employment Information**

Name of Public Employer

Employer Contact

First Name       MI       Last Name

Employer Code

Employer Contact Phone Number

Service Provided to Public Employer

Start Date of Service

Month   Day   Year

End Date of Service

Month   Day   Year
STEP 3: Acknowledgment

The public employer identified in Step 2 has identified you as an independent contractor or another classification other than a public employee. Ohio law requires that you acknowledge in writing that you have been informed that the public employer identified in Step 2 has classified you as an independent contractor or another classification other than a public employee for the services described in Step 2 and that you have been advised that contributions to OPERS will not be made on your behalf for these services.

If you disagree with the public employer's classification, you may contact OPERS to request a determination as to whether you are a public employee eligible for OPERS contributions for these services. Ohio law provides that a request for a determination must be made within five years after you begin providing personal services to the public employer, unless you are able to demonstrate through medical records to the Board's satisfaction that at the time the five-year period ended, you were physically or mentally incapacitated and unable to request a determination.

By signing this form, you are acknowledging that the public employer for whom you are providing personal services has informed you that you have been classified as an independent contractor or another classification other than a public employee and that no contributions will be remitted to OPERS for the personal services you provide to the public employer. This acknowledgment will remain valid as long as you continue to provide the same services to the same employer with no break in service regardless of whether the initial contract period is extended by any additional agreement of the parties. You also acknowledge that you understand you have the right to request a determination of your eligibility for OPERS membership if you disagree with the public employer's classification.

This form must be retained by the public employer and a copy sent to OPERS. The public employer's failure to retain this acknowledgment may extend your right to request a determination beyond the five years referenced above.

Signature_________________________________________________________Today's Date __/___/____

Do not print or type name
Marriage and Family Counseling Site Information Sheet - CNL 8670

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<tr>
<th>Student's Name</th>
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<tr>
<th>Site Supervisor (including degrees)</th>
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<th>Clientele at site</th>
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<table>
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<tr>
<th>Directions to site</th>
<th>(include approximate mileage &amp; time from WSU - 1way)</th>
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</table>

<table>
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<tr>
<th>Job Description and/or Special Requirements/Information</th>
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Marriage and Family Counseling Internship Manual Revised Spring 2014
Marriage and Family Counseling Site Supervisor Evaluation For Internship Students - CNL 8670

I. Semester/Year ________________________________________________________________
   University Supervisor __________________________________________________________

II. Identifying Information (Student)
   Name ________________________________________________________________
   Address ____________________________________________________________________
   Phone ___________________________ Home ___________________________ Work __________

III. Identifying Information (Site Supervisor)
   Name ________________________________________________________________
   Site ___________________________________________ Phone __________________________
   Site Address __________________________________________________________________
   Satellite (if applicable) _______________________________________________________

IV. Directions:
    Please indicate below the degree each competency has been demonstrated using the
    following scale:

    5 - Frequently demonstrated with a very high degree of competence.
    4 - Frequently demonstrated with a high degree of competence.
    3 - Demonstrated with an adequate degree of competence.
    2 - Occasionally demonstrated or with a relatively low level of competence.
    1 - Rarely demonstrated or with an extremely low level of competence.

   ____1. Demonstrated an understanding of counseling theory as it relates to the
       application of techniques.
   ____2. Demonstrated an understanding of cultural differences as they relate to counseling practices.
   ____3. Demonstrated an understanding of the role and function of the counselor.
   ____4. Demonstrated an understanding of counseling theory.
   ____5. Demonstrated an understanding of problems and concerns many individuals
       confront (e.g. self-concept development).
   ____6. Demonstrated an understanding of the law and professional ethics as they apply to counseling.
   ____7. Described the behavioral effects of counseling strategies.
   ____8. Described the effects of counselee behavior on the counseling process and counselor behavior.
   ____9. Described non-verbal behavior of counselees and counselors.
  __10. Summarized major counseling session themes.
  __11. Understood case formulation.
  __12. Understood the rationale for and use of treatment plans and progress notes.
  __13. Understood the process of referral.
  __14. Described the major dynamics of the counselee as he/she relates to self, counselor and environment.
  __15. Described the current medical status of counselees as appropriate.
  __16. Demonstrated the knowledge of group counseling techniques.
  __17. Demonstrated an understanding of the facilitation role.
18. Described group dynamics.
19. Demonstrated the understanding of the planning process as it relates to group counseling.
20. Practiced holistically as a professional.
22. Practiced according to ACA, NBCC, and IAMFC Code of Ethics.

V. 1) In your overall judgment do you feel this person has the potential to be an effective counselor? Please explain.

2) Would you recommend this student for a counseling position in your setting? Please explain.

VI. Add any information that may clarify above responses or add insight into this student's qualifications.

________________________________________________________________________

Site Supervisor's Signature       Date       Student’s Signature       Date

Please Return to: University Supervisor
Marriage and Family Counseling Student's Internship Placement Evaluation - CNL 8670

Student's Name: ___________________________ Semester: _____ Year: __________________________

Placement Site: ________________________________________________________________________

Site Address: __________________________________________________________________________

City: _______________________ State: _______ Zip: ____________________________

Site Phone: ______________ Site Supervisor: ____________________________________________

Type of Clientele: ________________________________________________________________

University Supervisor: ____________________________________________________________

A. Please rate your Site on the following areas from 1 (very poor) to 5 (very good). Please note: this evaluation will be accessible to future students in the department in order to assist them in locating practicum/internship sites.

1. Adequate assistance in meeting university requirements. 1 2 3 4 5
2. Staff acceptance of you as an internship student. 1 2 3 4 5
3. Support and cooperation of the administrative staff. 1 2 3 4 5
4. Physical facilities. 1 2 3 4 5
5. Flexibility of site in meeting student and client's needs. 1 2 3 4 5
6. Site requirements were reasonable. 1 2 3 4 5
7. Over-all evaluation of site. 1 2 3 4 5

B. Please rate your Site Supervisor on the following areas from 1 (not very much) to 5 (very much).

1. He/she offered constructive criticism. 1 2 3 4 5
2. He/she provided support when needed. 1 2 3 4 5
3. He/she provided assistance or referred you to someone who could. 1 2 3 4 5
4. He/she allowed adequate time for individual supervision. 1 2 3 4 5
5. He/she helped me integrate theory and practice. 1 2 3 4 5
6. Over-all evaluation of supervision. 1 2 3 4 5
Internship Placement Evaluation (continued)

Name: ____________________________
Site: ____________________________

C. 1. Is there anything not previously mentioned that you especially liked or disliked about the site or supervision?

2. Was the internship a learning experience for you? Please explain.

3. What kind of supervision did you have? (e.g. listening to tapes, direct observation, group supervision, etc.)

4. Number of hours required per week by site: ____

5. How would you characterize your Site Supervisor's style of supervision? (e.g. positive reinforcement, concentrating on counselor dynamics, concentrating on client dynamics, criticism, no criticism, etc.)

6. Other comments:

Please return one copy of Appendix 6 to the University Supervisor.
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<th>Sub Total</th>
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<td>Assessment</td>
<td>Individual Counseling</td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cumulative Total Semester Hours:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

Site Supervisor Signature & Date: 
________________________________________

Student Supervisor Signature & Date:
________________________________________

*Submit this form & all workshop materials for proof of Professional Development to your University Supervisor
For student’s working toward the PC or PCC license, please note:

Counselor Training Supervision Agreement forms must be filed with the Counselor, Social Worker, Marriage and Family Therapy Licensure Board **before** beginning your supervised experience. It is the **student’s responsibility** to file this form with the Board.

Counselor, Social Worker, Marriage and Family Therapy Licensure Board  
50 West Broad Street, Suite 1075  
Columbus, OH 43215-5919  
Phone (614) 466-6462

These forms can be retrieved from the board’s website at [www.cswmft.ohio.gov/forms.stm](http://www.cswmft.ohio.gov/forms.stm)

The form to obtain status as a counselor trainee is to be submitted at the beginning of the practicum and again for the 1st semester of internship: Trainee Supervision Agreement.  
(For the following semesters of internship, the board only requires the student to send a copy of their class schedule, informing them of enrollment in the course and the need to renew CT status.)

The form to be submitted within 30 days of completing the internship is the Internship Supervision Evaluation. Also, include the time logs with the Internship Supervision Evaluation.

Copies of the Trainee Supervision Agreement need to be submitted to the graduate assistant for practicum and internship when you submit appendix 2, 3, and 4 at the beginning of practicum and the 1st semester of internship.

It is **highly recommended** each student obtain a copy of the Rules and Regulations for Licensure from the State Board. This document contains information vital to your future as a counselor!
Appendix 9
Department of Human Services, College of Education and Human Services
Wright State University

Student Name ___________________ Site Name ___________________

(Print)

Site Supervisor ___________________ Student Major ___________________

Identify three clients (use initials) whose therapeutic outcome you will document.

<table>
<thead>
<tr>
<th>Client 1</th>
<th>Client 2</th>
<th>Client 3</th>
</tr>
</thead>
</table>

Please circle the nature of the counseling intervention.

<table>
<thead>
<tr>
<th>Client # 1</th>
<th>Client # 2</th>
<th>Client # 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased/Decreased Behavior</td>
<td>Increased/Decreased Behavior</td>
<td>Increased/Decreased Behavior</td>
</tr>
<tr>
<td>Counseling/Psychotherapy:</td>
<td>Counseling/Psychotherapy:</td>
<td>Counseling/Psychotherapy:</td>
</tr>
<tr>
<td>Career/Occupational</td>
<td>Career/Occupational</td>
<td>Career/Occupational</td>
</tr>
<tr>
<td>Couple</td>
<td>Couple</td>
<td>Couple</td>
</tr>
<tr>
<td>Crisis</td>
<td>Crisis</td>
<td>Crisis</td>
</tr>
<tr>
<td>Family</td>
<td>Family</td>
<td>Family</td>
</tr>
<tr>
<td>Mental Health</td>
<td>Mental Health</td>
<td>Mental Health</td>
</tr>
<tr>
<td>Personal/Social</td>
<td>Personal/Social</td>
<td>Personal/Social</td>
</tr>
<tr>
<td>Other:</td>
<td>Other:</td>
<td>Other:</td>
</tr>
</tbody>
</table>

Write a primary therapeutic outcome goal for the client that was agreed upon by you and the client. Goal should be measurable, move client in direction of his/her ideal goal, stated in positive language, realistically achievable, behaviorally defined, and within client’s control.

<table>
<thead>
<tr>
<th>Client 1 Goal</th>
<th>Client 2 Goal</th>
<th>Client 3 Goal</th>
</tr>
</thead>
</table>
Identify expected outcomes for each client, beginning with the most likely outcome. This would be the “most likely outcome” expected to occur at the end of the intervention period. Next, describe two higher levels of success, which would be more than expected (+1) and much more than expected (2+). Do the same for the lower levels of progress as well, including less than the expected (-1) and much less than expected (-2). Identify the date which you and another person will be reviewing the clients’ progress (you, site supervisor, coworker, etc.).

<table>
<thead>
<tr>
<th>Level of Expected Outcome</th>
<th>Client 1</th>
<th>Client 2</th>
<th>Client 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review Date(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reviewer(s)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Much more than expected (+2)</td>
<td>Describe</td>
<td>Describe</td>
<td>Describe</td>
</tr>
<tr>
<td>More than expected (+1)</td>
<td>Describe</td>
<td>Describe</td>
<td>Describe</td>
</tr>
<tr>
<td>Most likely outcome</td>
<td>Describe</td>
<td>Describe</td>
<td>Describe</td>
</tr>
<tr>
<td>Less than expected (-1)</td>
<td>Describe</td>
<td>Describe</td>
<td>Describe</td>
</tr>
<tr>
<td>Much less than expected (-2)</td>
<td>Describe</td>
<td>Describe</td>
<td>Describe</td>
</tr>
</tbody>
</table>
1. Identify the major way(s) you evaluated the outcomes for each client. Specifically, what assessment methods and steps did you use (standardized test, client feedback, scaling, significant other report, observation, homework completion, etc.).

<table>
<thead>
<tr>
<th>Client 1</th>
<th>Client 2</th>
<th>Client 3</th>
</tr>
</thead>
</table>

2. Estimate the degree to which your therapeutic intervention was carried out as intended.

<table>
<thead>
<tr>
<th>Client 1 (Check One)</th>
<th>Client 2 (Check One)</th>
<th>Client 3 (Check One)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As planned</td>
<td>As planned</td>
<td>As planned</td>
</tr>
<tr>
<td>Almost as planned</td>
<td>Almost as planned</td>
<td>Almost as planned</td>
</tr>
<tr>
<td>With a moderate amount of change</td>
<td>With a moderate amount of change</td>
<td>With a moderate amount of change</td>
</tr>
<tr>
<td>With many changes</td>
<td>With many changes</td>
<td>With many changes</td>
</tr>
</tbody>
</table>

3. Clients’ rating(s) of his/her goal attainment outcome.

<table>
<thead>
<tr>
<th>Client</th>
<th>Date</th>
<th>Rating (-2, -1, 0, +1, +2)</th>
<th>Date</th>
<th>Rating (-2, -1, 0, +1, +2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Counseling student’s rating(s) of each client’s goal attainment outcome.

<table>
<thead>
<tr>
<th>Client</th>
<th>Date</th>
<th>Goal Attainment Rating (-2, -1, 0, +1, +2)</th>
<th>Date</th>
<th>Goal Attainment Rating (-2, -1, 0, +1, +2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Other individual’s rating(s) of each client’s goal attainment outcome.

<table>
<thead>
<tr>
<th>Client</th>
<th>Date</th>
<th>Reviewer (supervisor, coworker, etc.)</th>
<th>Rating (-2, -1, 0, +1, +2)</th>
<th>Date</th>
<th>Reviewer (supervisor, coworker, etc.)</th>
<th>Rating (-2, -1, 0, +1, +2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

6. Discuss the amount of agreement between your ratings and others’ ratings of clients’ goal attainment. For example, for Client 1 my rating was 0 and my site supervisor’s rating was +1.

Site Supervisor’s Signature __________________________ Date __________

Counseling Student’s Signature __________________________ Date __________
Impact on Student Learning/Client Needs

Directions for Implementation:

1. CEHS candidate chooses three students/clients to facilitate the use of the goal attainment task, after consultation with the cooperating educator and support from their supervisor.

2. At least two members of the team mentioned above should rate the degree of attained progress of the goal for the same three students/clients to triangulate the evidence. Therefore, the GAS needs to be completed during an observation when at least two of the three parties are present.

3. The assessment should be collected during the same field or clinical experience for all candidates within the program, preferably collected the semester of the candidate’s last field or clinical experience (during gate/decision point #3).

4. Completion of the task is designed for on-line submission electronically. Aggregated data per program area would be submitted to the data manager by the end of the semester.
**This is a supplement to the NCE/NCMHCE Combo Candidate Handbook. You can download the handbook from the NBCC Web site at www.nbcc.org/stateboardmap.**

**CONTACT INFORMATION**
All questions and requests for information about Ohio licensure should be directed to:
Ohio Counselor, Social Worker, and Marriage Family Therapist Board
50 W. Broad Street, Suite 1075
Columbus, OH 43215---5919
Phone: 614---466---6462
Fax: 614---728---7790
Web site: http://cswmft.ohio.gov

All questions and requests for information about the Ohio licensure examination program should be directed to:
NBCC Assessment Dept.
3 Terrace Way
Greensboro, NC 27403
Phone: 336---547---0607
Web site: www.nbcc.org/stateboardmap

**ELIGIBILITY REQUIREMENTS**
Candidates must receive approval from the Ohio Counselor, Social Worker, and Marriage Family Therapist Board before testing. Once approved, candidates will receive a Licensure Examination Registration Form and eligibility letter from the Ohio Board. The Registration Form should be completed with original ink signature and sent by U.S. postal mail to NBCC with the examination fee and a copy of their eligibility letter ($180 for the NCE or $170 for the NCMHCE). (Fees are subject to change.)
REGISTRATION DEADLINES
Candidates will need to allow approximately 4 weeks processing time once their payment and materials are received by the NBCC Assessment Dept. Candidates must sit for the examination before their eligibility letter submitted with the registration form expires. Candidates can submit registration materials described above at any time after being approved by the Ohio Board but be aware that space is limited.

TESTING SCHEDULE
Testing is normally the first full week of each month, Monday thru Saturday at 9:00am and 1:30pm, with four hours allowed for the exam. However, only certain sites offer Saturday testing; candidates should contact AMP for particular locations and dates. Candidates are scheduled on a first-come, first-served basis. There are four testing locations in Ohio, however, candidates are able to test at any of the over 150 AMP assessment centers across the U.S. The four sites in Ohio are Cincinnati, Cleveland (Brook Park), Columbus, and Toledo.

Exam dates should be scheduled by the candidate through AMP’s Web site or by calling AMP’s toll-free customer service line after receiving confirmation from NBCC.
AMP Phone number: 888-519-9901
AMP Web site: www.goAMP.com

RE-REGISTRATION
Candidates who fail the exam must wait at least 3 months from their test date before they can retest. The actual retest date will depend on the monthly testing schedule and site availability. Candidates will need to send a new registration form and examination fee. They will need to contact the Ohio Board for another registration form.

SPECIAL ACCOMMODATIONS
Candidates who need special accommodations should contact the Ohio Board for approval. NBCC must receive approval confirmation from the Ohio Board before notifying AMP of the accommodations. Special accommodation approvals are good for one year. After one year, candidates will need to contact the Ohio Board
for another approval. Candidates testing with approved special accommodations should schedule their test via the toll-free number to ensure their accommodations are confirmed.

**AFTER PASSING THE EXAM**

Once a candidate has successfully passed the NCE or NCMHCE, the candidate must contact the Ohio Counselor, Social Worker, and Marriage Family Therapist Board for further information. All questions about the Ohio licensure process should be addressed to the Ohio Counselor, Social Worker, and Marriage Family Therapist Board office.