CNL 8650
GRADUATE PRACTICUM MANUAL
Clinical Mental Health Counseling
Marriage & Family Counseling
School Counseling

Department of Human Services
College of Education and Human Services
Wright State University
108 Allyn Hall
3640 Colonel Glenn Highway
Dayton, Ohio 45435
(937) 775-2075
Fax (937) 775-2042

Dr. Phyllis Henderson
Dr. Eileen Self
Clinical Coordinators

Revised Spring 2014
# Table of Contents

Purpose of Manual

Prerequisite Experiences

University Requirements for Counseling Practicum

Supervisor Responsibility

Practicum Site Criteria

Registration Procedures for Practicum Classes

Policies

Appropriate Termination or Referral

Student Evaluation

Portfolio Requirements

Appendix 1: Application for Practicum CNL 8650

Appendix 2: Counseling Practicum Contract/Memo of Understanding

Appendix 3: Site Supervisor Information Sheet

Appendix 4: Student’s Practicum Site Information Sheet

Appendix 5: Site Supervisor Evaluation for Practicum Students

Appendix 6: Student’s Practicum Placement Evaluation

Appendix 7: Student’s Time Log

Appendix 8: Ohio Counselor, Social Worker, Marriage & Family Therapist Board Counselor Trainee Information

Appendix 9: Impact on client needs forms

Counseling & Wellness Services Practicum Information
Purpose of Manual
The counseling program and staff are an integral part of the College of Education and Human Services. The counseling faculty trains counselors with the basic skills to work in a wide variety of settings such as schools, human service agencies, and community mental health centers. These settings represent sites in numerous counties in Southwestern Ohio. The counseling practicum is meant to be a culminating experience, in that the student should be able to display essential knowledge, skills, and values in an actual clinical setting. This practicum manual provides a more explicit liaison between Wright State University's counseling program and the various sites that voluntarily accept our practicum students. This manual contains the procedures and requirements relative to the practicum experience.

Prerequisite Experiences
A Program of Study signed by the student, his/her advisor, and the department chair, must be on file in the Department of Human Services Office before an application for practicum is filed. Each student must make an appointment with his/her advisor in order to complete the program of study. Students normally enter the practicum with a common core of academic experiences. Practicum students will have completed coursework related to the basic principles and procedures utilized by professional counselors, and will have been exposed to the major theories and techniques of counseling.

Clinical Mental Health, Marriage & Family, and School Counseling majors are required to have completed the following courses with a grade of “B” or better:

RHB 701 (CNL 6010)  CNL 973 (CNL 7290)  EDL 751 (CNL 6030)
CNL 863 (CNL 6020)*

*CNL 863 (CNL 6020) Techniques of Counseling, must be completed no earlier than two terms prior to the beginning of practicum.

Clinical Mental Health Counseling majors are required to have completed the following additional courses with a grade of “B” or better prior to beginning practicum:

RHB 705 (CNL 7230)  CNL 663 (CNL 6200)  CNL 664 (CNL 6210)
CNL 667 (CNL 6220)  OR  CNL 767 (CNL 7220)  CNL 779 (CNL 7260)
CNL 972 (CNL 7280)  CNL 971 (CNL 7270)  CNL 762 (CNL 7240)
Marriage and Family Counseling majors are required to have completed a minimum of half the coursework in their program of study with a grade of “B” or better before beginning practicum. The following additional courses need to have been completed:

- CNL 663 (CNL 6200)  
- CNL 972 (CNL 7280)  
- CNL 779 & 780 (CNL 7260)  
- CNL 667 (CNL 6220) OR 767 (CNL 7220)  
- CNL 781 (CNL 7800)  
- RHB 705 (CNL 7230)  
- CNL 670 (CNL 8000)

School Counseling majors are required to have completed the following additional courses prior to beginning practicum:

- CNL 667 (CNL 6220) OR CNL 767 (CNL 7220)  
- CNL 972 (CNL 7280)  
- CNL 765 (CNL 7650)  
- CNL 662 (CNL 6620)  
- CNL 663 (CNL 6200)*

*Only required if completing practicum at a clinical mental health counseling site.

University Requirements for the Counseling Practicum

The following indicates the minimum requirements for counseling practicum placements (based on a 15-week semester).

On-Site Requirements

Individual and Group Practicum (CNL 8650): The student is required to spend a minimum of 7 hours per week* (for a minimum total of 100 hours per semester) at his/her site; however, a site may require additional hours. Of the 100 hours, a minimum total of 40 hours must involve direct client contact. Of these 40 hours, at least 25 percent (10 hours) must be of individual counseling and at least 25 percent (10 hours) must be of group counseling. The remaining 50 percent (20 hours) may be a combination of counseling individuals, groups, couples, families, consultation, and appraisal. In addition, 1 hour per week must be direct individual supervision of the practicum student by the site supervisor. For purposes of critique and evaluation, a minimum of one audio or video taping per week is required. Intake interviews alone will not fulfill these requirements. Students have the responsibility for following site procedures, both for securing permission to tape and insuring the confidentiality of the obtained tape. Students are strongly encouraged to exceed the minimum number of required counseling hours per week.

*Wright State University’s summer sessions are 12-week semesters. Students registered for Practicum during a summer semester will be required to spend a minimum of 9 hours per week at his/her site, in order to obtain the minimum 100 hours required for practicum.
On-Campus Requirements
The practicum student will receive regularly scheduled individual supervision by the university instructor. The student must reserve one hour per week (in addition to scheduled group supervision) for individual supervision. Regular attendance at class meetings is required of all practicum students. Opportunities will be available to use micro-counseling techniques, videos, videotape recorders, and other procedures to augment the counselor's performance at the practicum site.

Supervisor Responsibility

Faculty Supervision will include:
1. Meeting all practicum students for weekly group supervision (1.5 hours per week).
2. Meeting weekly for 1 hour with each practicum student individually to review student's work.
3. Contacts with practicum site supervisor, in which one of these may be a site visitation.

On-Site Supervision will include:
1. A weekly conference reviewing the work of the practicum student & a minimum of one hour per week of individual supervision.
2. Assignment of appropriate experiences to practicum student in accordance with university requirements.
3. Communication with university supervisor.
4. Completion and the submission of the evaluation form to the university.

Practicum Site Criteria
Please note: students should begin their search for a site several months before the paperwork is due. Sites should be contacted to determine their particular processes for interviewing and accepting practicum students. Be prepared to provide an up-to-date resume.

If students use their place of employment as the practicum site, arrangements must be made for them to be supervised by someone who is not their regular supervisor and do their work in an area in which they are not employed. Sites may require hours on site in addition to the practicum requirements of 7 hours/week (9 hours/week summer semester).

1. Site Supervisors
Community, Mental Health, and Marriage and Family Sites
Site supervisors must have a master's degree in counseling or a related profession with equivalent qualifications, Ohio licensure as a professional clinical counselor with supervising status (PCC-S) with the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (OCSWMFT), and a minimum of two years of pertinent professional experience in the program area the student is completing practicum.
School Sites for School Counseling Majors
Site supervisors must have a master's degree in school counseling, certified or licensed as a school counselor by the Ohio Department of Education, and at least 2 years of experience as a school counselor.

2. The site must provide adequate and appropriate experiences and facilities.
3. The site supervisor and the student are jointly responsible for obtaining experiences that are suitable on the basis of the student's level of experience and training.
4. The university requires that there are opportunities for counseling sessions to be audio or video taped for purposes of supervision with the following criteria observed:
   a. Consent of client and/or guardian
   b. No identifying information on the tape
   c. Played only for university supervision and educational purposes except with permission of the site and parties involved

5. Practicum students and practicum sites are expected to abide by ethical standards
(American Counseling Association (ACA), American School Counselor Association (ASCA), National Board of Certified Counselors (NBCC), American Mental Health Counselors Association (AMHCA), International Association of Marriage and Family Counselors (IAMFC), Ohio Counselor, Social Worker, and Marriage and Family Therapist Licensure Board).

6. The university supervisor should be privileged to observe a practicum student at times that are mutually agreeable to each and to the site. When taping is not appropriate, another method of continuous feedback must be developed in order for the university supervisor to be apprised of the practicum student's progress.

7. If the student’s site requires Counselor Trainee (CT) status, then the student must apply for Counselor Trainee status with the Ohio Counselor, Social Worker, and Marriage and Family Therapist (CSWMFT) Board. Students can download the application at: [http://cswmft.ohio.gov/FormsC.stm](http://cswmft.ohio.gov/FormsC.stm). The student will need to print out the application, fill out the area designated for the student, and have the site supervisor(s) fill out the site supervisor section of the application. Once the application has been completely filled out, the student will need to attach a copy of their schedule, as proof that they are taking practicum, and mail it to the Ohio CSWMFT Board. The Board’s address is 50 West Broad Street, Suite 1075, Columbus, OH 43215-5919. School counselors do not go through the CSWMFT board because CT status is not required. Some sites may require a background check but that will be determined by individual sites.
Procedures for Registration for Practicum Classes

Application Deadlines
Summer and Fall Semester- February 15
Spring Semester- October 10

The following procedures are to be observed in order to register for practicum:
The student must file an application EACH SEMESTER of practicum with the Graduate Assistant for Practicum and Internship in 108 ALLYN HALL by the specified date.

Step 1
- Ohio Bureau of Criminal Identification and Investigation (BCI) and Federal Bureau of Investigation (FBI) Background Checks and Fingerprints (mail to the Ohio CSWMFT Board)
  - Note: Only those school-counseling majors completing their practicum in a community mental health agency should submit their background checks and fingerprints to the Ohio CSWMFT Board.
  - School-counseling majors completing their practicum in a school should contact their site supervisor and the school district’s Human Resources Office to determine where to send the background check and fingerprint results. In some cases the school district may request our department to house the information. The background check and fingerprint information should be appropriately current.
- Complete and submit the application (Appendix 1)
- Submit proof of insurance with the application
- Attach a copy of the academic advising report from Wings Express
- Program of Study must be completed and signed by the student’s advisor and the department chair. This must be on file with the main office.

Once this has been received, the student will be sent a conditional letter of acceptance and details about what is due next and by what date. The student will have approximately two weeks before the paperwork of Step 2 is due.
**Step 2**
Complete and submit the following:
- Appendix 2: Contract (to be completed by student)
  
  **STUDENTS MUST obtain the site supervisor’s signature and date, and sign and date the form themselves, before submitting.**
- Appendix 3: Site Supervisor information sheet (to be completed by site supervisor)
  Attach a copy of the site supervisor’s license (a supervisor who is a PCC-S is required for students working towards a PC license) to this appendix.
- Appendix 4: Site information sheet (to be completed by student)
- Copy of the Counselor Trainee Supervision Agreement (if required)

If a student’s site requires that they have Counselor Trainee (CT) status, they must obtain CT status by completing the Trainee Supervision Agreement Form and submitting it to the board. **The Trainee Supervision Agreement form should be retrieved from the CSWMFT board’s website http://www.cswmft.ohio.gov/forms.stm.**

This form should be completed and sent to the board (by the student) along with a copy of the student’s schedule.

Copies of this paperwork (minus the schedule as you will not be able to register for your course until all paperwork has been submitted) should be submitted to the graduate assistant along with Appendices 2, 3, & 4.

**Policies**
A student will be admitted to practicum if all prerequisites have been met, with a grade of B, or better, and all paperwork is complete and submitted by the due date. Once **ALL** paperwork has been received, the student will be notified when a registration slip is available in 108 ALLYN HALL for the student to turn in to the registrar.

Occasionally it is not possible to accommodate all students applying for practicum. Should this occur, a priority list will be developed based on the following criteria:
- full time student on a leave of absence or sabbatical
- percentage of coursework completed (students with a greater percentage of coursework completed will be given priority).
- grade point average (G.P.A.)
- order in which paperwork is submitted (i.e. first come, first serve).
All deadlines are strictly enforced. The application and site materials are current for one semester only. If a student drops the class or does not register for the practicum without notifying the Graduate Assistant for Practicum and Internship, the student will not be eligible for practicum the following semester unless there is space available after all other applications have been received. Registration fees must be paid or the student can be removed from the assigned practicum.

Appropriate Termination or Referral
In some cases termination or referral of a client is impractical, unethical, or counterproductive to on-going counseling. In such cases, whether the academic semester has officially ended, it may be necessary for the student to continue working with the client until such time termination or referral is viewed as clinically appropriate. All practicum students must report to site and university supervisors regarding the termination or referral of all clients in a timely, ethical, and professional manner.

Student Evaluation
Feedback from the practicum site is essential for the purpose of evaluating student effectiveness. The Site Supervisor is to complete the Site Supervisor Evaluation for Practicum Students form (Appendix 5) and return the form to the university supervisor by week 15 of the practicum. Any additional comments the site supervisor wishes to make may be included. Issues or concerns that may arise during the course of any practicum may be discussed with the university supervisor at any time during the academic semester.
Portfolio Requirements (Artifacts)

All 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 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 for Practicum (for Clinical Mental Health and Marriage and Family only)*:

- **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) graded 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).

The above artifacts are due along with the student’s practicum application. If the student does not have a grade for one of the above assignments due to an online submission, or the nature of the assignment, a copy of the assignment should be turned in without the grade.

Last semester Internship submissions:

- **Content Knowledge Strand**: NBCC exams or department comprehensive exam results (evidence of passing)
- **Pedagogical Content Knowledge Strand**:
  - CNL 8650 and CNL 8670 Site Supervisor Practicum and Internship Evaluations (Appendix 5).
  - Completed Impact on Client Needs forms that reflect successful interventions (Appendix 9).
  - Graded CNL 953 Case Conceptualization assignment (this requirement is for Clinical Mental Health Students only).

Note: All portfolio artifacts will be housed in student’s department folder.

*The above submission requirements DO NOT apply for School Counseling majors. School Counseling majors upload artifacts in TK20 and begin working on the portfolio during first semester of internship.
Date: ______________

**Appendix 1**
Wright State University
College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435
Phone: 937.775.2075 Fax: 937.775.2042

**Application for Practicum- CNL 8650**
Due Dates: Summer & Fall Semesters – February 15    Spring Semester – October 10

1. Name ________________________________
   Address ____________________________________________________________________
   City ___________________________ State ___________ Zip ________
   Phone ___________________ Email ________________________________
   University ID Number ____________________________________________

2. Major ___________________________ Pursuing second master’s degree: Yes or No ______

3. Application for: Semester:______________ Year: ________________________

4. Number of credits, which will be completed by the start of practicum: ______________

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

**Clinical Mental Health Majors:**

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Grade</th>
<th>Qtr./Sem. Completed</th>
<th>Prerequisite</th>
<th>Grade</th>
<th>Qtr./Sem. Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHB 701 (CNL 6010)</td>
<td></td>
<td></td>
<td>CNL 604 (CNL 6210)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNL 863 (CNL 6020)</td>
<td></td>
<td></td>
<td>CNL 667 (CNL 6220)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OR CNL 767 (7220)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 751 (CNL 6030)</td>
<td></td>
<td></td>
<td>CNL 779 (CNL 7260)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>RHB 705 (CNL 7230)</td>
<td></td>
<td></td>
<td>CNL 972 (CNL 7280)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNL 663 (CNL 6200)</td>
<td></td>
<td></td>
<td>CNL 973 (CNL 7290)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Revised Spring 2014
<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Grade</th>
<th>Qtr./Sem. Completed</th>
<th>Prerequisite</th>
<th>Grade</th>
<th>Qtr./Sem. Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHB 701 (CNL 6010)</td>
<td></td>
<td></td>
<td>CNL 779 (CNL 7260)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNL 863 (CNL 6020)</td>
<td></td>
<td></td>
<td>CNL 780 (CNL 7260)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 751 (CNL 6030)</td>
<td></td>
<td></td>
<td>CNL 781 and 782</td>
<td></td>
<td>(CNL 7800)</td>
</tr>
<tr>
<td>RHB 705 (CNL 7230)</td>
<td></td>
<td></td>
<td>CNL 972 (CNL 7280)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNL 663 (CNL 6200)</td>
<td></td>
<td></td>
<td>CNL 973 (CNL 7290)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNL 670 (CNL 8000)</td>
<td></td>
<td></td>
<td>CNL 667 (CNL 6220)</td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>CNL 767 (CNL 7220)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**School Counseling Majors:**

<table>
<thead>
<tr>
<th>Prerequisite</th>
<th>Grade</th>
<th>Qtr./Sem. Completed</th>
<th>Prerequisite</th>
<th>Grade</th>
<th>Qtr./Sem. Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHB 701 (CNL 6010)</td>
<td></td>
<td></td>
<td>CNL 667 (CNL 6220)</td>
<td></td>
<td>OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>OR 767 (CNL 7220)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNL 972 (CNL 7280)</td>
<td></td>
<td></td>
<td>CNL 765 (CNL 7650)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNL 863 (CNL 6020)</td>
<td></td>
<td></td>
<td>CNL 973 (CNL 7290)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDL 751 (CNL 6030)</td>
<td></td>
<td></td>
<td>CNL 663 (CNL 6200)*</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CNL 662 (CNL 6620)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Only needs to be taken if completing practicum in mental health counseling site.

6. List courses in which you are presently enrolled:
Course No.        Instructor
_______             ___________________________
_______             ___________________________
_______             ___________________________
_______             ___________________________

7. Anticipated Graduation Date ____________ Full Time ____ or Part Time Student ____
8. Verification of liability insurance must be attached to this application. A photocopy of the application and check to insurance company will meet this requirement. No student will be permitted to enroll in practicum without such documentation.

9. A copy of your academic advising report (unofficial transcript) from Wings Express must be attached to this application.

10. List courses that may be taken simultaneously with practicum.

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

12. Registration Commitment
By registering for CNL 8650:
(1) I acknowledge the Counseling Department's commitment 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 some other 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 Graduate Assistant (108 ALLYN HALL) before the mass registration date for the term.
(4) I certify that I will have completed all prescribed coursework 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.
(6) Other:

Signature_________________________________________ Date ____________________
Appendix 2
Wright State University
College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435
Phone: 937.775.2075 Fax: 937.775.2042

Counseling Practicum Contract/ Memo of Understanding – CNL 8650
*Please submit 2 copies

Semester:_____Fall______Spring______Summer     Year:__________________Major:____

_________________________________________   Student

’s Name_______________________Phone ______________________

Site Name _______________________________________________________

Site Address _________________________________

City_________________State____Zip_________Site phone ________________

This Contract/Memo of Understanding is entered into by:

__________________________________________for practicum student

(site supervisor’s name)

_____________________________________________from Wright State University,

(student’s name)

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 practicum student in conducting activities related to his/her practicum 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.

The university supervisor agrees to:

(1) Availability for consultation with site supervisor during the semester.
(2) Provide 1.5 hours minimum per week of group supervision and review student work on a weekly basis.
(3) Collecting and verifying student logs, site supervisor evaluation, and student site evaluation and assigning student grade.
(4) Complete University supervisory form and returning all the above paperwork for filing in student folder no later than one week following finals week.

The site supervisor agrees to:
(1) Provide the CNL 8650 student with a minimum of 40 direct client contact hours over the semester and a minimum total of 100 clock hours over the semester. Of the 40 direct client contact hours, 25 percent (10 hours) must be individual counseling, and 25 percent (10 hours) must be group counseling. The remaining 50 percent (20 hours) may be a combination of counseling individuals, groups, families, couples, students, assessment, etc.
(2) Provide a minimum of one (1) hour of individual supervision per week with the student.
(3) Complete the Student Evaluation Form and communicate the same to student as final feedback on the student’s progress.
(4) Be available for consultation with university supervisor.
(5) Permit a minimum of one (1) hour of audio taping or video taping per week.
(6) Provide the student with adequate physical facilities in which to work.
(7) Inform student of legal and ethical considerations and other rules that affect the practice of counseling at the site.

Please note: The student's start and end dates of practicum corresponds with the Wright State University academic calendar. In other words, a student begins practicum the first day of classes and terminates the last day of the finals week. However, it is understood that the practicum student may be required to complete orientation/training at his/her site prior to the first week of practicum.

The student agrees to:
(1) Act in a manner consistent with ACA, ASCA, NBCC, AMHCA, IAMFC, OCSWMFT board, as appropriate to the site.
(2) Be responsible for a minimum of 40 direct client hours (at least 10 individual hours and 10 group hours) and a minimum total of 100 clock hours over the semester.
(3) Be responsible for being available to the site supervisor for conferences (e.g. staff meetings, consultation, etc.).
(4) Be responsible for a minimum of one (1) hour of audiotaping or videotaping per week.
(5) Be responsible for meeting with site supervisor for one hour per week outside of group supervision.

(6) Comply with the rules and regulations of site (e.g. report writing, in-service training, etc.).

(7) 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: ________________________________

(8) Other __________________________________________________________________________

(9) If student is required to have counselor trainee status at their site, please check here ______

(If checked, student is required to attach a copy of the Counselor Trainee application)

__________________________________________

Site supervisor’s signature, License/Certification and Date

* Please obtain site supervisor’s signature and date, as well as your own, before handing in to the Graduate Assistant (108 ALLYN HALL)

__________________________________________

University supervisor’s signature and Date

__________________________________________

Practicum Student’s signature and Date
Appendix 3
Wright State University
College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435
Phone: 937.775.2075 Fax: 937.775.2042

Site Supervisor Information Sheet – CNL 8650
*Please attach a copy of the site supervisor’s most recent renewal license card
*Please submit 2 copies

Dr., Ms., Mr., Mrs. ____________________________
Site Name ____________________________
Site Address ____________________________
City_________________________ St________ Zip________ Work Phone ____________
Preferred Email Address ____________________________
Present Position/Title ____________________________
Professional Certification No. (if applicable)___________________ Area ____________
Authorizing State Board or State Dept.___________________ Expiration Date ____________
Counselor License No. (if applicable) ____________________________
Authorizing State Board or State Dept.___________________ Expiration Date ____________
Number of years experience as Licensed/Certified Counselor ____________
Have you supervised WSU counseling students in the past? _____ Yes _____ No
Name of WSU student you will be supervising at this time ____________________________
For PCC’s only: Do you have current supervising counselor status with the Ohio Counselor, Social Worker, Marriage & Family Therapist Board? _____ Yes _____ No

Education: (please begin with the most recent)
Institution ____________________________
Major ____________________________
Degree/Year ____________________________

Revised Spring 2014
Institution ________________________________
Major ________________________________
Degree/Year ________________________________
Institution ________________________________
Major ________________________________
Degree/Year ________________________________
Other Related Educational Experiences: (please begin with the most recent)
1 __________________________________________
   __________________________________________
2 __________________________________________
   __________________________________________
3 __________________________________________
   __________________________________________

Professional Experience: (please begin with the most recent)

Current
Employer Address ________________________________
Dates of Employment ________________________________
Job Title ________________________________
Please describe duties ________________________________

Employer ________________________________
Employer Address ________________________________
Dates of Employment ________________________________
Job Title ________________________________
Please describe duties ________________________________

Employer ________________________________
Employer Address ________________________________
Dates of Employment ________________________________
Job Title ________________________________
Please describe duties ________________________________

Professional Affiliations:

Revised Spring 2014
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:

D I would like to have the check made out to my agency or school.

Site ____________________________________________

Site Address ______________________________________
__________________________________________________
__________________________________________________

*Tax ID # _________________________________________

D 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.

D 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

or

The Chair of the Department of Human Services

Stephen B. Fortson, Ed.D., LPCC

Revised Spring 2014
* As of June 2011, the Ohio Ethics Commission prohibits the College of Education and Human Services from making payments directly to individuals employed in the Ohio Public School System. Payments instead must go to the school district.
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 to 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

PEDACKN (Revised 12/2012)
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
Appendix 4
Wright State University
College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435
Phone: 937.775.2075 Fax: 937.775.2042

Student’s Practicum Site Information Sheet – CNL 8650
*Please submit 2 copies

<table>
<thead>
<tr>
<th>Site</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name of Site | Site Address |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

City | St | Zip |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Site Phone Number | Web Address (if applicable) | Hours of operation |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Site Supervisor | Site Supervisor’s Work Phone |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Clientele at Site |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Directions to Site (include approximate mileage and time from WSU 1-way) |
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Revised Spring 2014
Appendix 5
Wright State University
College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435
Phone: 937.775.2075 Fax: 937.775.2042

CNL 8650, Individual and Group Practicum
Site Supervisor Evaluation of Practicum Student

To be completed at the end of practicum and submitted to university supervisor

Student Name (Print) ____________________________________________

Site Supervisor (Print) __________________________________________

Name of Site __________________________________________________

Please rate student’s competency in the following areas using this scale
5 = Frequently demonstrates very high degree of competence.
4 = Frequently demonstrates high degree of competence.
3 = Demonstrates an adequate degree of competence.
2 = Demonstrates a relatively low degree of competence.
1 = Demonstrates an extremely low degree of competence.
NA = Competency is not applicable to this setting.
NO = No opportunity to observe.

I. Counseling Processes:
The Practicum Student:

_____ 1. Demonstrates basic interviewing and counseling skills that produce a therapeutic relationship.
_____ 2. Demonstrates appropriate skills and procedures for initiating, maintaining, and terminating counseling sessions.
_____ 3. Demonstrates appraisal skills that assist clients with exploration, insight, and goal attainment.
_____ 4. Accurately identifies and/or assesses client’s problem.
_____ 5. Appropriately defines and articulates the dynamics of assigned cases.

Revised Spring 2014
6. Appropriately recognizes the role of cultural factors (e.g. racial, ethnic, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status), in understanding client presentation, issues, concerns, and help-seeking behaviors.

7. Develops valid goal and/or treatment plans that include short and long-term goals as appropriate.


9. Keeps appropriate client progress notes.

10. Evaluates client outcomes including evidence of client’s transfer of learning to other situations.

11. Appropriately executes referral processes and follow-up.

12. Provides accurate information to client about community resources.

13. Appropriately seeks consultation on client’s case as necessary.

II. Group Counseling Skills:
The Practicum Student:

1. Uses appropriate selection criteria and procedures for admission.

2. Establishes group norms.

3. Helps clients to identify individual goals.

4. Collaborates with group to set group goals.

5. Recognize various stages of a group.

6. Uses exercises appropriate to group stages and situations.

7. Recognizes and appropriately handles problem group behaviors.

8. Facilitates member interaction.

9. Accurately interprets the group process.

10. Evaluates individual and group outcomes.

11. Appropriately terminates group sessions.


13. Knows various approaches to group work including task groups, support groups, classroom guidance, psycho-educational groups, etc.

III. Self Development

The Practicum Student:

1. Demonstrates awareness of areas and degrees of professional competence.

2. Accepts feedback and recognizes constructive criticism during supervisory sessions.

3. Commits to act on feedback and recommendations offered during supervisory sessions.

4. Shows evidence of appropriate response to supervisor’s recommendations.
5. Performs in a professional manner.
6. Maintains appropriate professional boundaries.
8. Demonstrates appropriate oral and written communication skills.
9. Demonstrates respect for others.
10. Cooperates with others.
11. Completes paperwork in a timely fashion.
12. Demonstrates appropriate organizational and time management skills.
13. Demonstrates punctuality and excellent attendance.
15. Serves as an advocate for the counseling profession.
16. Serves as an advocate for the promotions of optimal human development and mental health.
17. Practices according to legal, professional, and ethical standards.
18. Adheres to organizational policies.
19. Knows the role, function, and professional identity of the counselor in relation to the roles of other professional and support personnel in the organization.
20. Communicates respectfully, authentically, and articulately.
21. Conceptualizes factors in his or her personality that influence counseling style.
22. Demonstrates emotional intelligence.
23. Demonstrates knowledge of content essential for professional counseling.

IV. This section is for community and mental health settings only. Rate as appropriate for your setting and student assignment.

The Clinical Counseling Practicum Student:
1. Demonstrates knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current Diagnostic and Statistical Manual.
2. Knows theories of human development and concept of normalcy and psychopathology leading to diagnoses and appropriate counseling interventions.
3. Demonstrates knowledge of modalities (brief, intermediate, and long-term approaches) for initiating, maintaining, and terminating counseling and psychotherapy with clients who are mentally and emotionally impaired.
4. Demonstrates knowledge of crisis intervention strategies for clients who are mentally and emotional impaired.
5. Knows basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can be made for medication evaluations and identifying effects and side effects of such medications.

Demonstrates competency in:

6. conducting an intake interview.
7. completing a mental status evaluation.
8. completing a biopsychosocial history and assessment.
9. completing a mental health history.
10. completing a psychological assessment (scoring, profiling, report writing, and interpretation) for treatment planning, case management, diagnosis, and therapeutic goal attainment.

V. For School Counseling Sites Only
The School Counseling Practicum Student:

1. Knows the procedures for in-school referral for individual and small group counseling (including self-referral).
2. Uses age-appropriate counseling strategies and materials.
3. Uses effective procedures to measure student outcomes (personal, social, career concerns).
4. Accurately assesses the clients’ academic standing and can generate appropriate counseling goals to address academic needs.
5. Demonstrates effective observation skills of student behaviors for purposes of consultation and intervention.
6. Constructs appropriate behavioral contracts and works with appropriate adults (e.g. teachers, parents) to monitor, sustain, and reinforce desirable client behaviors.
7. Appropriately consults with teachers and parents regarding client goals.
8. Knows and utilizes the services of other in-school support services for students and families.
9. Knows, and adheres to rules and regulations regarding protection of student records.
10. Understands the role of school counselor in your setting.
11. Participates in various capacities, activities, and functions typically performed by school counselors in your setting.
12. Understands the school counselor’s role as consultant when serving on intervention teams.
VI. Final Comments

1. In your overall judgment, do you believe this student 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.

________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________

3. Provide any information, which may clarify above responses or provide insight into this student’s performance at your site.

________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________________________

Name of Site Supervisor (Print) Site Supervisor’s Signature and Date

Name of Student (Print) Student’s Signature and Date
Profile Sheet

_____Aggregate Mean for I, II, III, IV or V. (Sum of ratings divided by number of responses)

_____Sum of ratings for I  _____number of responses (13)
_____Sum of ratings for II  _____number of responses (13)
_____Sum of ratings for III  _____number of responses (23)
_____Sum of ratings for IV or V  _____number of responses (10) or (12)

_____Mean for I. Counseling Processes (Sum of ratings divided by number of responses)

_____Sum of ratings  _____number of responses (13)

_____Mean for II. Group Counseling Skills (Sum of ratings divided by number of responses)

_____Sum of ratings  _____number of responses (13)

_____Mean for III. Self Development (Sum of ratings divided by number of responses)

_____Sum of ratings  _____number of responses (23)

_____Mean for IV. The Clinical Counseling Practicum Student (Sum of ratings divided by number of responses)

_____Sum of ratings  _____number of responses (10)

_____Mean for V. The School Counseling Practicum Student (Sum of ratings divided by number of responses)

_____Sum of ratings  _____number of responses (12)

Site Supervisor Evaluation of Practicum Student Updated 09/25/2008
# Appendix 6
Wright State University
College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435
Phone: 937.775.2075 Fax: 937.775.2042

Student’s Practicum Placement Evaluation – CNL 8650
*to be completed at the end of practicum and submitted to university supervisor*

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>Qtr.</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major:</td>
<td>Site Name</td>
<td></td>
</tr>
<tr>
<td>Site Address</td>
<td>City</td>
<td>St</td>
</tr>
<tr>
<td>Site Phone</td>
<td>Site Supervisor</td>
<td></td>
</tr>
<tr>
<td>Site accessibility for individuals with disabilities: Yes or No</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Type of clientele</td>
<td>University Supervisor</td>
<td></td>
</tr>
</tbody>
</table>

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 a practicum student.          | 1 | 2 | 3 | 4 | 5 |
| 3. Support and cooperation of the administrative staff.     | 1 | 2 | 3 | 4 | 5 |
| 4. Multicultural sensitivity.                               | 1 | 2 | 3 | 4 | 5 |
| 5. Physical facilities.                                     | 1 | 2 | 3 | 4 | 5 |
| 6. Flexibility of site in meeting student's and client's needs. | 1 | 2 | 3 | 4 | 5 |
| 7. Site requirements were reasonable.                       | 1 | 2 | 3 | 4 | 5 |
| 8. Site and/or supervisor provided orientation regarding laws, policies and regulations that govern the organization. | 1 | 2 | 3 | 4 | 5 |
| 9. Overall evaluation of site.                             | 1 | 2 | 3 | 4 | 5 |

B. Please rate your Site Supervisor on the following areas from 1 (infrequently) to 5 (frequently).
| 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 demonstrated multicultural sensitivity. | 1 2 3 4 5 |
| 4. He/she provided assistance or referred you to someone who could. | 1 2 3 4 5 |
| 5. He/she allowed adequate time for individual supervision. | 1 2 3 4 5 |
| 6. He/she helped me integrate theory and practice. | 1 2 3 4 5 |
| 7. He/she coordinated assignments of your clients. | 1 2 3 4 5 |
| 8. Overall evaluation of supervisor. | 1 2 3 4 5 |

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

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

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

4. Number of hours required per week by site.

5. Other comments:

**Student’s Signature**_______________________________ **Date** __________

Revised Spring 2014 33
## Appendix 7

Wright State University  
College of Education and Human Services, Department of Human Services 108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435  
Phone: 937.775.2075 Fax: 937.775.2042

---

### CNL 8650/8670 - Time Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Indirect Hours</th>
<th>Sub Total</th>
<th>Direct Hours</th>
<th>Sub Total</th>
<th>Total/Day</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supervision</td>
<td>Class/Other</td>
<td>Prof. Dev.*</td>
<td>Assessment</td>
<td>Individual Counseling</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Indirect Hrs:</th>
<th>Direct Hrs:</th>
<th>TOTAL HOURS:</th>
</tr>
</thead>
</table>

Sub Totals:  

Cumulative Total Semester Hours:  

---  

**Site Supervisor Signature & Date:**  

**Student Supervisor Signature & Date:**  

*Submit this form & all workshop materials for proof of Professional Development to your University Supervisor*  

---  

Revised Spring 2014
Appendix 8
Wright State University
College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435
Phone: 937.775.2075 Fax: 937.775.2042

For students working toward the PC or PCC license or completing your experience at a community mental health center, 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, if your site requires that you have Counselor Trainee (CT) status. 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 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 experience is
For practicum: Not Applicable
For internship: 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

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Site Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Print)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Site Supervisor</th>
<th>Student Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>---------------</td>
<td>---------------</td>
<td>---------------</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>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</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>Client 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Client 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Client 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>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</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 __________

Revised Spring 2014 38
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.
Mission Statement

Counseling and Wellness Services (CWS) is a unit of the School of Professional Psychology and functions in cooperation with the division of Student Affairs as Wright State University’s counseling center. The mission of Counseling and Wellness Services is to promote optimal health through the provision of quality service and training to the Wright State University community in a welcoming environment that appreciates multiculturalism and diversity.

Diversity Statement

Counseling and Wellness Services is committed to the promotion and celebration of multiculturalism and diversity. Within our model, Multiculturalism and Diversity refer to a holistic orientation that appreciates knowledge, skills, and awareness of the commonalities of humanity and the interacting factors of age, citizenship, ethnicity, gender, language, mental and physical ability, race, sexual orientation, social and economic status, spirituality, and world view. We are committed to providing a welcoming and comfortable environment where individuals feel that components of their identity are recognized, valued, and respected. This environment is established for all people with whom we come in contact through our missions of service and training. We aspire to an environment that is free from prejudice and discrimination through active training, and professional and personal growth. This growth will be enhanced by our openness to discussions about differences and how they impact both the people we serve and ourselves.
History of Counseling and Wellness Services

Counseling and Wellness Services is the Wright State University counseling center serving University students. Like the University, counseling services began small with one provider offering assistance to a few students. Most students were working adults and operated in a culture where they did not have an understanding of the impact of emotional issues on broader functioning.

The center gradually grew along with the University and added doctoral level staff to provide direct services to the University population. The center was given the title University Counseling Services and was assigned space in the Student Services wing, which was located in the hallway between Allyn and Millett Halls. The staff was affiliated with the mental health program in the College of Education and held adjunct faculty status. Students from this program obtained individual and group practicum experiences at the center in fulfillment of requirements for a Master’s degree in Education.

In the late 1970’s, the School of Professional Psychology was formed and planning began for the development of this innovative approach to the education and training of clinical psychologists. It was determined that the School was to operate at Wright State University and a search began to identify appropriate individuals to serve as faculty and to locate suitable training facilities for the forthcoming doctoral students. All parties associated with the fledgling School and the University perceived a fit between the University Counseling Services and the training needs of the doctoral students. The professional school would utilize counseling center staff as faculty and place doctoral students at the facility for training purposes. The School would also take responsibility for the administration of the training and service programs and support the service financially as needed. The counseling service was then given the title of Psychological Services Center.

In the early 1980’s, it became obvious that the physical space of the center was not sufficient to meet the needs of the University. The center was then moved to the Frederick A. White Health Center. Professional and administrative staffs were added in an attempt to keep up with the growing demand for psychological assistance. At that time, specialized services were developed for clients with chronic pain and eating disorders.

In the mid-80’s, the School of Professional Psychology obtained funding for the development of a new facility designed to meet the growing concern in the community for affordable, low cost mental health services. This facility was named the Ellis Human Development Institute and offered an alternative for training SOPP students and an alternative location for faculty. The School had to reallocate financial and personnel resources in order to accomplish the goals of two internal mental health facilities. The effect on the center was that resources were reduced and demands for services could not be met in a timely fashion, resulting in a waiting list. In the late 1980’s and early 1990’s, the State of Ohio and the University began to experience financial shrinkage, which ultimately impacted the center. Due to downsizing, the waiting list
grew excessively and consideration was given to disbanding the center. A University committee was formed to examine the functioning of the center. They recommended that the center continue, with the new name of Personal Counseling Services.

As the 90’s continued, the center experienced further loss of personnel, with the center being operated by faculty members who supervised a small pre-doctoral trainee staff. In the mid-90’s, a change in administration within the University and SOPP allowed new funding to be directed to the center. This funding provided a base for increasing the number of faculty supervisors at the center and for adding Pre-Doctoral interns. The center was renamed Center for Psychological Services and continued to provide services to University students and to provide training for SOPP doctoral students. The center has continued to grow with the addition of an Associate Director in 1999 and a Staff Therapist in 2003. In 2005 the name of the center was changed to Counseling and Wellness Services and a second Staff Therapist position was added. In 2007, Counseling and Wellness Services moved to the Student Union and added 16 hours per week of psychiatric services provided by Residents from the Department of Psychiatry. In 2008 we continued to grow with the addition of a full –time staff psychologist position and a half-time psychiatrist. In 2009, growth continued with the addition of a full-time counselor to the staff of CWS.

Training Opportunities in Mental Health Counseling

Counseling and Wellness Services is continuing its commitment to the placement of counseling students from Wright State’s counseling program for practicum and internship experiences. Due to the training mission and policies of the center, requirements for eligibility are specific in nature to address the needs of the center and its training mission. Counseling students interested in applying for a practicum and internship experience will have to meet the following requirements and agree to the following terms for placement:

1) Must meet program requirements for eligibility for a practicum and internship placement and be in good academic standing
2) CWS will only consider students in the Clinical Mental Health Counseling track, as practicum and internship trainees will be expected to be knowledgeable in the diagnosis and treatment of mental health disorders
3) Candidates who have received counseling services at CWS within one semester prior to the onset of practicum are not eligible for this training opportunity
4) Candidates must agree to complete both their practicum and internship placements, consecutively, at CWS and agree to the schedule below

Prior to starting the spring semester practicum, candidates will come to CWS for a brief orientation to learn policies, procedures and the scheduling software. They will meet with their supervisor and appropriate staff and faculty for this learning experience.

Spring Semester 2015 Practicum – Register for 3 semester hours for the 100 hour practicum experience. Must commit to at least two scheduled work days per week from 8:30-5:00 and attend staff meetings on Wednesday mornings (8:30 – 10:00). Must

Revised Spring 2014
also attend morning utilization review meetings (9:00 – 10:00) on your scheduled workdays.

Summer Semester 2015 Internship – Register for 1 semester hour for a 100-hour internship experience. Must commit to at least two scheduled workdays from 8:30 – 5:00. Must attend CWS summer orientation for the 2015-16 academic year, including Wednesday Staff Meetings (8:30 – 10:00). Must also attend morning utilization review meetings (9:00 – 10:00) on your scheduled workdays.

Fall Semester 2015 Internship - Register for 3 semester hours for the 300-hour internship experience. Must commit to at least two scheduled workdays per week from 8:30-5:00 and staff meetings on Wednesday mornings. Must also attend morning utilization review meetings (9:00 – 10:00) on your scheduled workdays. It is likely that candidates will need to consider three days per week to meet state hour requirements.

Spring Semester 2016 Internship - Register for 2 semester hours for the 200-hour internship experience. Commit to at least two scheduled workdays per week from 8:30-5:00 and staff meetings on Wednesday mornings. Must also attend morning utilization review meetings (9:00 – 10:00) on your scheduled workdays. It is likely candidates will need to consider three days a week to meet state hour requirements.

Practicum and internship candidates must agree to a three-day schedule. Business hours are 8:30 – 5:00 Monday thru Friday. Candidates must choose from either a Monday/Thursday or Tuesday/Friday rotation. Candidates will need to commit to the same rotation days during both their practicum and internship experience. Candidates must also agree to attend and participate in Wednesday staff meetings and utilization review meetings. Wednesday staff meetings take place from 8:30 – 10:00 AM and utilization review meetings take place from 9:00 – 10:00 AM on scheduled workdays.

The rationale for this schedule will be explained during the interview process if you are considering a practicum and internship placement.

Candidates interested in placement at CWS will receive extensive training in multiple treatment modalities. Candidates will be expected to participate in individual and group therapy, assessment, crisis intervention, intake, and couples and family therapy. Candidates will also be expected to participate in outreach to Wright State students and/or organizations.

If you are interested in a practicum and internship opportunity at CWS, please email a letter of support (pdf format preferred) from a faculty member of your choosing. In addition, we require a one-page letter of intent describing your interest in working at a college counseling center and any previous professional experience.

Please email these documents to: david.toller@wright.edu and daniela.burnworth@wright.edu

Revised Spring 2014