DEPARTMENT OF HUMAN SERVICES

Graduate Student Practicum Manual

Clinical Mental Health Counseling CNL 8650
Organizational Counseling CNL 8640
Rehabilitation Counseling RHB 8650
School Counseling CNL 8650

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
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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/their 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/their advisor to complete the program of study and second evaluation of the dispositions. 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.

| CMHC CNL 8650/8670 Practicum/Internship Prerequisite Classes |
|---------------------------------|----------------|----------------|----------------|
| CNL 6010 Theories | CNL 6020 Techniques | CNL 6030 Stats | CNL 6200 Clinical Pathology |
| CNL 6210 Crisis Counseling | CNL 6220 or 7220 Groups | CNL 7230 Assessments | CNL 7240 Career |
| CNL 7260 Marriage and Family | CNL 7270 Lifespan | CNL 7280 Ethics & Prof. Orientation | CNL 7290 Multicultural |

| School Counseling CNL 8650/8670 Practicum/Internship Prerequisite Classes |
|---------------------------------|----------------|----------------|
| CNL 6010 Theories | CNL 6020 Techniques | CNL 6030 Stats | CNL 7220 Groups |
| CNL 6210 | CNL 6620 | CNL 7280 | CNL 7650 Principles |

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The following indicates the minimum requirements for counseling practicum placements (based on a 15-week semester). Practicum can only be done over the course of one semester.

**University Requirements for the Counseling Practicum**

<table>
<thead>
<tr>
<th>Crisis Counseling</th>
<th>Problems in Student Behavior</th>
<th>Ethics &amp; Prof. Orientation</th>
<th>and Practices in School Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNL 7290 Multicultural</td>
<td>CNL 6200 Clinical Pathology (only taken if practicum site is in a Mental Health setting)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Organizational Counseling CNL 8640 Practicum Prerequisite Classes

<table>
<thead>
<tr>
<th>CNL 6010 Theories</th>
<th>CNL 6020 Techniques</th>
<th>CNL 6030 Statistics</th>
<th>CNL 7290 Multicultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional Class = 18 Credit Hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Severe Disability Rehabilitation RHB 8650/8670 Practicum/Internship Prerequisite Classes

<table>
<thead>
<tr>
<th>CNL 6010 Theories</th>
<th>CNL 6020 Techniques</th>
<th>CNL 6030 Stats</th>
<th>RHB 7000 Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHB 7020</td>
<td>CNL 6220 or 7220 Groups</td>
<td>CNL 7230 Assessments</td>
<td>RHB 7040 Psychosocial</td>
</tr>
<tr>
<td>RHB 7110 Vocational Evaluation</td>
<td>RHB 7200 Case Management</td>
<td>CNL 7280 Ethics &amp; Prof. Orientation</td>
<td>CNL 7290 Multicultural</td>
</tr>
</tbody>
</table>

### Chemical Dependency Rehabilitation 8650/8670 Practicum/Internship Prerequisite Classes

<table>
<thead>
<tr>
<th>CNL 6010 Theories</th>
<th>CNL 6020 Techniques</th>
<th>CNL 6030 Stats</th>
<th>RHB 7000 Foundations</th>
</tr>
</thead>
<tbody>
<tr>
<td>RHB 7040 Psychosocial</td>
<td>CNL 6220 or 7220 Groups</td>
<td>CNL 7230 Assessments</td>
<td>RHB 7110 Vocational Evaluation</td>
</tr>
<tr>
<td>RHB 7070 Biopsychospiritual Aspects</td>
<td>RHB 7200 Case Management</td>
<td>CNL 7280 Ethics &amp; Prof. Orientation</td>
<td>RHB 7310 Treatment and Prevention</td>
</tr>
<tr>
<td>CNL 7290 Multicultural</td>
<td>RHB 7300 Theory of Addiction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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On-Site Requirements

Clinical Mental Health Counseling
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/their 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.

Organizational Counseling
The student is required to spend a minimum of one hundred (100) hours, spread over a 12-week summer term OR a 15-week Fall/Spring Term; however, a site may require additional hours. Of these hours, at least a total of 40 hours must be in direct service. Whenever possible and appropriate, either audio or video (preferred) recordings should occur for purposes of critique and evaluation. Students have the responsibility for following site procedures both for securing permission to record and insuring the confidentiality of the obtained recording. If recordings are not appropriate, students should then present samples of their work. Students are encouraged to exceed the minimum requirements.

Rehabilitation Counseling
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/their 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

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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.

**School Counseling**

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/their 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, 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, audio and/or videotaping is required to be submitted upon either the university instructor or site supervisor’s request. 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. **School Counseling are not permitted to complete their practicum experience in the summer.**

**On-Campus Requirements**

The practicum student will receive regularly scheduled group supervision by the university instructor. 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 trainee’s performance at the practicum site.

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Faculty Supervision will include:

1. Meeting all practicum students for weekly group supervision (1.5 hours per week).
2. Meeting with each practicum student individually (as needed) to review student's work.
3. Contacts (phone and face to face contacts preferred) with practicum site supervisor, in which one of these may be a site visitation.

On-Site Supervision will include:

1. Weekly supervision reviewing the work of the practicum student. The minimum of one hour per week of individual supervision is required.
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 of supervisee 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 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).

Site Supervisors
All sites:

• The site must provide adequate and appropriate experiences and facilities.
• The site supervisor and the student are jointly responsible for obtaining experiences that are suitable based on the student's level of experience and training.
• 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:
  • Consent of client and/or guardian
  • No identifying information on the tape
  • Played only for university supervision and educational purposes except with permission of the site and parties involved
  • 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).
  • 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 for the university supervisor to be apprised of the practicum student's progress.

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• 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://www.cswmft.ohio.gov/forms.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 will be determined by individual sites.

CLINICAL MENTAL HEALTH COUNSELING 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.

ORGANIZATIONAL COUNSELING SITES
Site supervisors must have a master’s degree in counseling or related field that is department approved. 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) if the practicum site is a clinical site and/or the student is seeking licensure. The site supervisor must have a minimum of two years of pertinent professional experience in the program area the student is completing practicum.

REHABILITATION COUNSELING SITES
Students must have a CRC faculty supervisor, a CRC site supervisor or a CCDC III site supervisor for Chemical Dependency internships. Students who plan to pursue a PCC must have site supervision by a PCC with supervision designation.
SCHOOL COUNSELING SITES
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.

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 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.

PHASE 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)
  o 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.
  o 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) online at https://education-human-services.wright.edu/human-services/practicum-and-internships

• Program of Study must be completed prior to application and on file with graduate school.

PHASE 2

Complete and submit 2 hard copies of the following to the Practicum Graduate Assistant:

• 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 PC-S is required for students working towards a PC license) to this appendix.

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• Appendix 4: Site information sheet (to be completed by student)
• Copy of the Counselor Trainee Supervision Agreement (if required)
• Proof of liability insurance
• Unofficial transcript/academic advising report from Wings Express

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 registered for the class.

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:

a. full time student on a leave of absence or sabbatical
b. percentage of coursework completed (students with a greater percentage of coursework completed will be given priority)
c. grade point average (G.P.A.)
d. 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 without notifying the Graduate Assistant for Practicum, 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.
PERSONAL CHECKLIST FOR PRACTICUM PAPERWORK (FOR PERSONAL USE ONLY):

PHASE 1:
Deadline for initial Application (Appendix 1). Check which one you applied for:

Summer and Fall Semester- February 15 _____

Spring Semester- October 10 _____

Ohio Bureau of Criminal Identification and Investigation (BCI) and Federal Bureau of Investigation (FBI) Background Checks and Fingerprints (mail to the Ohio CSWMFT Board) (School Counselors see requirements above). _____

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. ______

PHASE 2:
TWO hard copies of appendix 2 ______

TWO hard copies of appendix 3 (include 2 copies of site supervisors license) ______

TWO hard copies of appendix 4 ______

TWO hard copies of liability insurance ______

TWO hard copies of unofficial transcript ______
APPENDIX 5-8 SUMMARY

APPENDIX 5 PURPOSE
Feedback from the practicum site is essential for evaluating student effectiveness. It is the student’s responsibility to provide site supervisor with Appendix 5 to complete assessing student behaviors. The rating form should be returned to the university supervisor no later than the next to last practicum class. Any additional comments the site supervisor wishes to make should be included.

APPENDIX 6 PURPOSE
Feedback about the practicum site is important for evaluation of site effectiveness. It is the student’s responsibility to provide university supervisor with a completed Appendix 6. The rating form should be returned to the university supervisor no later than the next to last practicum class.

APPENDIX 7 PURPOSE
The completion of this form allows the department to ensure student has completed number of required hours at site.

APPENDIX 8 PURPOSE
Counselor Trainee status is required for certain sites during the student’s Practicum and Internship Field experience. This form explains how to access and obtain Counselor Trainee Status through the Counselor, Social Worker, Marriage and Family Therapy Licensure Board.
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

Please Complete Online

Please fill out Appendix 1 online

(you will be required to log in with your W number and password).

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APPENDIX 2

Name__________________________________________ 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

*Please submit two hard copies

Program of Study: Clinical Mental Health Counseling CNL 8650 ____
Organizational Counseling CNL 8640 ____
Rehabilitation Counseling RHB 8650 ____
School Counseling CNL 8650 ____

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 from Wright State
(site supervisor’s name)
University, _________________________________ College of Education and Human
(student’s name)

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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.

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(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 final 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 ________________________________

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(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)

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

__________________________________________________________
Site supervisor’s signature, License/Certification and Date

__________________________________________________________
University supervisor’s signature and Date

__________________________________________________________
Practicum Student’s signature and Date
APPENDIX 3

Student Name ________________________________ 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/RHB 8650
***Please attach a copy of the site supervisor’s most recent renewal license card
***Please submit 2 hard 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_____

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Education: (please begin with the most recent)

Institution ____________________________________________
Major ________________________________________________
Degree/Year __________________________________________

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 _______________________________________
Employer Address _______________________________________
Dates of Employment ____________________________________
Job Title _______________________________________________
Please describe duties ____________________________________

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Employer ____________________________________________________________

Employer Address ______________________________________________________

Dates of Employment ______________________________________________________

Job Title ________________________________________________________________

Please describe duties ______________________________________________________

Employer ____________________________________________________________

Employer Address ______________________________________________________

Dates of Employment ______________________________________________________

Job Title ________________________________________________________________

Please describe duties ______________________________________________________

Professional Affiliations:
1 ____________________________________________________________
2 ____________________________________________________________
3 ____________________________________________________________

Supervisor Signature ____________________________ Date _________________

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 email our Practicum and Internship Graduate Assistant at hs10@wright.edu and he/she will send you the appropriate W-9 and OPERS forms for you to fill out and email back to her/him in order to receive payment for your supervisee. The Practicum and Internship Graduate Assistant will send several emails throughout the semester regarding requirements for individual versus organizational stipends. If at any time you need assistance, please feel free to call or email her/him: 937-775-3916 OR hs10@wright.edu.
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/RHB 8650

*Please submit 2 hard copies

Site Name ____________________________________________
Site Address __________________________________________
City ______ St ______ Zip ______

Site Phone Number __________________________________________
Web Address __________________________________________

Hours of operation __________________________________________

Site Supervisor __________________________________________
Site Supervisor’s Work Phone __________________________________________

Clientele at Site __________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

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Directions to Site (include approximate mileage and time from WSU 1-way)
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

Site Supervisor Evaluation of C.M.H.C. Practicum Student

I. Semester/Year _________________________

II. Practicum Student Contact Information
Name: ___________________ University Supervisor: _________________
Address: _________________________________________________________
Phone:_________________________ e-mail: _________________________

III. Site Supervisor Contact Information
Name:_________________________ Site: ______________________________
Address: _________________________________________________________
Phone:_________________________ e-mail: _________________________

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.

<table>
<thead>
<tr>
<th>1</th>
<th>Demonstrated an understanding of counseling theory as it relates to the application of techniques.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Demonstrated an understanding of strategies for personal and professional self-evaluation and implications for practice (1.K)</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>----------------------------------------------------------------</td>
</tr>
<tr>
<td>3</td>
<td>Practiced self-care strategies appropriate to the counselor role (1.L)</td>
</tr>
<tr>
<td>4</td>
<td>Understood the role of counseling supervision in the profession (1.M)</td>
</tr>
<tr>
<td>5</td>
<td>Understood the systemic and environmental factors that affect human development, functioning, and behavior (3.F)</td>
</tr>
<tr>
<td>6</td>
<td>Displayed multicultural counseling competencies (2.C)</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrated an understanding of the role and function of the counselor.</td>
</tr>
<tr>
<td>8</td>
<td>Demonstrated an understanding of problems and concerns many individuals confront(e.g., self-concept development).</td>
</tr>
<tr>
<td>9</td>
<td>Demonstrated an understanding of the law and professional ethics as they apply to counseling.</td>
</tr>
<tr>
<td>10</td>
<td>Described the behavioral effects of counseling strategies.</td>
</tr>
<tr>
<td>11</td>
<td>Described the effects of client behavior on the counseling process and Counselor behavior.</td>
</tr>
<tr>
<td>12</td>
<td>Described non-verbal behavior of clients and counselors.</td>
</tr>
<tr>
<td>13</td>
<td>Demonstrated understanding of the major themes discussed in sessions.</td>
</tr>
<tr>
<td>14</td>
<td>Demonstrated an understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3.I)</td>
</tr>
<tr>
<td>15</td>
<td>Understood the various approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (4.B)</td>
</tr>
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<td>16</td>
<td>Demonstrated an understanding of strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (4.E)</td>
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<td>17</td>
<td>Demonstrated an understanding of strategies for career development program planning, organization, implementation, administration, and evaluation (4.F)</td>
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<tr>
<td>20</td>
<td>Understands methods of identifying and using assessment tools and techniques</td>
</tr>
<tr>
<td></td>
<td>relevant to career planning and decision making (4.1)</td>
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<tr>
<td>21</td>
<td>Demonstrated an understanding of ethical and culturally relevant strategies for addressing career development (4.J)</td>
</tr>
<tr>
<td>22</td>
<td>Demonstrated an understanding of a systems approach to case conceptualization. (5.B)</td>
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<td>23</td>
<td>Demonstrated an understanding of theories, models, and strategies for understanding and practicing consultation (5.A&amp;C)</td>
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<tr>
<td>24</td>
<td>Understands ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (5.D)</td>
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<td>25</td>
<td>Understands the impact of technology on the counseling process (5.E)</td>
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<td>26</td>
<td>Understands counselor characteristics and behaviors that influence the counseling process (5.F)</td>
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<tr>
<td>27</td>
<td>Demonstrated an understanding of essential interviewing, counseling, and case conceptualization skills (5.G)</td>
</tr>
<tr>
<td>28</td>
<td>Demonstrated an understanding of developmentally relevant counseling treatment or intervention plans (5.H)</td>
</tr>
<tr>
<td>29</td>
<td>Demonstrated an understanding of co-creating measurable outcomes with clients (5.I)</td>
</tr>
<tr>
<td>30</td>
<td>Demonstrated an understanding of evidence-based counseling strategies and techniques for prevention and intervention (5.J)</td>
</tr>
<tr>
<td>31</td>
<td>Understands suicide prevention models and strategies (5.L)</td>
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<tr>
<td>32</td>
<td>Understands crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (5.M)</td>
</tr>
<tr>
<td>33</td>
<td>Demonstrated an understanding of dynamics associated with group process and development (6.B)</td>
</tr>
<tr>
<td>34</td>
<td>Understands therapeutic factors and how they contribute to group effectiveness (6.C)</td>
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<tr>
<td>35</td>
<td>Demonstrated an understanding of characteristics and functions of effective group leaders (6.D)</td>
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<td>36</td>
<td>Demonstrated an understanding of approaches to group formation, including recruiting, screening, and selecting members (6.E)</td>
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</tbody>
</table>
| 37 | Understands ethical and culturally relevant strategies for designing and
<p>| | |</p>
<table>
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<tbody>
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<td>Demonstrated an understanding of methods of effectively preparing for and conducting initial intakes and diagnostic assessments (7.B)</td>
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<td>Demonstrated an understanding of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7.C)</td>
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<td>47</td>
<td>Demonstrated an understanding of evaluation of counseling interventions and programs (8.E)</td>
</tr>
<tr>
<td>48</td>
<td>Understood the rationale for and use of treatment plans and progress notes.</td>
</tr>
<tr>
<td>49</td>
<td>Understood the process or referral.</td>
</tr>
<tr>
<td>50</td>
<td>Described the major dynamics of the counselee as he/she relates to self, counselor, and environment.</td>
</tr>
<tr>
<td>51</td>
<td>Described the current medical status of counselees as appropriate.</td>
</tr>
<tr>
<td>52</td>
<td>Practice holistically as a professional</td>
</tr>
<tr>
<td>53</td>
<td>Demonstrated professionalism by manner of conducting self.</td>
</tr>
<tr>
<td>54</td>
<td>Practiced according to ACA, NBCC, and OCSWMFTB Code of Ethics.</td>
</tr>
</tbody>
</table>
1) In your overall judgment what professional strengths does the practicum student possess?

2) What areas of growth do you feel are necessary for the practicum student? What goals do you have for next semester?

3) Add any information which may clarify above responses or add insight into the practicum student's overall assessment?

Site Supervisor's Signature__________________________ Date: __________

Practicum Student’s Signature________________________ Date: __________

Please Return to Counselor Education Program, University Supervisor
Wright State University, Department of Human Services, 108 Allyn Hall
3640 Colonel Glenn Highway, Dayton, Ohio 45435-0001.

Revised Fall 2018
APPENDIX 5

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

Site Supervisor Evaluation of Clinical Rehabilitation Counseling
Practicum Student

V. Semester/Year ______________________

VI. Practicum Student Contact Information

Name: ______________________ University Supervisor: ______________________

Address: ________________________________________________________________

Phone: ______________________ e-mail: ____________________________

VII. Site Supervisor Contact Information

Name:____________________ Site: _____________________________________________

Address: ________________________________________________________________

Phone: ______________________ e-mail: ____________________________

VIII. 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.
2 - Rarely demonstrated or with an extremely low level of competence.
<table>
<thead>
<tr>
<th></th>
<th>Demonstrates an understanding of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including DSMV and ICD 10. (52f)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Demonstrated an understanding of strategies for personal and professional self-evaluation and implications for practice (1.K)</td>
</tr>
<tr>
<td>3</td>
<td>Practiced self-care strategies appropriate to the counselor role (1.L)</td>
</tr>
<tr>
<td>4</td>
<td>Understood the role of counseling supervision in the profession (1.M)</td>
</tr>
<tr>
<td>5</td>
<td>Understood the systemic and environmental factors that affect human development, functioning, and behavior (3.F)</td>
</tr>
<tr>
<td>6</td>
<td>Displayed multicultural counseling competencies (2.C)</td>
</tr>
<tr>
<td>7</td>
<td>Demonstrates an understanding of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including DSMV and ICD 10. (52f)</td>
</tr>
<tr>
<td>8</td>
<td>Understood the potential for substance use disorders to mimic and/or co-occur with a variety of neurological, medical, and psychological disorders. (52g)</td>
</tr>
<tr>
<td>9</td>
<td>Understood the impact of crisis and trauma on individuals with disabilities. (52h)</td>
</tr>
<tr>
<td>10</td>
<td>Understood the impact of biological and neurological mechanisms on disability. (52i)</td>
</tr>
<tr>
<td>11</td>
<td>Understood the impact of co-occurring disabilities on the client and family. (52j)</td>
</tr>
<tr>
<td>12</td>
<td>Understood the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. (52l)</td>
</tr>
<tr>
<td>13</td>
<td>Understood the effects of the onset, progression, and expected duration of disability on clients’ holistic functioning (i.e., physical, spiritual, sexual, vocational, social, relational, and recreational)</td>
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<td>Demonstrated an understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3.I)</td>
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<td>Demonstrated an understanding of evidence-based counseling strategies and techniques for prevention and intervention (5.J)</td>
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<td>31</td>
<td>Understands suicide prevention models and strategies (5.L)</td>
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<td>Understands crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (5.M)</td>
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<td>Understands therapeutic factors and how they contribute to group effectiveness (6.C)</td>
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<td>Understands ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (7.M)</td>
</tr>
<tr>
<td>45</td>
<td>Demonstrated an understanding of identification of evidence-based</td>
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<td>counseling practices (8.B)</td>
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</tr>
<tr>
<td>46</td>
<td>Demonstrated an understanding of a needs assessments (8.C)</td>
</tr>
<tr>
<td>47</td>
<td>Demonstrated an understanding of evaluation of counseling interventions and programs (8.E)</td>
</tr>
<tr>
<td>48</td>
<td>Understood the use of diagnostic interviews, mental status examinations, symptom inventories, psycho-educational and personality assessments, bio-psychosocial histories, assessments for treatment planning, and assessments for assistive technology needs. (53a)</td>
</tr>
<tr>
<td>49</td>
<td>Understood career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening. (53b)</td>
</tr>
<tr>
<td>50</td>
<td>Understood strategies to advocate for persons with disabilities. (53c)</td>
</tr>
<tr>
<td>51</td>
<td>Understood strategies for interfacing with medical and allied health professional, including interdisciplinary treatment teams. (53d)</td>
</tr>
<tr>
<td>52</td>
<td>Understood strategies to consult with and educate employers, educators, and families regarding accessibility, ADA compliance, and accommodations. (53e)</td>
</tr>
</tbody>
</table>

1) In your overall judgment what professional strengths does the practicum student possess?

2) What areas of growth do you feel are necessary for the practicum student? What goals do you have for next semester?
3) Add any information which may clarify above responses or add insight into the practicum student’s overall assessment?

Site Supervisor's Signature_________________________ Date: __________

Practicum Student’s Signature_________________________ Date: __________

Please Return to Counselor Education Program, University Supervisor
Wright State University, Department of Human Services, 108 Allyn Hall
3640 Colonel Glenn Highway, Dayton, Ohio 45435-0001.

Revised Fall 2018
APPENDIX 5

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

Site Supervisor Evaluation of School Counseling Practicum

Student

Student Name: ____________________________ UID: _____________

Site Supervisor: ___________________________ Date: _____________

School: _________________________________ Phone: _____________

Midterm Evaluation (Week 7) Final Evaluation Week 15)

Instructions for Site Supervisors: Please use this form to evaluate the practicum student at the midterm and at the end of each semester. Only rate those items where you have had the opportunity to observe and/or discuss with the practicum student. It is not necessary to respond to each section of this form. However, it is expected that the student's counseling skills can be evaluated during each semester you supervise the student and that students participate in the design and delivery of all the components of a comprehensive school counseling program throughout the practicum experience. This includes but is not limited to academic planning, classroom guidance, group curriculum and system support. Finally, please complete the section on professionalism. Evaluation should be discussed with student and used to establish goals for continued professional growth.

Revised Fall 2018
Please rate practicum 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 Skills

The Practicum Student:

_______ Demonstrates appropriate active listening skills
_______ Demonstrates ability to identify and prioritize issues to be resolved
_______ Facilitates student’s understanding of issues to be resolved
_______ Demonstrates goal-setting skills
_______ Selects strategies that are solution-focused
_______ Uses age-appropriate counseling strategies
_______ Uses counseling and other intervention strategies that are culturally appropriate
_______ Appropriately terminates counseling sessions
_______ Demonstrates ability to structure a session, which includes discussing confidentiality, the purpose of the counseling session, and other informed consent issues as appropriate
_______ Conducts appropriate follow-up of student progress
_______ Demonstrates appropriate interactions with parents and teachers regarding Student progress
Uses appropriate referral processes as necessary
Maintains and protects counseling notes and records
Appropriately terminates sessions
Demonstrates empathy, positive regard, and genuineness in providing counseling services
Motivates students to achieve goals
Evaluates effectiveness of counseling interventions

Mean Score for Counseling Skills (Sum of ratings divided by number of responses)

II. COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The Practicum Student:

Develops a comprehensive school counseling program and calendar
Designs and evaluates appropriate school counseling programs
Designs and delivers developmentally appropriate classroom guidance lessons
Implements interventions to promote academic development
Delivers developmentally appropriate career counseling interventions and assessments
Applies strategies to facilitate school and postsecondary transitions
Uses skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
Employs approaches to increase promotion and graduation rates
Implements interventions to promote college and career readiness
Uses strategies to promote equity in student achievement and college access
Provides accurate information to students in areas such as course selection, college and career planning, assessment, scholarships, etc.

Demonstrates ability to administer and interpret various assessments as appropriate

Demonstrates ability to use computer-based career and educational planning systems

Demonstrates ability to organize various approaches to guidance education (e.g., peer-counseling, tutoring, conflict management groups)

Understands school procedures and policies for:
- Student planning for course selection
- Attendance and Truancy
- Promotion and graduation
- Disseminating information (e.g., scholarship, ACT/SAT)
- Coordinating data entries (e.g., class rank, attendance, and grades)
- Interpreting test results to students, parents, and teachers
- Maintaining and protecting student records
- Serving on multidisciplinary teams for student placement in special education
- School wide testing
- Coordinating referral information for community agency services
- Coordinating school-wide initiatives (e.g., crisis services, prevention programs such as D.A.R.E.)

Mean Score for Comprehensive School Counseling Program (Sum of ratings divided by number of responses)

III. DELIVERY OF CLASSROOM GUIDANCE LESSONS

The Practicum Student:

- Reinforces positive student behavior
- Maintains student interest
- Focuses on activities and lessons that impact the academic, personal/social, or career needs of students
- Utilizes effective classroom management strategies
- Demonstrates creativity in delivery of the sessions
- Facilitates respectful student interaction
- Selects age-appropriate materials
Recognizes students with unique learning and emotional needs and makes necessary adjustments for everyone’s meaningful involvement (i.e. differentiated instruction)

Selects topics and activities that recognize the dignity, worth, and cultural uniqueness of students

Presents material in a logical, sequential and organized manner

Evaluates effectiveness of presentations

Mean Score for Classroom Guidance (Sum of ratings divided by number of responses)

IV. GROUP FACILITATION

The Practicum Student:

Establishes the purpose of the group and ensures all members understand

Addresses confidentiality

Helps students set appropriate goals

Keeps students engaged

 Demonstrates active listening skills

Provides members with feedback

Manages student behavior during sessions

Facilitates interaction among students

Models appropriate behavior

Initiates appropriate strategies to negotiate the various stages of group behavior

Teach students to respond and interact respectfully with one another

Demonstrates flexibility during sessions and makes adjustments when necessary

Mean Score for Group Facilitation (Sum of ratings divided by number of responses)

V. CONSULTATION AND COLLABORATION

The Practicum Student:

Demonstrates the ability to interact appropriately on committees and/or intervention teams

Demonstrates the ability to identify a problem area regarding student behavior and
work with teachers to generate feasible and measurable goals for its remediation

Demonstrates the ability to identify and articulate the need for student referral to internal or external support services.

Demonstrates the ability to articulate the role and need for strong school counseling programs to teachers, parents, and others.

Demonstrates the ability to provide teachers helpful information regarding student behaviors

Demonstrates the ability to use appropriate observational skills of student behavior for purposes of consultation and intervention

Demonstrates the ability to use effective strategies to foster collaboration and teamwork amongst teachers and staff

Mean Score for Consultation and Collaboration (Sum of ratings divided by number of responses)

VI. MULTICULTURAL COMPETENCY

The Practicum Student:

Is aware of self and own cultural values and biases

Recognizes the impact culture and race has on the counseling relationship and academic experience

Uses culturally sensitive strategies when assisting students with academic, personal social and career issues

Understands and recognizes disparities between student groups

Understands barriers to education faced by marginalized groups

Develops programs that are culturally responsive

Mean Score for Multicultural Competency (Sum of ratings divided by number of responses)

VII. USE OF DATA

The Practicum Student:

Uses data to advocate for programs and students

Develops measures for assessing student needs and analyses data
Uses accountability data to inform decision-making
Maintains accurate record of time spent developing, managing and delivering services within the comprehensive school counseling program

Mean Score for Classroom Guidance (Sum of ratings divided by number of responses)

VII. PROFESSIONALISM

The Practicum Student:

Takes Initiative and seeks opportunities for professional growth and learning
Accepts feedback and recognizes constructive criticism
Commits to act on feedback and recommendations offered during supervisory sessions
Shows evidence of appropriate response to supervisor's recommendations
Communicates respectfully, authentically, and articulately
Demonstrates a value base that recognizes the merits and contributions of school counseling in the schools
Demonstrates a value base that recognizes the individuality and worth of every student
Demonstrates appropriate time management and organizational skills
Practices according to professional, ethical, and school policy standards
Demonstrates awareness of emotions, strengths, and weaknesses
Demonstrates awareness of how personal emotions affect professional performance
Appropriately regulates personal emotions, behaviors, and motives in response to people and situations at the school
Demonstrates empathy in working with others
Suspends judgment and thinks before acting
Demonstrates skill in finding common ground and building rapport with other professionals
Exhibits collaborative skills
Sustains positive professional relationships so that work on behalf of students can be achieved

Revised Fall 2018
Demonstrates a propensity to pursue goals with energy and persistence

Maintains excellent attendance and punctuality

Maintains professional boundaries with students and families

Dresses appropriately

Mean Score for Professionalism (Sum of ratings divided by number of responses)

Other Comments:

Site Supervisor Signature __________________________________________ Date _____________

Student Signature ________________________________________________ Date _____________

Revised Fall 2018
PROFESSIONAL GROWTH PLAN

Student Name: ___________________________________________ UID: ___________________

Semester of Practicum: ______ Total Hours: ______ Direct Hours: ______

Directions: To be completed by student after review of site supervisor evaluation

________ Mean Score for Counseling Skills
________ Mean Score for Comprehensive School Counseling Program
________ Mean Score for Delivery of Guidance Lessons
________ Mean Score for Facilitation of Group
________ Mean Score for Consultation and Collaboration
________ Mean Score for Multicultural Competency
________ Mean Score for Use of Data
________ Mean Score for Professionalism

Statement by Student. Based upon this evaluation provide a statement of your plans for further professional growth in the above areas.

Student Signature ___________________________________________ Date ________________

Revised Fall 2018
APPENDIX 5

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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 Evaluation of **MRC-Chemical Dependency** Practicum Student

Student_________________________________________Semester______Year_____
Practicum Site _____________________________________________________________
Site Supervisor__________________________Phone _______________________
University Supervisor _____________________________

Please rate the student according to the following:

<table>
<thead>
<tr>
<th>CODE</th>
<th>EXPLANATION</th>
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<tbody>
<tr>
<td>NA</td>
<td>No opportunity to demonstrate objective.</td>
</tr>
<tr>
<td>1</td>
<td><strong>Unsatisfactory Progress:</strong> The student has not performed the objective at the expected level for an individual with his/her training or experience.</td>
</tr>
<tr>
<td>2</td>
<td><strong>Satisfactory Progress:</strong> The student has performed the objective at the expected level for an individual with his/her training or experience. Student will accomplish this objective by the end of the internship.</td>
</tr>
<tr>
<td>3</td>
<td><strong>Competency:</strong> The student can now satisfactorily perform the stated objective at the master’s level of competency.</td>
</tr>
</tbody>
</table>

Revised Fall 2018
4 Superior Competency: The student has accomplished the objective on a number of occasions with a high level of performance and is capable of training and/or supervising others related to this objective.

INTERVIEWING SKILLS

_____1. Quickly establishes rapport with clients/consumers and representatives from other disciplines.

_____2. Creates positive and optimistic attitudes through tact rather than power or coercion.

_____3. Creates a favorable impression of the agency.

KNOWLEDGE OF DISABILITIES

_____4. Displays knowledge of disabilities, particularly their causes, symptoms, and resulting limitations.

_____5. Accurately interprets medical and psychological reports as they relate to vocational planning.

KNOWLEDGE OF REHABILITATION PROGRAMS


_____7. Demonstrates acceptable knowledge and awareness of community resources of potential benefit to clients/consumers.

BASIC KNOWLEDGE OF PSYCHOLOGY AND SOCIAL WORK

_____8. Demonstrates an adequate understanding of psychological factors relevant to rehabilitation.

_____9. Interacts knowledgeably with psychological and social work personnel.

COUNSELING SKILLS

_____10. Demonstrates ability to gain client trust and acceptance of the rehabilitation program.

_____11. Demonstrates ability in eliciting the rehabilitation goals of clients/consumers.
12. Consistent in his/her judgments when advising clients/consumers.

13. Uses tact and diplomacy in his/her dealings with clients/consumers.

14. Shares information with clients/consumers in a sensitive manner.

15. Builds client esteem and motivation toward rehabilitation.

16. Anticipates client needs and foresees possible hidden consequences of rehabilitation recommendations.

17. Communicates confidential information to authorized individuals with a legitimate need to know.

18. Shows potential to see through facades presented by clients/consumers and grasp the truth of the matter.

19. Formulates case plans that take into account the needs and wishes of the clients/consumers.

20. Monitors one's own feelings and does not permit prejudices to interfere with one's work.

21. Empathizes with clients/consumers while still holding the client responsible for personal behavior.

22. Practices professional ethics in all relationships.

REPORT WRITING SKILLS

23. Writes clear and effective memos and correspondence.

24. Consistently records and documents decisions made on individual rehabilitation cases.

25. Composes, writes and/or dictates quickly and consistently.

INTERPERSONAL SKILLS

26. Understands and takes proper action with respect to oral and written communications received.

27. Communicates information effectively to co-workers, supervisors, clients/consumers and the general public.

28. Flexible, adjusts satisfactorily to new work surroundings, new procedures, new co-workers, and new supervisors.
29. Is conscientious in observing office rules and procedures.

30. Freely admits one's own mistakes rather than passing the buck (i.e. remains honest about one's failures).

31. Participates freely in individual and staff conferences.

32. Works harmoniously with co-workers.

33. Neat and posed in appearance, makes a good impression on the public.

34. Shows courtesy, respect and consideration for others encountered on the job.

35. Follows through on promises made to consumers.

KNOWLEDGE OF LABOR MARKET ISSUES

36. Displays the necessary skills to provide vocational guidance, assessment and job placement.

37. Displays the necessary skills to provide vocational guidance, assessment and homemaker training.

38. Familiar with job market trends and the need of area employers.

39. Demonstrates a working knowledge of vocational guidance resources such as the Dictionary of Occupational Titles (DOT), the Occupational Outlook handbook, and other resources.

40. Has a firm understanding of the requirements for jobs that rehabilitation clients/consumers may be assuming.

COMMITMENT TO REHABILITATION WORK

41. Displays high work standards (i.e., strives to do an excellent job).

42. Is receptive to constructive analysis and guidance aimed at bettering competence (i.e., reacts to supervision in a positive and constructive manner).

43. Identifies with the goals and missions of the organization.

44. Demonstrates authentic enthusiasm and imagination in conducting rehabilitation activities
45. Maintains the quality and quantity of one's work in spite of the emotional pressures encountered on the job (i.e. crisis situations, verbal abuse from clients/consumers).

CASE MANAGEMENT SKILLS

46. Completes forms and performs computations correctly.
47. Copes effectively with multiple, often conflicting demands on time.
48. Maintains a good attendance record.
49. Conforms to scheduled working hours.
50. Reports absences and tardiness in advance.
51. Distributes work to secretaries in a timely and orderly manner.
52. Asks for help where appropriate, but not to excess.
53. Establishes levels of priority and shifts priorities when necessary.

PRAGMATISM

54. Copes effectively and appropriately with problems.
55. Consults with higher levels of authority where appropriate before making commitments to clients/consumers.
56. Recognizes and resolves real and/or anticipated barriers to achieving planned rehabilitation accomplishments.
57. Understands operating efficiency and cost cutting measures (i.e. - use of similar benefits, supplies, equipment, and travel).

CREATIVE PROBLEM SOLVING

58. Comprehends and applies new approaches and ideas in carrying out the job.
59. Seeks out and considers pertinent data to logically reach workable solutions in new situations.
60. Innovative and creative in handling new situations appropriately.
61. Demonstrates the necessary insight to systematically formulate rehabilitation programs from diagnosis to placement.

Revised Fall 2018
INITIATIVE ON THE JOB

62. Makes an effort to check one's own work.
63. Demonstrates a willingness to go out of the way to help clients/consumers/consumers.
64. Implements effective techniques for maintaining case records.
65. Is attentive to details.
66. Can be relied upon to perform assigned tasks satisfactorily and to completion.
67. Completes necessary tasks successfully with minimal supervision.
68. Keeps supervisor informed of important developments.
69. Demonstrates a willingness to make necessary decisions.
70. Seeks to attain goals and improve his/her job performance.

A. Students overall performance:

| Unsatisfactory | Fair | Good | Very Good | Excellent |

B. Has the student adjusted well to the internship site:

| Unsatisfactory | Fair | Good | Very Good | Excellent |

C. Are there any deficiencies in the student's preparation?

a) Knowledge of disabilities

b) Counseling skills

c) Knowledge of careers and vocational information

Revised Fall 2018
d) Vocational assessment

e) Case management skills

D. What are the student's strengths?

E. What are the student's weaknesses (need to improve)?

F. Additional comments?

Discussed with student on __________ by ____________________________

Student's comments on this evaluation ____________________________

______________________________________________________________

______________________________________________________________

______________________________________________________________

Student Signature and Date: ____________________________

Site Supervisor Signature and Date: ____________________________

*Please submit to the university supervisor

Revised Fall 2018
APPENDIX 5

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

Site Supervisor Evaluation of Organizational Practicum Student

I. Semester/Year ______________________

II. Practicum Student Contact Information

Name: ______________________ University Supervisor: ______________________

Address: __________________________________________________________________

Phone: ______________________ e-mail: ______________________

III. Site Supervisor Contact Information

Name: ______________________ Site: ______________________

Address: __________________________________________________________________

Phone: ______________________ e-mail: ______________________

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.

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<td>1</td>
<td>Demonstrated an understanding of counseling theory as it relates to the application of techniques.</td>
</tr>
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<td>2</td>
<td>Demonstrated an understanding of strategies for personal and professional self-evaluation and implications for practice (1.K)</td>
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<tr>
<td>No.</td>
<td>Statement</td>
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<tr>
<td>3</td>
<td>Practiced self-care strategies appropriate to the counselor role (1.L)</td>
</tr>
<tr>
<td>4</td>
<td>Understood the role of counseling supervision in the profession (1.M)</td>
</tr>
<tr>
<td>5</td>
<td>Understood the systemic and environmental factors that affect human development, functioning, and behavior (3.F)</td>
</tr>
<tr>
<td>6</td>
<td>Displayed multicultural counseling competencies (2.C)</td>
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<td>7</td>
<td>Demonstrated an understanding of the role and function of the counselor.</td>
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<td>8</td>
<td>Demonstrated an understanding of problems and concerns many individuals confront (e.g., self-concept development).</td>
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<td>9</td>
<td>Demonstrated an understanding of the law and professional ethics as they apply to counseling.</td>
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<tr>
<td>10</td>
<td>Described the behavioral effects of counseling strategies.</td>
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<tr>
<td>11</td>
<td>Described the effects of client behavior on the counseling process and counselor behavior.</td>
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<tr>
<td>12</td>
<td>Described non-verbal behavior of clients and counselors.</td>
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<tr>
<td>13</td>
<td>Demonstrated understanding of the major themes discussed in sessions.</td>
</tr>
<tr>
<td>14</td>
<td>Demonstrated an understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3.I)</td>
</tr>
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<td>15</td>
<td>Understood the various approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (4.B)</td>
</tr>
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<td>16</td>
<td>Demonstrated an understanding of strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (4.E)</td>
</tr>
<tr>
<td>17</td>
<td>Demonstrated an understanding of strategies for career development program planning, organization, implementation, administration, and evaluation (4.F)</td>
</tr>
<tr>
<td>18</td>
<td>Demonstrated an understanding of strategies for advocating for diverse clients’ career and educational development and employment opportunities in a global economy (4.G)</td>
</tr>
<tr>
<td>19</td>
<td>Demonstrated an understanding of strategies for facilitating client skill development for career, educational, and life-work planning and management (4.H)</td>
</tr>
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<td>20</td>
<td>Understands methods of identifying and using assessment tools and techniques</td>
</tr>
<tr>
<td></td>
<td>relevant to career planning and decision making (4.I)</td>
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<td>---</td>
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<tr>
<td>21</td>
<td>Demonstrated an understanding of ethical and culturally relevant strategies for addressing career development (4.J)</td>
</tr>
<tr>
<td>22</td>
<td>Demonstrated an understanding of a systems approach to case conceptualization. (5.B)</td>
</tr>
<tr>
<td>23</td>
<td>Demonstrated an understanding of theories, models, and strategies for understanding and practicing consultation (5.A&amp;C)</td>
</tr>
<tr>
<td>24</td>
<td>Understands ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (5.D)</td>
</tr>
<tr>
<td>25</td>
<td>Understands the impact of technology on the counseling process (5.E)</td>
</tr>
<tr>
<td>26</td>
<td>Understands counselor characteristics and behaviors that influence the counseling process (5.F)</td>
</tr>
<tr>
<td>27</td>
<td>Demonstrated an understanding of essential interviewing, counseling, and case conceptualization skills (5.G)</td>
</tr>
<tr>
<td>28</td>
<td>Demonstrated an understanding of developmentally relevant counseling treatment or intervention plans (5.H)</td>
</tr>
<tr>
<td>29</td>
<td>Demonstrated an understanding of co-creating measurable outcomes with clients (5.I)</td>
</tr>
<tr>
<td>30</td>
<td>Demonstrated an understanding of evidence-based counseling strategies and techniques for prevention and intervention (5.J)</td>
</tr>
<tr>
<td>31</td>
<td>Understands suicide prevention models and strategies (5.L)</td>
</tr>
<tr>
<td>32</td>
<td>Understands crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (5.M)</td>
</tr>
<tr>
<td>33</td>
<td>Demonstrated an understanding of dynamics associated with group process and development (6.B)</td>
</tr>
<tr>
<td>34</td>
<td>Understands therapeutic factors and how they contribute to group effectiveness (6.C)</td>
</tr>
<tr>
<td>35</td>
<td>Demonstrated an understanding of characteristics and functions of effective group leaders (6.D)</td>
</tr>
<tr>
<td>36</td>
<td>Demonstrated an understanding of approaches to group formation, including recruiting, screening, and selecting members (6.E)</td>
</tr>
</tbody>
</table>
| 37 | Understands ethical and culturally relevant strategies for designing and
<p>| | |</p>
<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>38</td>
<td>Demonstrated an understanding of methods of effectively preparing for and conducting initial intakes and diagnostic assessments (7.B)</td>
</tr>
<tr>
<td>39</td>
<td>Demonstrated an understanding of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7.C)</td>
</tr>
<tr>
<td>40</td>
<td>Demonstrated an understanding of procedures for identifying trauma and abuse and for reporting abuse (7.D)</td>
</tr>
<tr>
<td>41</td>
<td>Demonstrated an understanding of use of assessments for diagnostic and treatment planning purposes (7.E)</td>
</tr>
<tr>
<td>42</td>
<td>Demonstrated an understanding of basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments (7.F)</td>
</tr>
<tr>
<td>43</td>
<td>Demonstrated an understanding of use of assessment results to diagnose developmental, behavioral, and mental disorders (7.L)</td>
</tr>
<tr>
<td>44</td>
<td>Understands ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (7.M)</td>
</tr>
<tr>
<td>45</td>
<td>Demonstrated an understanding of identification of evidence-based counseling practices (8.B)</td>
</tr>
<tr>
<td>46</td>
<td>Demonstrated an understanding of a needs assessments (8.C)</td>
</tr>
<tr>
<td>47</td>
<td>Demonstrated an understanding of evaluation of counseling interventions and programs (8.E)</td>
</tr>
<tr>
<td>48</td>
<td>Understood the rationale for and use of treatment plans and progress notes.</td>
</tr>
<tr>
<td>49</td>
<td>Understood the process or referral.</td>
</tr>
<tr>
<td>50</td>
<td>Described the major dynamics of the counselee as he/she relates to self, counselor, and environment.</td>
</tr>
<tr>
<td>51</td>
<td>Described the current medical status of counselees as appropriate.</td>
</tr>
<tr>
<td>52</td>
<td>Practice holistically as a professional</td>
</tr>
<tr>
<td>53</td>
<td>Demonstrated professionalism by manner of conducting self.</td>
</tr>
<tr>
<td>54</td>
<td>Practiced according to ACA, NBCC, and OCSWMFTB Code of Ethics.</td>
</tr>
</tbody>
</table>
1) In your overall judgment what professional strengths does the practicum student possess?

2) What areas of growth do you feel are necessary for the practicum student? What goals do you have for next semester?

3) Add any information which may clarify above responses or add insight into the practicum student's overall assessment?

Site Supervisor's Signature ___________________________ Date: _________

Practicum Student’s Signature ___________________________ Date: _________

Please Return to Counselor Education Program, University Supervisor
Wright State University, Department of Human Services, 108 Allyn Hall
3640 Colonel Glenn Highway, Dayton, Ohio 45435-0001.

Revised Fall 2018
APPENDIX 6

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/RHB 8650

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

Student’s Name_________________________ Semester:___________ Year:______
Major:______________________________ Site Name:________________________
Site Address_________________________ City_________ St_____ Zip______
Site Phone:___________________________ Site Supervisor:____________________
Site accessibility for individuals with disabilities: Yes or No
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.

<table>
<thead>
<tr>
<th>Area</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adequate assistance in meeting university requirements.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Staff acceptance of you as a practicum student.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Support and cooperation of the administrative staff.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Multicultural sensitivity.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Physical facilities.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Flexibility of site in meeting student's and client's needs.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Site requirements were reasonable.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Site and/or supervisor provided orientation regarding laws, policies and regulations that govern the organization.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Overall evaluation of site.</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

B. Please rate your Site Supervisor on the following areas from 1 (infrequently) to 5 (frequently).

<table>
<thead>
<tr>
<th>Area</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>He/she offered constructive criticism.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>He/she provided support when needed.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>He/she demonstrated multicultural sensitivity.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>He/she provided assistance or referred you to someone who could.</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>He/she allowed adequate time for individual supervision.</td>
<td>1 2 3 4 5</td>
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</tbody>
</table>
He/she helped me integrate theory and practice. | 1 2 3 4 5
---|---
He/she coordinated assignments of your clients | 1 2 3 4 5
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:_____________
APPENDIX 7

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

Program of Study:
Clinical Mental Health Counseling CNL 8650 _____
Organizational Counseling CNL 8640 _____
Rehabilitation Counseling RHB 8650 _____
School Counseling CNL 8650 _____

Time Log

<table>
<thead>
<tr>
<th>Date:</th>
<th>Non-direct Hours</th>
<th>Sub Total</th>
<th>Direct Hours</th>
<th>Sub Total</th>
<th>Total/ Day</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Supervision</td>
<td>Assessment</td>
<td>Individual Counseling</td>
<td>Group Counseling</td>
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<td></td>
<td>Prof.Dev.</td>
<td>Other</td>
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</table>

Sub Totals: Non-direct Hrs: DirectHrs: TotalHours:

Cumulative Total Semester Hrs:

(Site Supervisor Signature and Date) ____________________________

(Student Supervisor Signature and Date) ____________________________

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

Revised Fall 2018
APPENDIX 8

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

Revised Fall 2018
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!
COUNSELING AND WELLNESS SERVICES
Counseling and Wellness Services 053 Student Union
Wright State University
2015-2016 Counselor Placement Agreement Form for Practicum and Internship
Placement
Contact: David Toller, MS PCC-S 937-775-3407
allison.newlin@wright.edu

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

Revised Fall 2018
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 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 also attend morning utilization review meetings (9:00 – 10:00) on your scheduled workdays.

**Summer Semester 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 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 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

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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: allison.newlin@wright.edu and daniela.burnworth@wright.edu