
INTERNSHIP MANUAL
CNL 8670 Clinical Mental Health Counseling
Internship
M. S or M.A. Degree

Counselor Education
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The Clinical Mental Health Counseling Master's Degree program is offered by the Department of Human Services in the College of Education and Human Services at Wright State University. The faculty provides internship students with skills to work in a wide variety of mental health counseling settings. The internship experience is viewed as the culminating experience for the graduate student and takes place in many different settings. This experience fulfills the Ohio Counselor, Social Worker and Marriage and Family Therapist Board (OCSWMFTB), Council for Accreditation of Counseling and Related Educational Programs (CACREP), and National Board for Certified Counselors (NBCC) internship training standards.

PURPOSE OF MANUAL

The purpose of this manual is to provide the faculty, internship student, and internship supervisor with guidelines for the internship experience. It is designed to provide a liaison between Wright State University's Counselor Education program and the various college and community sites that voluntarily accept our interns. It is intended to ensure that all obligations are met for State licensure and CACREP training standards. Therefore, this manual has been developed in order to communicate more explicitly the procedures and requirements relative to the internship.

REQUIREMENTS FOR CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP

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

PREREQUISITE COURSES

The following courses must be completed prior to beginning internship with a grade of "B" or better:

CNL 6010 Counseling Theory and Practice

CNL 6020 Techniques of Counseling

CNL 6030 Statistics, Research, and Program Evaluation for Counseling

CNL 6200 Clinical Pathology in Counseling

CNL 6210 Crisis Counseling

CNL 6220 Group Background & Theory

OR

CNL 7220 Group Process in Counseling

CNL 7230 Assessment and Evaluation in Counseling

CNL 7240 Career Counseling and Development

CNL 7260 Marriage & Family Counseling

CNL 7270 Counseling for Life-Span Development

CNL 7280 Professional Orientation, Ethical Standards, and Legal Issues in Counseling

CNL 7290 Multicultural Counseling

CNL 8650 Individual & Group Practicum in Counseling must be completed with a Passing grade on a Pass/Fail grading system.

Portfolio Requirements Clinical Mental Health Counseling

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

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

Components of the Conceptual Framework

Content Knowledge (Strand 1)

Counselor Education candidates are knowledgeable in their chosen fields.

This strand represents our commitment to assuring professional counselors are knowledgeable in their chosen fields and can impart this knowledge to help all clients learn, achieve goals, or change behaviors. This knowledge is not limited to known and existing information, but includes the ability to generate and understand innovations in the field, and the possession of the skills and dispositions necessary to remain current in the field. Content Knowledge includes a broad general foundation in the arts and sciences, as well as a depth of knowledge appropriate for each level of expertise in a specific field. Content Knowledge is essential for critical thinking and problem solving in a professional role.

Content Knowledge interweaves with the other five strands in the Conceptual Framework to develop the art and science of counseling. Content Knowledge is necessary to make appropriate clinical decisions based upon one's knowledge of diverse groups, of technological applications to support learning, of emotional intelligence to establish rapport and communicate effectively, and of the qualities and dispositions of a professional counselor.

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

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

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

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

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

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

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

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

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

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

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

are included in the shared values of human services professions.

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

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

Faculty identified Emotional Intelligence as a critical disposition in the development of candidates. This strand represents a commitment to assuring professional counselors develop Emotional Intelligence and are cognizant of the significant role Emotional Intelligence plays in effective counseling, learning, and development. Emotional Intelligence includes:

- 1) An awareness of one's own emotions and the emotions of others (competence)
- 2) Constructively expressing and controlling feelings (self-regulation)
- 3) A recognition that life is full of choices and each person is responsible for his or her decisions' and actions (motivation)
- 4) The ability to take the perspective of others (empathy) listening to others, understanding others, interpreting guidelines for social relationships, and cooperating as a team member (social skills)

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

Submission Requirements:

Practicum Application must include:

Diversity Strand: CNL 7290 Multicultural Counseling graded Reflection Paper (i.e., Life History, Reaction Paper, Cultural Visit Paper). Grade must be "B" or better.

Technology Strand: PowerPoint, Excel, Pilot, Prezi, Powtoon, or Elluminate Live (Blackboard Collaborate) assignment.

Professionalism Strand: Professional resume from CNL 7280 Professional Orientation, Ethical Standards, and Legal Issues in Counseling. Grade must be "B" or better.

Emotional Intelligence Strand: CNL 7230 Assessment & Evaluation in Counseling emotional intelligence assessment results and reflection.

Last semester of enrollment students must submit the following artifacts:

Content Knowledge Strand: NCE Licensure exam or department comprehensive exam results (evidence of passing)

Pedagogical Content Knowledge Strand: CNL 8650 and 8670 Site Supervisor Practicum and

Internship Evaluations. Completed Impact on Client Needs forms that reflect successful interventions.

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

PURPOSE OF CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP

This course is designed to place students in a clinical setting, under supervision of a PCC-S, to deliver counseling and appraisal services to clients. The internship student will receive supervision from a university faculty member and a site supervisor. In effect, it is a professional experience utilizing all skills and competencies (e.g., the diagnosis and treatment of mental/emotional disorders) of a counselor in a professional mental health counseling setting.

CNL 8670 CLINICAL MENTAL HEALTH COUNSELING INTERNSHIP OBJECTIVES

In addition to the competencies described for CNL 8650 upon completion of CNL 8670, the internship student will:

Knowledge

1. Describe the behavioral effects of counseling and appraisal strategies.
2. Describe the effects of client behavior on the counseling and appraisal process and on counselor behavior.
3. Describe nonverbal behavior of client and counselors.
4. Summarize major counseling session themes.
5. Understand case formulation.
6. Understand the rationale for and use of treatment plans, progress notes, and related documentation.
7. Understand the process of referral.
8. Describe the major dynamics of the client as he/she relates to self, counselor, and environment.
9. Describe current medical status of clients as appropriate.
10. Describe group dynamics.
11. Identify counseling and consultation theories including individual and systems perspectives as well as research and factors in applications.
12. Demonstrate an understanding of counselor and/or consultant characteristics and behaviors that influence therapeutic processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, orientations, and skills.
13. Demonstrate an understanding of client and/or consultee characteristics and behaviors that influence helping processes including age, gender, and ethnic differences, verbal and nonverbal behaviors and personal characteristics, traits, capabilities, and life circumstances.
14. Describe roles, functions, and professional identity of counselors.
15. Describe roles of counselors in a variety of settings and the relationship between counselors and other professionals in these settings.
16. Understand organizational, fiscal, and legal dimensions of the institutions and settings in which counselors practice.
17. Identify theories and techniques of needs assessment to design, implement, and evaluate counseling interventions, programs, outcome effectiveness, and systems.
18. Identify client characteristics of individuals served by counseling services, including the effects of socioeconomic status, employment, aging, gender,

- culture, race, ethnicity, chronic illness, developmental transitions, and interpersonal, family, and community violence.
19. Describe principles of program development and service delivery for clients based on assumptions of normal development, including prevention, implementation of support groups, peer facilitation training, parent education, career information and counseling, and encouragement of self-help.
 20. Identify principles of conducting an intake interview and history for planning counseling interventions.
 21. Identify administration and organizational issues.
 22. Knowledge of program evaluation and assessment of outcome effectiveness procedures.
 23. Knowledge of the counseling professions Code of Ethics, Standards of Practice, and relevant laws including HIPPA.
 24. Understand basic principles of treating and diagnosing mental and emotional disorders.
 25. Understand the current DSM criteria and diagnostic procedures.

Performance

1. Practice holistically as a professional mental health counselor.
2. Demonstrate basic interviewing, assessment, counseling and consultation.
3. Demonstrate an understanding of counseling and appraisal theory as it relates to the application technique.
4. Demonstrate an understanding of cultural differences as they relate to counseling practices.
5. Demonstrate an understanding of the role and function of the counselor.
6. Demonstrate an understanding of counseling theory and techniques.
7. Demonstrate an understanding of problems and concerns clients present.
8. Demonstrate an understanding of the law including HIPPA and professional counseling Code of Ethics and Standards of Practice as they apply to counseling, appraisal and consultation.
9. Demonstrate an understanding of the facilitation role.
10. Demonstrate the understanding of the planning process as it relates to group counseling.
11. Demonstrate effective strategies for promoting client understanding of and access to community resources.
12. Demonstrate individual and group counseling and therapy approaches appropriate for the needs of clients.
13. Demonstrate group approaches that are systematically designed to assist clients with the amelioration of self-defeating behaviors and mental health issues.
14. Demonstrate methods of consultation, and treatment team staffing procedures.
15. Demonstrate time management skills.
16. Demonstrate client advocacy.
17. Demonstrate record keeping and documentation skills.
18. Demonstrate ability to accurately diagnose and treat mental and emotional disorders.

Dispositions

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

APPLICATION PROCEDURE

*Please refer to the Practicum and Internship PowerPoint presentation on the DHS homepage for additional information.

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

Phase 1

1. To complete Phase 1, the student needs to submit an application (Appendix 1), proof of liability insurance, and a copy of the program of study, by the dates specified below for **each** semester of CNL 8670. Please fill out [Appendix 1 online](#) (you will be required to log in with your W number and password).

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

*Applications and paperwork apply for one semester only – students **MUST** apply each semester they plan to register for Internship*

The student must supply verification of liability insurance at the time of **each** application. A photocopy of the insurance application and check will not fulfill this requirement. The student should provide two copies of the policy or anything that states their name and the dates that they will be covered by the insurance. Student applications to join the American Counseling Association (ACA) and applications for ACA professional liability insurance are available in 109 Allyn Hall as well as online (<http://www.counseling.org>). Students may also join the AMHCA for Professional Liability Insurance.

The Graduate Assistant of Practicum and Internship will check academic advising reports online to verify prerequisite coursework has been completed.

2. A student will be admitted to internship if all prerequisites have been met for internship (see page 3).

Note: It may not be possible to accommodate all students applying for internship, as class size is limited. Students not permitted to register one semester will be given priority the next semester. A priority list will be developed based on the following criteria if this should occur:

- a. full-time students on leave of absence or sabbatical
- b. percentage of coursework in the program (students with greater percentage of coursework are given priority)
- c. order in which completed paperwork is submitted (i.e., first come, first serve)

Phase 2 and Registration Options and Requirements for CMHC Internship

1. To complete Phase 2, the student is required to submit Appendices 2-4 (see pages 19-28). Phase 2 of the application is due approximately 2 weeks following the Phase 1 deadline. This date will be set each semester and students will be notified through email accordingly. Students should submit two hard copies of completed Appendices 2-4 to the Graduate Assistant for practicum/internship in the office of DHS (108 Allyn Hall). To be given departmental approval for registration into CNL 8670, the following paperwork must be submitted:
 - a. Contract with signatures of Site Supervisor, and Student (**the original and a copy**); *Students must obtain their site supervisor's signature and date, as well as their own before submitting.*
 - b. Site Supervisor Information Sheet and a copy of license (**the original and a copy**);
 - c. Site Information Sheet (**the original and a copy**);
 - d. A copy of the completed Trainee Supervision Agreement form which student will submit to the CSWMFT board in order to obtain counselor trainee (CT) status. A copy of the student's schedule and the site supervisor's professional disclosure statement should be attached to the Trainee Supervision Agreement when submitted to the board. *(This must be submitted the 1st semester of internship only. For subsequent semesters, the board only requires the student to submit a copy of their schedule and a CT extension form. However, if there is a change in the internship site and/or site supervisor a new Training agreement must be completed and turned in.)*

After departmental approval has been given, the student will receive an email. The Graduate Assistant of Practicum and Internship will have WINGS sections opened for Practicum Students and will create registration slips for Internship Students. A copy of the registration slip will be provided to the student via email. The registration slip must be returned to the registrar.

Policies

1. **All deadlines are strictly enforced.**
2. The application process is current for one semester only.
3. If the student drops the class or does not register for the internship section without notifying the Graduate Assistant for practicum/internship the student will not be eligible for internship the following semester, unless, after all applications have been received, there is space available in an internship section.

Registration Options and Requirements for Clinical Mental Health Counseling Internship

The following are minimum internship requirements. The student is required to complete a total of 6

credit hours of CNL 8670 for a minimum of 600 clock hours at his/her internship site with a minimum total of 240 direct client contact clock hours. One credit hour equals 100 clock hours on site. This may be accomplished in one of the following sequences for the 15-week *Fall & Spring* semesters:

1) 2 credit hours per semester

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

2) 3 credit hours per semester

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

3) 4 credits for 1 semester

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

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

The sequences are as follows for a 12-week *Summer semester*:

1) 2 credit hours

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

2) 3 credit hours

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

3) 4 credit hours

- a. A minimum of 34 clock hours per week at the site (400 clock hours minimum over the course of the semester).
- b. A minimum of 160 direct client contact clock hours per semester (these 160 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum of 10% or 16 clock hours of direct client contact

- in individual counseling and a minimum of 10% or 16 clock hours of the direct client contact in group work)
- c. A minimum of 1.75 clock hours per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
 - d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
 - e. Student must track 3 clients' progress to conduct an impact on student learning/client needs form the last semester of internship.

REQUIREMENTS AND RESPONSIBILITIES FOR CNL 8670 CMHC INTERNSHIPS

University Supervisor

Formal evaluation (in consultation with the site supervisor) and periodic monitoring of the internship experience will be conducted throughout the internship. The University Supervisor will be available for consultation with the Site Supervisor personally, by phone and e-mail and may make on-site visits to monitor the internship student's progress, in accordance with the signed Counseling Internship Contract/Memo of Understanding-CNL 8670.

Internship Student

Internship students are expected to complete the following requirements:

- 1) Class - attend weekly on-campus university supervisory sessions.
- 2) Log - A log (time log on website) of internship experience must be maintained and turned into the University Supervisor at the end of the semester.
- 3) Recordings - audio or video preferred, a minimum of one session per week. Internship students must obtain permission to tape from the Site Supervisor and written permission from the client(s). Internship students must comply with the rules and regulations of the site and the ACA, OCSWMFTB, and/or NBCC Code of Ethics and Standards of Practice related to recording sessions. The recordings are intended to be used as a learning tool for the student and will be reviewed by the University Supervisor for the purpose of evaluation. In addition, other internship students may review the recordings during CNL 8670 class meetings.
- 4) Orientation - Internship students are required to participate in supervised site orientation prior to the start of internship. Internship students should become familiar with site operations, resources, professional literature, computer systems, referral procedures, assessment instruments and other mechanisms crucial to the site operation.
- 5) Internship Student Evaluation - Each internship student is expected to provide his/her Site Supervisor with the CNL 8670 Internship Evaluation Form (Appendix 5). The internship student is responsible for ensuring that the evaluation form is sent to the University Supervisor no later than finals week of the semester in which internship occurs.

- 6) Internship Site Evaluation – Internship students are required at the end of each semester to provide for the University Supervisor a completed Site Evaluation form (Appendix 6) that will be filed in a Practicum/Internship binder (located in 108 ALLYN HALL) for reference by future students seeking internship sites (Due finals week of the semester).
- 7) Supervision Registration - All internship students must register their internship site, supervisor and anticipated hours of supervision and supervised experience with the OCSWMFTB (Appendix 8).

Internship Site and Site Supervisor

1) The internship student must choose a site that is based on the internship student's career goals in consultation with the University Supervisor and projected OCSWMFTB areas of competencies. The internship student will be expected to carry out professional duties that a paid staff member at the site is expected to perform (such as counseling, appraisal, writing treatment plans, updating case notes, attending staff meetings). The opportunity for recording client sessions is required and must follow ethical guidelines.

2) For site approval, the site supervisor must be a Professional Clinical Counselor (PCC) with supervision endorsement. The site supervisor must have a minimum of two (2) years of relevant professional experience. In addition, the site supervisor should have knowledge of program's expectations, requirements, and evaluation procedures for students. The site supervisor should have written training curriculum for the internship student.

3) The Site Supervisor agrees to provide a minimum of one (1) clock hour of direct individual supervision for up to twenty (20) clock hours that the internship student spends at the site per week. The Site Supervisor also agrees to be available by phone and/or e-mail and on-site visits with the University Supervisor for consultation concerning the internship student's progress. The Site Supervisor will complete an Internship Student Evaluation (provided by the internship student), and review it with the internship student, and return it to the internship student, who will turn it into the University Supervisor, Department of Human Services (108 ALLYN HALL) no later than finals week of the semester.

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

PROGRAM FACULTY

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

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Appendix 1

Date: _____

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).

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

SEMESTER: Fall ____ Spring ____ Summer ____ YEAR: _____

CMH Counseling Internship Contract/Memo Of Understanding - CNL 8670

**Please submit two copies.*

Student: _____

Site: _____

Site Address: _____

City: State: Zip: _____

Site Phone: _____ Business E-mail: _____ Cell: _____

This Memo of Understanding is entered into between Dr./Mr./Ms./Mrs. _____ site supervisor for _____ an internship student from Wright State University, Department of Human Services, Counselor Education Program as represented by _____. The site supervisor agrees to assume responsibility for assisting the internship student in conducting counseling and appraisal activities related to his/her internship experience. These activities are here defined between the student (Internship student) and the College of Education and Human Services and are agreed to by the site supervisor. The University Supervisor agrees to be available for consultation with the Site Supervisor personally, by phone and/or e-mail and may make on-site visits to monitor student progress.

CREDIT HOURS OPTION SELECTED (check one)

Fall & Spring semesters (15 weeks):

_____ **1) 2 credit hours per semester**

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

_____ **2) 3 credit hours per semester**

- a. A minimum of 20 clock hours per week at the site (300 clock hours minimum per semester).
- b. A minimum of 120 direct client contact clock hours per semester (these 120 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum

of 10% or 12 clock hours of the direct client contact in individual counseling and a minimum of 10% or 12 clock hours of the direct client contact in group work)

- c. A minimum of 1 clock hours per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
- d. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
- e. Student must track 3 clients' progress to conduct an impact on student learning/client needs form the last semester of internship.

_____ **3) 4 credits for 1 semester**

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

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

Summer semester (12 weeks):

_____ **1) 2 credit hours**

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

_____ **2) 3 credit hours**

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

_____ **3) 4 credits**

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

Site Supervisor agrees to:

1. provide the student (internship student) with the direct client contact (individual counseling and group counseling) hours per semester as indicated above.
2. provide the number of hour(s) of individual supervision per week with the internship student as indicated above.
3. complete the Student Evaluation Form and communicate same to student as a final feedback on the progress of the student.
4. be available for conferences with the internship student and/or University Supervisor as needed.
5. permit 1 clock hour for audio or 1 video (**preferred**) recording and observation per week and periodically review.
6. provide the internship student with adequate physical facilities in which to work.

Student agrees to:

1. act in a manner consistent with ACA, OCSWMFTB and NBCC Code of Ethics and Standards of Practice.
2. be responsible for the number of hours at the internship site as indicated above.
3. be responsible for being available to the site supervisor for conferences (e.g., staffings, consultation, etc.) as required by the site.
4. be responsible for 1 clock hour of audio or 1 video (**preferred**) recording per week.
5. be responsible for counseling, appraisal, and group facilitation (direct client contact) for the number of hours per semester as indicated above.
6. comply with the rules and regulations of site (e.g., report writing, in-service training, etc.)
7. maintain professional liability insurance.
8. if student is required by the site to have Counselor Trainee status, please check here _____
(If Counselor Trainee status is required, student must attach a copy of the Counselor Trainee application.)
9. Complete internship hours in a different area than that in which they are employed and supervised by someone other than regular supervisor if internship site is also place of employment. Check here if internship site is also place of employment _____.

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

Name of Work Supervisor: _____ Department: _____

University Supervisor agrees to:

1. make contact(s) with the internship Site Supervisor during the semester, one of which will include a site visitation (if the site is within a 50 mile radius of the University).
2. provide 1.5 hours minimum per week of group supervision and review the internship student's work on a weekly basis.
3. review a minimum of two tapes (audio or video preferred) with the internship student.
4. be responsible for collecting and verifying the internship student's logs, Site Supervision Evaluation, and Student Site Evaluation and assigning the internship student's grade.
5. be responsible for completing University Supervisory form and returning **all** the above paperwork for filing in student's advising folder no later than 1 week following finals week.

Site Supervisor's signature and date _____

Internship Student's signature and date _____

University Supervisor's signature and date _____

*Please obtain the **Site Supervisor's signature and date**, and then **sign and date** above before submitting to the Graduate Assistant for Practicum and Internship.*

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

CMH Counseling Internship Site Supervisor Information Sheet - CNL 8670

**Please submit two copies.*

**Please include copy of most recent renewal license card.*

Dr., Mrs., Mr., Ms _____

Site Address _____

City _____ State _____ Zip _____ Phone: _____

Preferred E-mail: _____

Present Position Title _____

Professional Certification/License(s) _____

OCSWMFTB Lic. No. _____ Exp. Date _____

Have you supervised WSU counseling students in the past? ____Yes ____No

If _____ yes, _____ when? ____

Who was _____ your _____ university _____ contact? ____

Name of the WSU student you will be supervising at this time ____

Do you have supervising counselor status with OCSWMFTB? _____

Education: (Begin with most recent)

Institution _____

Degree/Year _____

Institution _____

Degree/Year _____

Institution _____

Degree/Year _____

Other Related Educational Experiences: (Begin with most recent)

1) _____

2) _____

3) _____

Professional Experience: (Begin with most recent)

Employer _____
Employer Address _____
Dates of _____ Employment ____
Job Title _____
Description _____

Employer _____
Employer Address _____
Dates of _____ Employment ____
Job Title _____
Description _____

Employer _____
Employer Address _____
Dates of _____ Employment ____
Job Title _____
Description _____

Therapeutic and Appraisal Orientation/Strategy (if any) _____

Professional Affiliations:

- 1) _____
- 2) _____
- 3) _____
- 4) _____

Site 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 complete one of the following sections:

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

Site _____

Site Address _____

*Tax ID # _____

D I would like to have the check made out to myself.

Name _____

(as it appears on your social security card)

Home Address _____

*Social Security # _____

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

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

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

The Graduate Assistant for Practicum and Internship

Or

The Chair of the Department of Human Services

Stephen B. Fortson, Ed.D., LPCC

108 Allyn Hall

937.775.2075

*Please provide your Tax ID or SSN, even if you provided it during a previous semester.

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

CMH Counseling Internship Site Information Sheet - CNL 8670

**Please submit two copies.*

Student Name _____

Phone: _____ E-mail: _____

Site Name _____

Site Address _____

City _____ State _____ Zip _____

Site Phone: _____

Site Supervisor (including degrees) _____

Clientele at site _____

Specific Directions to site (*include approximate mileage & time from WSU – 1 way*) _____

Internship Student's Job Description and/or Special Requirements/Information _____

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 CMHC Internship Student

- I. Semester/Year _____
University Supervisor _____
- II. Identifying Information (Internship Student)
Name _____
Address _____
Phone _____ e-mail _____
- III. Identifying Information (Site Supervisor)
Name _____
Site _____ Phone _____
Site Address _____
- IV. Directions:
Please indicate below the degree each competency has been demonstrated using the following scale:
- 5 - Frequently demonstrated with a very high degree of competence.
 - 4 - Frequently demonstrated with a high degree of competence.
 - 3 - Demonstrated with an adequate degree of competence.
 - 2 - Occasionally demonstrated or with a relatively low level of competence.
 - 1 - Rarely demonstrated or with an extremely low level of competence.
- _____ 1. Demonstrated an understanding of counseling theory as it relates to the application of techniques.
- _____ 2. Demonstrated an understanding of cultural differences as they relate to counseling practices.
- _____ 3. Demonstrated an understanding of the role and function of the counselor.
- _____ 4. Demonstrated an understanding of counseling theory.
- _____ 5. Demonstrated an understanding of problems and concerns many individuals confront (e.g., self-concept development).
- _____ 6. Demonstrated an understanding of the law and professional ethics as they apply to counseling.
- _____ 7. Described the behavioral effects of counseling strategies.
- _____ 8. Described the effects of counselee behavior on the counseling process and counselor behavior.
- _____ 9. Described non-verbal behavior of counsees and counselors.
- _____ 10. Summarized major counseling session themes.
- _____ 11. Understood case formulation.
- _____ 12. Understood the rationale for and use of treatment plans and progress notes.
- _____ 13. Understood the process or referral.
- _____ 14. Described the major dynamics of the counselee as he/she relates to self, counselor, and environment.
- _____ 15. Described the current medical status of counsees as appropriate.

- _____ 16. Demonstrated the knowledge of group counseling.
- _____ 17. Demonstrated an understanding of the facilitation role.
- _____ 18. Described Group Dynamics
- _____ 19. Demonstrated the understanding of the planning process as it relates to group counseling.
- _____ 20. Practice holistically as a professional
- _____ 21. Demonstrated professionalism by manner of conducting self.
- _____ 22. Practiced according to ACA, NBCC, and OCSWMFTB Code of Ethics.

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

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

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

Site Supervisor's Signature

Date

Internship Student's Signature

Date

Please Return to Counselor Education Program, **University Supervisor (your CNL 8670 Professor)**, Wright State University, Department of Human Services, 108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, Ohio 45435-0001

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

CMHC Internship Student's Site Evaluation - CNL 8670

Internship Student's Name: _____ Semester: _____ Year: _____

Placement Site: _____

Site Address: _____

City: _____ State: _____ 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.

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

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

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

- C. 1. Is there anything not previously mentioned that you especially liked or disliked about the site or supervision?
2. Was the internship a learning experience for you? Please explain.
3. What kind of supervision did you have? (e.g. listening to tapes, direct observation, group supervision, etc.)
4. Number of hours per week required by site: _____
5. How would you characterize your Site Supervisor's style of supervision? (e.g., positive reinforcement, concentrating on counselor dynamics, concentrating on client dynamics, criticism, no criticism, etc.)
6. Other comments:

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

*Provide one copy to your *University Supervisor (CNL 8670 professor)*.

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 student's 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. 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: Practicum Report Form

For internship: Internship Supervision Evaluation

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

It is **highly recommended** each student obtain a copy of the Rules and Regulations for Licensure from the State Board. This document contains information vital to your future as a counselor!

Appendix 9

Department of Human Services, College of Education and Human Services
Wright State University

Student Name _____ Site Name _____

Site Supervisor _____ Student Major _____

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

Client 1	Client 2	Client 3
----------	----------	----------

Please circle the nature of the counseling intervention.

Client # 1 Increased/ Decreased Behavior -----	Client # 2 Increased/ Decreased Behavior -----	Client # 3 Increased/ Decreased Behavior -----
Counseling/Psychotherapy: Career/Occupational Couple Crisis Family Mental Health Personal/Social Other:	Counseling/Psychotherapy: Career/Occupational Couple Crisis Family Mental Health Personal/Social Other:	Counseling/Psychotherapy: Career/Occupational Couple Crisis Family Mental Health Personal/Social Other:

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

Client 1 Goal	Client 2 Goal	Client 3 Goal

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

Level of Expected Outcome	Client 1	Client 2	Client 3
Review Date(s)			
Reviewer(s)			
Much more than expected (+2)	Describe	Describe	Describe
More than expected (+1)	Describe	Describe	Describe
Most likely outcome	Describe	Describe	Describe
Less than expected (-1)	Describe	Describe	Describe
Much less than expected (-2)	Describe	Describe	Describe

1. Identify the major way(s) you evaluated the outcomes for each client. Specifically, what assessment methods and steps did you use (standardized test, client feedback, scaling, significant other report, observation, homework completion, etc.).

Client 1	Client 2	Client 3
----------	----------	----------

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

Client 1 (Check One) <input type="checkbox"/> As planned <input type="checkbox"/> Almost as planned <input type="checkbox"/> With a moderate amount of change <input type="checkbox"/> With many changes	Client 2 (Check One) <input type="checkbox"/> As planned <input type="checkbox"/> Almost as planned <input type="checkbox"/> With a moderate amount of change <input type="checkbox"/> With many changes	Client 3 (Check One) <input type="checkbox"/> As planned <input type="checkbox"/> Almost as planned <input type="checkbox"/> With a moderate amount of change <input type="checkbox"/> With many changes
---	---	---

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

Client	Date	Rating (-2, -1, 0, +1,+2)	Date	Rating (-2, -1, 0, +1,+2)
1				
2				
3				

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

	Date	Goal Attainment Rating (-2, -1, 0, +1,+2)	Date	Goal Attainment Rating (-2, -1, 0, +1,+2)
Client 1				
Client 2				
Client 3				

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

Client	Date	Reviewer (supervisor, coworker, etc.)	Rating (-2, -1, 0, +1,+2)	Date	Reviewer (supervisor, coworker, etc.)	Rating (-2, -1, 0, +1,+2)
1						
2						
3						

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

Site Supervisor's Signature _____ Date _____

Counseling Student's Signature _____ Date _____

Impact on Student Learning/Client Needs

Directions for Implementation:

1. CEHS candidate chooses three students/clients to facilitate the use of the goal attainment task, after consultation with the cooperating educator and support from their supervisor.
2. At least two members of the team mentioned above should rate the degree of attained progress of the goal for the same three students/clients to triangulate the evidence. Therefore, the GAS needs to be completed during an observation when at least two of the three parties are present.
3. The assessment should be collected during the same field or clinical experience for all candidates within the program, preferably collected the semester of the candidate's last field or clinical experience (during gate/decision point #3).
4. Completion of the task is designed for on-line submission electronically. Aggregated data per program area would be submitted to the data manager by the end of the semester.

**National Counselor Examination (NCE)
National Clinical Mental Health Counseling Examination (NCMHCE)
State Specific Insert for Ohio Licensure Candidates**

****This is a supplement to the NCE/NCMHCE Combo Candidate Handbook. You can download the handbook from the NBCC Web site at www.nbcc.org/stateboardmap.****

CONTACT INFORMATION

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

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

ELIGIBILITY REQUIREMENTS

Candidates must receive approval from the Ohio Counselor, Social Worker, and Marriage Family Therapist Board before testing. Once approved, candidates will receive a Licensure Examination Registration Form and eligibility letter from the Ohio Board. The Registration Form should be completed with **original ink signature** and sent by U.S. postal mail to NBCC with the examination fee and a copy of their eligibility letter (\$180 for the NCE or \$170 for the NCMHCE). (Fees are subject to change.)

REGISTRATION DEADLINES

Candidates will need to allow approximately 4 weeks processing time once their payment and materials are received by the NBCC Assessment Dept. **Candidates must sit for the examination before their eligibility letter submitted with the registration form expires.** Candidates can submit registration materials described above at any time after being approved by the Ohio Board but be aware that space is limited.

TESTING SCHEDULE

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

Exam dates should be scheduled by the candidate through AMP's Web site or by calling AMP's toll-free customer service line **after receiving confirmation from NBCC.**

AMP Phone number: 888-519-9901

AMP Web site: www.goAMP.com

RE-REGISTRATION

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

SPECIAL ACCOMMODATIONS

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

AFTER PASSING THE EXAM

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

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
david.toller@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 culture where they did not have an understanding of the impact of emotional issues on broader functioning.

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

In the late 1970's, the School of Professional Psychology was formed and planning began for the development of this innovative approach to the education and training of clinical psychologists.

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

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

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

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

Training Opportunities in Mental Health Counseling

Counseling and Wellness Services is continuing its commitment to the placement of counseling students from Wright State's counseling program for practicum and internship experiences. Due to the training mission and policies of the center, requirements for eligibility are specific in

nature to address the needs of the center and its training mission. Counseling students interested in applying for a practicum and internship experience will have to meet the following requirements and agree to the following terms for placement:

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

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

Spring Semester 2015 Practicum – Register for 3 semester hours for the 100 hour practicum experience. Must commit to at least two scheduled work days per week from 8:30-5:00 and attend staff meetings on Wednesday mornings (8:30 – 10:00). Must also attend morning utilization review meetings (9:00 – 10:00) on your scheduled work days.

Summer Semester 2015 Internship – Register for 1 semester hour for a 100 hour internship experience. Must commit to at least two scheduled work days 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 work days.

Fall Semester 2015 Internship - Register for 3 semester hours for the 300 hour internship experience. Must commit to at least two scheduled work days 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 work days. It is likely that candidates will need to consider three days per week to meet state hour requirements.

Spring Semester 2016 Internship - Register for 2 semester hours for the 200 hour internship experience. Commit to at least two scheduled work days 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 work days. It is likely candidates will need to consider three days a week to meet state hour requirements.

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

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

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

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

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