

DEPARTMENT OF HUMAN SERVICES

Graduate Student Internship Manual

Clinical Mental Health Counseling CNL 8670

Rehabilitation Counseling RHB 8670

School Counseling CNL 8670

Department of Human Services College of Education and Human Services

Wright State University 108 Allyn Hall

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PURPOSE OF THE MANUAL

Welcome to internship! Congratulations on the work you have completed thus far in pursuit of the master's degree in counseling. As internship is the most important aspect of your training, you must take particular responsibility to design a beneficial and rewarding experience. You will receive university and site supervision. Take advantage of learning from your supervisors to develop a meaningful professional identity.

The purpose of this manual is to define the responsibilities of the student, site supervisor, and the university supervisor. It is designed for students to use as a guide for planning an internship experience that reflects the goals of the internship experience, and the program objectives for the school counseling program at Wright State University. Included in this manual, is an orientation for site supervisors and all the forms necessary to begin and complete the internship. The total internship experience is the completion of 600 clock hours (minimum).

PURPOSE OF INTERNSHIP EXPERIENCE

The internship requires the student to utilize the skills and techniques learned in previous coursework. The program coordinator, the specialty field supervisor, and the student will cooperatively determine the exact nature of the internship experience, depending on the learning needs and interests of the student. The Internship hours provide a professional experience utilizing all skills and competencies of a counselor in a professional setting.

REQUIREMENTS FOR ELIGIBILITY

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).

Students beginning the internship must be able to demonstrate the following competencies:

1. basic listening skills;
2. an understanding of professional ethics and legal parameters of the rehabilitation process;
3. read medical and psychological and psychiatric reports and interpret the findings to a consumer;
4. an awareness of his/her interpersonal influence on the rehabilitation process;
5. advocacy skills for the population with which they are working;
6. an understanding of the multidisciplinary team as part of the rehabilitation process;
7. identify problems, design and assist in the implementation of rehabilitation planning;

8. locate and utilize community informational resources;
9. utilize supervision positively;
10. understanding of a variety of interview techniques and major individual counseling theories and techniques;
11. understanding the process of psychological adjustment to major disabling conditions;
12. understand the behavior assessment process.

Clinical Mental Health Counseling Prerequisites

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 7220 Group Process in Counseling
- CNL 7230 Assessment and Evaluation in Counseling
- CNL 7240 Career Counseling and Development
- CNL 7260 Marriage & Family Counseling & CNL 7261 Systems Theory
- 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

Rehabilitation Counseling Prerequisites

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
- RHB 7000 Foundations of Rehabilitation
- RHB 7040 Psychosocial Rehabilitation
- RHB 7110 Vocational Evaluation and Assessment
- RHB 7200 Case Management
- CNL 7280 Professional Orientation, Ethical Standards, and Legal Issues in Counseling

- RHB 7020(SD) or RHB 7070 (CD)
- CNL7290 Multicultural Counseling
- CNL 6220 OR 7220 Group Process OR Group Background and Theory
- CNL 7230 Assessment and Evaluation in Counseling
- RHB 8650 Individual & Group Practicum in Counseling

The following courses must be completed **for Chemical Dependency majors only**:

- RHB 7300 Theory and Epidemiology of Addiction
- RHB 7310 Treatment and Prevention of Addictions

School Counseling Prerequisites

The following courses must be completed prior to beginning internship with a grade of “B” or better (or Pass):

- CNL 6010 Counseling Theory and Practice
- CNL 6020 Techniques of Counseling
- CNL 6030 Education Statistics and Research
- CNL 7650 Principles and Practices of School Counseling
- CNL 6620 Problems in Student Behavior and Development
- CNL 7280 Professional Orientation, Ethical Standards, and Legal Issues in Counseling
- CNL 7290 Multicultural Counseling
- CNL 7220 Group Process
- CNL 6210 Crisis Counseling

INTERNSHIP APPLICATION PROCEDURES

Application Deadlines

Phase 1:

- Summer and Fall Semester- February 15 (the student must apply 2 times, once for summer and again for fall)
- Spring Semester- October 10

Phase 2:

- Summer semester- March 1
- Fall semester- March 15
- Spring semester- October 30

The following procedures are to be observed to register for internship:

- 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)
 - Note: Only those school-counseling majors completing their practicum in a community mental health agency should submit their background checks and fingerprints to the Ohio CSWMFT Board.
 - School-counseling majors completing their practicum in a school should contact their site supervisor and the school district's Human Resources Office to determine where to send the background check and fingerprint results. In some cases, the school district may request our department to house the information. The background check and fingerprint information should be appropriately current.
- Complete and submit the application (Appendix 1) 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 Internship 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 PCC-S is required for students working towards a PC license) to this appendix.
- Appendix 4: Site information sheet (to be completed by student)

- Copy of the Counselor Trainee Supervision Agreement (if required)
- Proof of liability insurance
- Unofficial transcript/academic advising report from Wings Express

STUDENT REQUIREMENTS AND RESPONSIBILITIES

CREDIT HOUR OPTIONS FOR INTERNSHIP

Fall & Spring semesters (15 weeks)

6 Credit Hours

- Fall and Spring Semesters Only (15 weeks)
- RHBC Students Only
- 600 Clock Hours.
- Minimum of 40 hours per week on site
- Minimum of 240 direct contact over semester.

2 Credit Hours

- A minimum of 14 clock hours per week at the site (200 clock hours minimum per semester).
- 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).
- A minimum of 1 clock hour per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
- A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
- Student must track 3 clients' progress to conduct an impact on student learning/client needs form the last semester of internship.

3 Credit Hours

- A minimum of 20 clock hours per week at the site (300 clock hours minimum per semester).
- 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)

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

4 Credit Hours

- k. A minimum of 27 clock hours per week at the site (400 clock hours minimum over the course of the semester).
- l. 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)
- m. A minimum of 1.5 clock hours per week of direct face-to-face individual supervision with the PCC-S Site Supervisor.
- n. A minimum of 1.5 clock hours per week of group supervision with the University Faculty Supervisor.
- o. Student must track 3 clients' progress to conduct an impact on student learning/client needs form the last semester of internship

Summer Semester (12 weeks):

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.

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 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-SSiteSupervisor.
- 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 Credit Hours

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

ClinicalMentalHealthCounseling

Internship students are expected to complete the following requirements:

- Class - attend weekly on-campus university supervisory sessions.
- 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.
- 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.
- 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.
- 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.
- 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).
- Supervision Registration - All internship students must register their internship site, supervisor and anticipated hours of supervision and supervised experience with the OCSWMFTB (Appendix 8).

Rehabilitation Counseling

- Maintain a regular attendance schedule and complete all assignments.
- Conform to agency rules, regulations, and standards.
- Demonstrate an awareness of personal skills and limitations by taking initiative when appropriate, yet seeking assistance when necessary.
- Keep a log of all activities and reactions. The log should include:

- a.) Date and number of hours spent at the internship;
- b.) Description of activities (interviewing, personal or vocational counseling, interaction with staff and other professionals, planning, in-service training, utilization of community resources, placement activities, attendance at conferences, workshops, and any other job duties performed);
- c.) weekly personal reaction to activities performed.

- Establish personal objectives to be met during the internship.
- Provide an evaluation report of the internship experience using form in Appendix 6.
- Abide by the NRCA, CRCC, and ACA/ARCA Code of Ethics.

School Counseling

The student is responsible for finding a school and site supervisor for the internship.

The student will:

- Participate in site orientation activities as designed by the site supervisor. The orientation should include 5-10 hours of observation. The observation hours may be completed prior to the beginning of internship. The purpose of the observation period is for students to learn the role and function of the school counselor at the site, and set goals with the site supervisor for the semester.
- Complete a minimum of 600 clock hours at the school, taken across 2 semesters. Within the 600 clock hours, complete a minimum of 240 direct service contact hours.

Direct Service Activities

- Counseling: Individual and small group
- Individual Student Planning: Advisement, Appraisal
- School Counseling Core Curriculum: Classroom Guidance, Group Activities

The remainders of the internship hours include completing indirect service activities.

Indirect Services

- Consultation
- Referrals
- Collaborating
- Coordinating
- Planning

- Office Management Activities
- Supervision time with site supervisor: Site supervision averages one hour per week.

Note: Refer to the ASCA National Model for further explanation of direct and indirect student services. Also, refer to the ASCA National Model for inappropriate activities.

- Generate goals of desired outcomes for the internship experience with the site supervisor, each semester of internship. Submit the goals to the university supervisor prior to the start of each semester of internship.
- Maintain a log indicating dates and number of hours completed at the site, and brief description of the activities.
- Participate in weekly supervision with site supervisor (an average of one hour per week).
- Participate in weekly group supervision with University Supervisor (one and one-half hours).
Note: Students should be prepared to provide audio or videotapes of individual or group sessions. Students must secure all written permissions to tape as stated by the site supervisor, school administrator, and school district policy.
- Provide the site supervisor with the midterm and final evaluation forms for submission to the site supervisor.
- Complete and submit the Internship Site Evaluation form at the end of each semester of internship to the university supervisor.

SITE AND SITE SUPERVISOR REQUIREMENTS

Clinical Mental Health Counseling

- 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.
- For site approval, the site supervisor must be a Professional Clinical Counselor (PCC-S) 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.

- 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.
- 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).

Rehabilitation Counseling

Agencies should assign one staff member to supervise the intern. (However, if no one at the agency has both a CRC and (L)PC, or CCDC III and (L)PPC you will need two supervisors.) This supervisor may assign the intern to other professional staff in the agency but is responsible for making sure the intern's supervision and assignments best meet the needs of the intern and the agency. The internship site supervisor is responsible for planning, assigning internship duties, observing and monitoring the intern's work performance as well as setting up priorities in terms of work tasks.

On-site supervision includes:

- Assign work assignments according to the student's level of competence based upon the student's education and experience level.
- Schedule weekly conferences to review the work of the intern, to monitor work performance, and to establish goals for the next week or two weeks. This enables both the intern and supervisor to modify the internship experience to meet the needs of both parties.
- Communicate with University Supervisor if any problems arise and to give feedback regarding the intern's quality of work.
- Abide by the ethical standards of the rehabilitation counseling profession and/or the ethical standards of the primary professional organization of the agency supervisor.
- Completion of final evaluation of intern's work.

School Counseling

- School Counseling site supervisors must hold a Master's degree in School Counseling and be a certified/licensed School Counselor. The counselor must have at least 2 years of professional experience. The site supervisor must be present in the building the student is completing internship hours. If the student plans to complete hours at two placements within the same district (i.e. high school and elementary), the student must develop a contract with the site supervisor and the school counselor in the second placement OR the student must submit paperwork for the second site supervisor and school. Students are not permitted to complete hours for internship at more than two sites within one semester.
- 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) at the midterm and no later than finals week of the semester.
- Site supervisors must be available to observe students performing all activities required of the internship experience. This includes but is not limited to: leading a group, individual counseling/academic advising with a student, communication with parents, facilitating a classroom guidance lesson, and collaboration with other professionals in the building. In addition to providing students with feedback, face-to-face supervision time should consist of case conceptualizations, ethical and professional discussions, program management and skill development.

UNIVERSITY SUPERVISOR REQUIREMENTS

ClinicalMentalHealth Counseling

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.

Rehabilitation Counseling

The University Supervisor will review progress of the internship students on a regular basis, as well as contact internship Site Supervisor at least twice within the semester. The University Supervisor reserves the right of final retention or dismissal of the student, and agrees to withdraw the student from the internship site when the student's practice and/or behavior does not meet minimum standards of the Agency and is so requested by the Site Supervisor.

School Counseling

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.

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

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

Appendix2

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 (please check):

Clinical Mental Health Counseling CNL 8670 _____

Rehabilitation Counseling RHB 8670 _____

School Counseling CNL 8670 _____

SEMESTER: Fall _____ Spring _____ Summer _____ YEAR _____

**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.

Student Responsibilities:

- 1) Behave according to the ACA, CSWMFT, ASCA, NCC, NRCA, ARCA, and CRCC Code of Ethics and meet the standards for quality service as specified by the internship site.
- 2) Be responsible for _____ hours at the internship site and maintain the mutually agreed upon time schedule.
- 3) Comply with the rules and regulations of the internship site and support the philosophy

and objectives of the Agency and the department in which the experience is being obtained.

- 4) Be responsible for taping two counseling sessions
- 5) Be responsible for submitting daily/weekly log of internship experiences at the end of each week, and final submission of logs and evaluation forms by the Tuesday of finals week by 4 p.m.
- 6) Have written objectives and guidelines for the clinical experiences desired.

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. The university instructor and site supervisor will determine the frequency recordings should be submitted.
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., staffing's, consultation, etc.) as required by the site.
4. be responsible for 1 clock hour of audio or 1 video (**preferred**) recording per week. The university instructor and site supervisor will determine the frequently recordings should be submitted.
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.*

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

***Please attach a copy of the site supervisor's most recent renewal license card

***Please submit 2 copies

Dr., Ms., Mr., Mrs. _____

_____ Site

Name _____

Site Address _____ City _____ St _____ Zip _____

Work Phone _____ Preferred Email Address _____

Present Position/Title _____

Professional Certification No. (if applicable) _____ Area _____

Authorizing State Board or State Dept. _____ Expiration Date _____

Counselor License No. (if applicable) _____

Authorizing State Board or State Dept. _____ Expiration Date _____

Number of years experience as Licensed/Certified Counselor _____

Have you supervised WSU counseling students in the past? Yes _____ No _____

Name of WSU student you will be supervising at this time _____

For PCC's only: Do you have current supervising counselor status with the Ohio Counselor,
Social Worker, Marriage & Family Therapist Board? Yes _____ No _____

Education: (please begin with the most recent)

Institution _____

Major _____

Degree/Year _____

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 _____

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

Student Name _____ Date _____

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 **Internship** Site Information Sheet

*please submit 2 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 _____

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

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

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 C.M.H.C. Internship Student

I. Semester/Year _____

II. Internship 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.

1		Demonstrated an understanding of counseling theory as it relates to the application of techniques.
2		Demonstrated an understanding of strategies for personal and professional self-evaluation and implications for practice (1.K)

3	Practiced self-care strategies appropriate to the counselor role (1.L)
4	Understood the role of counseling supervision in the profession (1.M)
5	Understood the systemic and environmental factors that affect human development, functioning, and behavior (3.F)
6	Displayed multicultural counseling competencies (2.C)
7	Demonstrated an understanding of the role and function of the counselor.
8	Demonstrated an understanding of problems and concerns many individuals confront(e.g., self-concept development).
9	Demonstrated an understanding of the law and professional ethics as they apply to counseling.
10	Described the behavioral effects of counseling strategies.
11	Described the effects of client behavior on the counseling process and counselor behavior.
12	Described non-verbal behavior of clients and counselors.
13	Demonstrated understanding of the major themes discussed in sessions.
14	Demonstrated an understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3.I)
15	Understood the various approaches for conceptualizing the interrelationships among and between work, mental well-being, relationships, and other life roles and factors (4.B)
16	Demonstrated an understanding of strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (4.E)
17	Demonstrated an understanding of strategies for career development program planning, organization, implementation, administration, and evaluation (4.F)
18	Demonstrated an understanding of strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (4.G)
19	Demonstrated an understanding of strategies for facilitating client skill development for career, educational, and life- work planning and management (4.H)
20	Understands methods of identifying and using assessment tools and techniques

		relevant to career planning and decision making (4.I)
21		Demonstrated an understanding of ethical and culturally relevant strategies for addressing career development (4.J)
22		Demonstrated an understanding of a systems approach to case conceptualization. (5.B)
23		Demonstrated an understanding of theories, models, and strategies for understanding and practicing consultation (5.A&C)
24		Understands ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (5.D)
25		Understands the impact of technology on the counseling process (5.E)
26		Understands counselor characteristics and behaviors that influence the counseling process (5.F)
27		Demonstrated an understanding of essential interviewing, counseling, and case conceptualization skills (5.G)
28		Demonstrated an understanding of developmentally relevant counseling treatment or intervention plans (5.H)
29		Demonstrated an understanding of co-creating measurable outcomes with clients (5.I)
30		Demonstrated an understanding of evidence-based counseling strategies and techniques for prevention and intervention (5.J)
31		Understands suicide prevention models and strategies (5.L)
32		Understands crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (5.M)
33		Demonstrated an understanding of dynamics associated with group process and development (6.B)
34		Understands therapeutic factors and how they contribute to group effectiveness (6.C)
35		Demonstrated an understanding of characteristics and functions of effective group leaders (6.D)
36		Demonstrated an understanding of approaches to group formation, including recruiting, screening, and selecting members (6.E)
37		Understands ethical and culturally relevant strategies for designing and

		facilitating groups (6.G)
38		Demonstrated an understanding of methods of effectively preparing for and conducting initial intakes and diagnostic assessments (7.B)
39		Demonstrated an understanding of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7.C)
40		Demonstrated an understanding of procedures for identifying trauma and abuse and for reporting abuse (7.D)
41		Demonstrated an understanding of use of assessments for diagnostic and treatment planning purposes (7.E)
42		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)
43		Demonstrated an understanding of use of assessment results to diagnose developmental, behavioral, and mental disorders (7.L)
44		Understands ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (7.M)
45		Demonstrated an understanding of identification of evidence-based counseling practices (8.B)
46		Demonstrated an understanding of a needs assessments (8.C)
47		Demonstrated an understanding of evaluation of counseling interventions and programs (8.E)
48		Understood the rationale for and use of treatment plans and progress notes.
49		Understood the process or referral.
50		Described the major dynamics of the counselee as he/she relates to self, counselor, and environment.
51		Described the current medical status of counselees as appropriate.
52		Practice holistically as a professional
53		Demonstrated professionalism by manner of conducting self.
54		Practiced according to ACA, NBCC, and OCSWMFTB Code of Ethics.

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

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

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

Site Supervisor's Signature _____ Date: _____

Internship 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.

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 Internship Student

V. Semester/Year _____

VI. Internship 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.

1	Demonstrates an understanding of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including DSMV and ICD 10. (52f)
2	Demonstrated an understanding of strategies for personal and professional self-evaluation and implications for practice (1.K)
3	Practiced self-care strategies appropriate to the counselor role (1.L)
4	Understood the role of counseling supervision in the profession (1.M)
5	Understood the systemic and environmental factors that affect human development, functioning, and behavior (3.F)
6	Displayed multicultural counseling competencies (2.C)
7	Demonstrates an understanding of diagnostic process, including differential diagnosis and the use of current diagnostic classification systems, including DSMV and ICD 10. (52f)
8	Understood the potential for substance use disorders to mimic and/ or co-occur with a variety of neurological, medical, and psychological disorders. (52g)
9	Understood the impact of crisis and trauma on individuals with disabilities. (52h)
10	Understood the impact of biological and neurological mechanisms on disability. (52i)
11	Understood the impact of co-occurring disabilities on the client and family. (52j)
12	Understood the classifications, indications, and contraindications of commonly prescribed psychopharmacological medications for appropriate medical referral and consultation. (52l)
13	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)
14	Demonstrated an understanding of ethical and culturally relevant strategies for promoting resilience and optimum development and wellness across the lifespan (3.I)
15	Understood the various approaches for conceptualizing the

	interrelationships among and between work, mental well-being, relationships, and other life roles and factors (4.B)
16	Demonstrated an understanding of strategies for assessing abilities, interests, values, personality and other factors that contribute to career development (4.E)
17	Demonstrated an understanding of strategies for career development program planning, organization, implementation, administration, and evaluation (4.F)
18	Demonstrated an understanding of strategies for advocating for diverse clients' career and educational development and employment opportunities in a global economy (4.G)
19	Demonstrated an understanding of strategies for facilitating client skill development for career, educational, and life- work planning and management (4.H)
20	Understands methods of identifying and using assessment tools and techniques relevant to career planning and decision making (4.I)
21	Demonstrated an understanding of ethical and culturally relevant strategies for addressing career development (4.J)
22	Demonstrated an understanding of a systems approach to case conceptualization. (5.B)
23	Demonstrated an understanding of theories, models, and strategies for understanding and practicing consultation (5.A&C)
24	Understands ethical and culturally relevant strategies for establishing and maintaining in-person and technology-assisted relationships (5.D)
25	Understands the impact of technology on the counseling process (5.E)
26	Understands counselor characteristics and behaviors that influence the counseling process (5.F)
27	Demonstrated an understanding of essential interviewing, counseling, and case conceptualization skills (5.G)
28	Demonstrated an understanding of developmentally relevant counseling treatment or intervention plans (5.H)
29	Demonstrated an understanding of co-creating measurable outcomes

		with clients (5.I)
30		Demonstrated an understanding of evidence-based counseling strategies and techniques for prevention and intervention (5.J)
31		Understands suicide prevention models and strategies (5.L)
32		Understands crisis intervention, trauma-informed, and community-based strategies, such as Psychological First Aid (5.M)
33		Demonstrated an understanding of dynamics associated with group process and development (6.B)
34		Understands therapeutic factors and how they contribute to group effectiveness (6.C)
35		Demonstrated an understanding of characteristics and functions of effective group leaders (6.D)
36		Demonstrated an understanding of approaches to group formation, including recruiting, screening, and selecting members (6.E)
37		Understands ethical and culturally relevant strategies for designing and facilitating groups (6.G)
38		Demonstrated an understanding of methods of effectively preparing for and conducting initial intakes and diagnostic assessments (7.B)
39		Demonstrated an understanding of procedures for assessing risk of aggression or danger to others, self-inflicted harm, or suicide (7.C)
40		Demonstrated an understanding of procedures for identifying trauma and abuse and for reporting abuse (7.D)
41		Demonstrated an understanding of use of assessments for diagnostic and treatment planning purposes (7.E)
42		Demonstrated an understanding of basic concepts of standardized and non-standardized testing, norm-referenced and criterion-referenced assessments, and group and individual assessments
43		Demonstrated an understanding of use of assessment results to diagnose developmental, behavioral, and mental disorders (7.L)
44		Understands ethical and culturally relevant strategies for selecting, administering, and interpreting assessment and test results (7.M)
45		Demonstrated an understanding of identification of evidence-based

		counseling practices (8.B)
46		Demonstrated an understanding of a needs assessments (8.C)
47		Demonstrated an understanding of evaluation of counseling interventions and programs (8.E)
48		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)
49		Understood career- and work-related assessments, including job analysis, work site modification, transferrable skills analysis, job readiness, and work hardening. (53b)
50		Understood strategies to advocate for persons with disabilities. (53c)
51		Understood strategies for interfacing with medical and allied health professional, including interdisciplinary treatment teams. (53d)
52		Understood strategies to consult with and educate employers, educators, and families regarding accessibility, ADA compliance, and accommodations. (53e)

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

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

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

Site Supervisor's Signature _____ Date: _____

Internship 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.

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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 Internship 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 intern **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 intern. It is not necessary to respond to each section of this form. However, it is expected that the intern's counseling skills can be evaluated during each semester you supervise the intern and that interns participate in the design and delivery of all the components of a comprehensive school counseling program throughout the internship 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 intern and used to establish goals for continued professional growth.

Please rate intern'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 Intern:

_____ 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 intern

- _____ 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 Intern:

_____ 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 Intern

- _____ 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 intern:

- _____ 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 Intern:

_____ 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 Intern:

_____ 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 Intern:

- _____ 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

_____ 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 _____

PROFESSIONAL GROWTH PLAN

Student Name: _____

UID: _____

Semester of Internship: _____ Total Hours: _____ Direct Hours: _____

Directions: To be completed by intern 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 Intern. Based upon this evaluation provide a statement of your plans for further professional growth in the above areas.

Student Signature _____ Date _____

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 MRC-Chemical Dependency Internship Student

Student _____ Semester _____ Year _____

Internship Site _____

Site Supervisor _____ Phone _____

University Supervisor _____

Please rate the student according to the following:

CODE EXPLANATION

NA No opportunity to demonstrate objective.

1 Unsatisfactory Progress: The student has not performed the objective at the expected level for an individual with his/her training or experience.

2 Satisfactory Progress: 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.

3 Competency: The student can now satisfactorily perform the stated objective at the master's level of competency.

- 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

- ____ 6. Knowledgeable concerning placement procedures.
- ____ 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.

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

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.*

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

Internship Student's Site Evaluation

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 your 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
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 _____

Rehabilitation Counseling RHB 8650 _____

School Counseling CNL 8650 _____

Time Log

Date:	Non-direct Hours			Sub Total	Direct Hours			Sub Total	Total/ Day
	Supervision	Prof.Dev.	Other		Assessment	Individual Counseling	Group Counseling		
				Non-direct Hrs:				DirectHrs:	TotalHours:
Sub Totals:									
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.*

APPENDIX 8

Wright State University

College of Education and Human Services, Department of Human Services 108 Allyn Hall, 3640

Colonel Glenn Highway, Dayton, OH 45435

Phone: 937.775.2075 Fax: 937.775.2042

For students working toward the PC or PCC license or completing your experience at a community mental health center, please Note:

Counselor Training Supervision Agreement forms must be filed with the Counselor, Social Worker, Marriage and Family Therapy Licensure Board before beginning your supervised experience, if your site requires that you have Counselor Trainee (CT) status. It is the student's responsibility to file this form with the Board.

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

These forms can be retrieved from the board's website at <http://www.cswmft.ohio.gov/forms.stm>

The form to obtain status as a counselor trainee is to be submitted at the beginning of the practicum and again for the 1st semester of internship: Trainee Supervision Agreement.

(For the following semesters of internship, the board only requires the student to send a copy of their class schedule, informing them of enrollment in the course and the need to renew CT status.)

The form to be submitted within 30 days of completing the experience is

For practicum: Not Applicable

For internship: Internship Supervision Evaluation

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

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