

DEPARTMENT OF HUMAN SERVICES

Graduate Student Practicum Manual

Clinical Mental Health Counseling CNL 8650

Organizational Counseling CNL 8640

Rehabilitation Counseling RHB 8650

School Counseling CNL 8650

Department of Human Services College of Education and Human Services

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PURPOSE OF MANUAL

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

Prerequisite Experiences

A Program of Study signed by the student, his/her/their advisor, and the department chair, must be on file in the Department of Human Services Office before an application for practicum is filed. Each student must make an appointment with his/her/their advisor to complete the program of study and second evaluation of the dispositions. Students normally enter the practicum with a common core of academic experiences.

Practicum students will have completed coursework related to the basic principles and procedures utilized by professional counselors, and will have been exposed to the major theories and techniques of counseling.

CMHC CNL 8650/8670 Practicum/Internship Prerequisite Classes			
CNL 6010 Theories	CNL 6020 Techniques	CNL 6030 Stats	CNL 6200 Clinical Pathology
CNL 6210 Crisis Counseling	CNL 6220 or 7220 Groups	CNL 7230 Assessments	CNL 7240 Career
CNL 7260 Marriage and Family	CNL 7270 Lifespan	CNL 7280 Ethics & Prof. Orientation	CNL 7290 Multicultural
School Counseling CNL 8650/8670 Practicum/Internship Prerequisite Classes			
CNL 6010 Theories	CNL 6020 Techniques	CNL 6030 Stats	CNL 7220 Groups
CNL 6210	CNL 6620	CNL 7280	CNL 7650 Principles

Crisis Counseling	Problems in Student Behavior	Ethics & Prof. Orientation	and Practices in School Counseling
CNL 7290 Multicultural	CNL 6200 Clinical Pathology (only taken if practicum site is in a Mental Health setting)		

Organizational Counseling CNL 8640 Practicum Prerequisite Classes			
CNL 6010 Theories	CNL 6020 Techniques	CNL 6030 Statistics	CNL 7290 Multicultural
CNL 7280 Ethics & Prof. Orientation	Additional Class = 18 Credit Hours		
Severe Disability Rehabilitation RHB 8650/8670 Practicum/Internship Prerequisite Classes			
CNL 6010 Theories	CNL 6020 Techniques	CNL 6030 Stats	RHB 7000 Foundations
RHB 7020	CNL 6220 or 7220 Groups	CNL 7230 Assessments	RHB 7040 Psychosocial
RHB 7110 Vocational Evaluation	RHB 7200 Case Management	CNL 7280 Ethics & Prof. Orientation	CNL 7290 Multicultural
Chemical Dependency Rehabilitation 8650/8670 Practicum/Internship Prerequisite Classes			
CNL 6010 Theories	CNL 6020 Techniques	CNL 6030 Stats	RHB 7000 Foundations
RHB 7040 Psychosocial	CNL 6220 or 7220 Groups	CNL 7230 Assessments	RHB 7110 Vocational Evaluation
RHB 7070 Biopsychospiritual Aspects	RHB 7200 Case Management	CNL 7280 Ethics & Prof. Orientation	RHB 7310 Treatment and Prevention
CNL 7290 Multicultural	RHB 7300 Theory of Addiction		

University Requirements for the Counseling Practicum

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

On-Site Requirements

Clinical Mental Health Counseling

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

Organizational Counseling

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

Rehabilitation Counseling

The student is required to spend a minimum of 7 hours per week* (for a minimum total of 100 hours per semester) at his/her/their site; however, a site may require additional hours. Of the 100 hours, a minimum total of 40 hours must involve direct client contact. Of these 40 hours, at least 25 percent (10 hours) must be of individual counseling and at least 25 percent (10 hours) must be of group counseling. The remaining 50 percent (20 hours) may be a combination of counseling

individuals, groups, couples, families, consultation, and appraisal. In addition, 1 hour per week must be direct individual supervision of the practicum student by the site supervisor. For purposes of critique and evaluation, a minimum of one audio or video taping per week is required. Intake interviews alone will not fulfill these requirements. Students have the responsibility for following site procedures, both for securing permission to tape and insuring the confidentiality of the obtained tape. Students are strongly encouraged to exceed the minimum number of required counseling hours per week.

School Counseling

The student is required to spend a minimum of 7 hours per week* (for a minimum total of 100 hours per semester) at his/her/their site; however, a site may require additional hours. Of the 100 hours, a minimum total of 40 hours must involve direct client contact. Of these 40 hours, at least 25 percent (10 hours) must be of individual counseling and at least 25 percent (10 hours) must be of group counseling. The remaining 50 percent (20 hours) may be a combination of counseling individuals, groups, consultation, and appraisal. In addition, 1 hour per week must be direct individual supervision of the practicum student by the site supervisor. For purposes of critique and evaluation, audio and/or videotaping is required to be submitted upon either the university instructor or site supervisor's request. Students have the responsibility for following site procedures, both for securing permission to tape and insuring the confidentiality of the obtained tape. Students are strongly encouraged to exceed the minimum number of required counseling hours per week. **School Counseling are not permitted to complete their practicum experience in the summer.**

On-Campus Requirements

The practicum student will receive regularly scheduled group supervision by the university instructor. Regular attendance at class meetings is required of all practicum students. Opportunities will be available to use micro-counseling techniques, videos, videotape recorders, and other procedures to augment the counselor trainee's performance at the practicum site.

Faculty Supervision will include:

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

On-Site Supervision will include:

1. Weekly supervision reviewing the work of the practicum student. The minimum of one hour per week of individual supervision is required.
2. Assignment of appropriate experiences to practicum student in accordance with university requirements.
3. Communication with university supervisor.
4. Completion and the submission of the evaluation of supervisee form to the university.

Practicum Site Criteria

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

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

Site Supervisors

All sites:

- The site must provide adequate and appropriate experiences and facilities.
- The site supervisor and the student are jointly responsible for obtaining experiences that are suitable based on the student's level of experience and training.
- The university requires that there are opportunities for counseling sessions to be audio or video taped for purposes of supervision with the following criteria observed:
 - Consent of client and/or guardian
 - No identifying information on the tape
 - Played only for university supervision and educational purposes except with permission of the site and parties involved
- Practicum students and practicum sites are expected to abide by ethical standards (American Counseling Association (ACA), American School Counselor Association (ASCA), National Board of Certified Counselors (NBCC), American Mental Health Counselors Association (AMHCA), International Association of Marriage and Family Counselors (IAMFC), Ohio Counselor, Social Worker, and Marriage and Family Therapist Licensure Board).
- The university supervisor should be privileged to observe a practicum student at times that are mutually agreeable to each and to the site. When taping is not appropriate, another method of continuous feedback must be developed for the university supervisor to be apprised of the practicum student's progress.

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

CLINICAL MENTAL HEALTH COUNSELING SITES

Site supervisors must have a master's degree in counseling or a related profession with equivalent qualifications, Ohio licensure as a professional clinical counselor with supervising status (PCC-S) with the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (OCSWMFT), and a minimum of two years of pertinent professional experience in the program area the student is completing practicum.

ORGANIZATIONAL COUNSELING SITES

Site supervisors must have a master's degree in counseling or related field that is department approved. Ohio licensure as a professional clinical counselor with supervising status (PCC-S) with the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (OCSWMFT) if the practicum site is a clinical site and/or the student is seeking licensure. The site supervisor must have a minimum of two years of pertinent professional experience in the program area the student is completing practicum.

REHABILITATION COUNSELING SITES

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

SCHOOL COUNSELING SITES

Site supervisors must have a master's degree in school counseling, certified or licensed as a school counselor by the Ohio Department of Education, and at least 2 years of experience as a school counselor.

PROCEDURES FOR REGISTRATION FOR PRACTICUM CLASSES

Application Deadlines

Summer and Fall Semester- February 15

Spring Semester- October 10

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

The student must file an application EACH SEMESTER of practicum with the Graduate Assistant for Practicum and Internship in 108 ALLYN HALL by the specified date.

PHASE 1

- Ohio Bureau of Criminal Identification and Investigation (BCI) and Federal Bureau of Investigation (FBI) Background Checks and Fingerprints (mail to the Ohio CSWMFT Board)
 - 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 Practicum Graduate Assistant:

- Appendix 2: Contract (to be completed by student) STUDENTS MUST obtain the site supervisor's signature and date, and sign and date the form themselves, before submitting.
- Appendix 3: Site Supervisor information sheet (to be completed by site supervisor) Attach a copy of the site supervisor's license (a supervisor who is a 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

POLICIES

A student will be admitted to practicum if all prerequisites have been met, with a grade of B, or better, and all paperwork is complete and submitted by the due date. Once ALL paperwork has been received, the student will be registered for the class.

Occasionally it is not possible to accommodate all students applying for practicum. Should this occur, a priority list will be developed based on the following criteria:

- a. full time student on a leave of absence or sabbatical
- b. percentage of coursework completed (students with a greater percentage of coursework completed will be given priority)
- c. grade point average (G.P.A.)
- d. order in which paperwork is submitted (i.e. first come, first serve)

All deadlines are strictly enforced. The application and site materials are current for ONE semester only. If a student drops the class without notifying the Graduate Assistant for Practicum, the student will not be eligible for practicum the following semester unless there is space available after all other applications have been received. Registration fees must be paid or the student can be removed from the assigned practicum.

PERSONAL CHECKLIST FOR PRACTICUM PAPERWORK (FOR PERSONAL USE ONLY):

PHASE 1:

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

Summer and Fall Semester- February 15 _____

Spring Semester- October 10 _____

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

Program of Study must be completed and signed by the student's advisor and the department chair. This must be on file with the main office. _____

PHASE 2:

TWO hard copies of appendix 2 _____

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

TWO hard copies of appendix 4 _____

TWO hard copies of liability insurance _____

TWO hard copies of unofficial transcript _____

APPENDIX 5-8 SUMMARY

APPENDIX 5 PURPOSE

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

APPENDIX 6 PURPOSE

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

APPENDIX 7 PURPOSE

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

APPENDIX 8 PURPOSE

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

APPENDIX 1

Appendix 1

Wright State University

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

[Please Complete Online](#)

Please fill out Appendix 1 online

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

APPENDIX 2

Name _____ Date _____

Appendix 2

Wright State University

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

**Please submit two hard copies*

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

Semester: Fall _____ Spring _____ Summer _____ Year: _____

Major: _____

Student's Name _____ Phone _____

Site Name _____

Site Address _____ City _____ State _____ Zip _____

Site phone _____

This Contract/Memo of Understanding is entered into by:

_____ for practicum student from Wright State
(site supervisor's name)

University, _____ College of Education and Human
(student's name)

Services, Counselor Education Program as represented by _____.
(university supervisor's name)

The site supervisor agrees to assume responsibility for assisting the practicum student in conducting activities related to his/her practicum experience. These activities are here defined between the student and the College of Education and Human Services and are agreed to by the site supervisor. The university supervisor agrees to be available for consultation with the site supervisor.

The university supervisor agrees to:

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

The site supervisor agrees to:

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

- (7) Inform student of legal and ethical considerations and other rules that affect the practice of counseling at the site.

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

The student agrees to:

- (1) Act in a manner consistent with ACA, ASCA, NBCC, AMHCA, IAMFC, OCSWMFT board, as appropriate to the site.
- (2) Be responsible for a minimum of 40 direct client hours (at least 10 individual hours and 10 group hours) and a minimum total of 100 clock hours over the semester.
- (3) Be responsible for being available to the site supervisor for conferences (e.g. staff meetings, consultation, etc.).
- (4) Be responsible for a minimum of one (1) hour of audiotaping or videotaping per week.
- (5) Be responsible for meeting with site supervisor for one hour per week outside of group supervision.
- (6) Comply with the rules and regulations of site (e.g. report writing, in-service training, etc.).
- (7) Complete practicum/internship hours in a different area than that in which they are employed and supervised by someone other than regular supervisor if practicum/internship site is also place of employment.

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

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

Name of Work Supervisor: _____

Department _____

(8) Other: _____

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

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

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

Site supervisor's signature, License/Certification and Date

University supervisor's signature and Date

Practicum Student's signature and Date

APPENDIX 3

Student Name _____ Date _____

Appendix 3

Wright State University

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

Colonel Glenn Highway, Dayton, OH 45435

Phone: 937.775.2075 Fax: 937.775.2042

Site Supervisor Information Sheet – CNL/RHB 8650

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

***Please submit 2 hard copies

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

_____ Site

Name _____

Site Address _____ City _____ St _____ Zip _____

Work Phone _____ Preferred Email Address _____

Present Position/Title _____

Professional Certification No. (if applicable) _____ Area _____

Authorizing State Board or State Dept. _____ Expiration Date _____

Counselor License No. (if applicable) _____

Authorizing State Board or State Dept. _____ Expiration Date _____

Number of years' experience as Licensed/Certified Counselor _____

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

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

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

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 Practicum Site Information Sheet – CNL/RHB 8650

**Please submit 2 hard copies*

Site Name _____

Site Address _____ City _____ St _____ Zip _____

Site Phone Number _____

Web Address _____

Hours of operation _____

Site Supervisor _____

Site Supervisor's Work Phone _____

Clientele at Site _____

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

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. Practicum Student

I. Semester/Year _____

II. Practicum Student Contact Information

Name: _____ University Supervisor: _____

Address: _____

Phone: _____ e-mail: _____

III. Site Supervisor Contact Information

Name: _____ Site: _____

Address: _____

Phone: _____ e-mail: _____

IV. Directions:

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

5 - Frequently demonstrated with a very high degree of competence.

4 - Frequently demonstrated with a high degree of competence.

3 - Demonstrated with an adequate degree of competence.

2 - Occasionally demonstrated or with a relatively low level of competence.

1 - Rarely demonstrated or with an extremely low level of competence.

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.

APPENDIX 5

Appendix 5

Wright State University

College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435

Phone: 937.775.2075 Fax: 937.775.2042

Site Supervisor Evaluation of Clinical Rehabilitation Counseling Practicum Student

v. Semester/Year _____

vi. Practicum Student Contact Information

Name: _____ University Supervisor: _____

Address: _____

Phone: _____ e-mail: _____

vii. Site Supervisor Contact Information

Name: _____ Site: _____

Address: _____

Phone: _____ e-mail: _____

viii. Directions:

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

5 - Frequently demonstrated with a **very high** degree of competence.

4 - Frequently demonstrated with a **high** degree of competence.

3 - Demonstrated with an **adequate** degree of competence.

2 - Occasionally demonstrated or with a **relatively low** level of competence.

1 - 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 practicum student possess?

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

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

Site Supervisor's Signature _____ Date: _____

Practicum Student's Signature _____ Date: _____

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

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Wright State University

College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435

Phone: 937.775.2075 Fax: 937.775.2042

Site Supervisor Evaluation of School Counseling Practicum

Student

Student Name: _____ UID: _____

Site Supervisor: _____ Date: _____

School: _____ Phone: _____

_____ Midterm Evaluation (Week 7) _____ Final Evaluation Week 15)

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

Please rate practicum student's competency in the following areas using this scale:

5 = Frequently demonstrates very high degree of competence

4 = Frequently demonstrates high degree of competence

3 = Demonstrates an adequate degree of competence

2 = Demonstrates a relatively low degree of competence

1 = Demonstrates an extremely low degree of competence

NA = Competency is not applicable to this setting

NO = No opportunity to observe

I. Counseling Skills

The Practicum Student:

_____ Demonstrates appropriate active listening skills

_____ Demonstrates ability to identify and prioritize issues to be resolved

_____ Facilitates student's understanding of issues to be resolved

_____ Demonstrates goal-setting skills

_____ Selects strategies that are solution-focused

_____ Uses age-appropriate counseling strategies

_____ Uses counseling and other intervention strategies that are culturally appropriate

_____ Appropriately terminates counseling sessions

_____ Demonstrates ability to structure a session, which includes discussing

confidentiality, the purpose of the counseling session, and other informed consent issues as appropriate

_____ Conducts appropriate follow-up of student progress

_____ Demonstrates appropriate interactions with parents and teachers regarding Student progress

- _____ Uses appropriate referral processes as necessary
- _____ Maintains and protects counseling notes and records
- _____ Appropriately terminates sessions
- _____ Demonstrates empathy, positive regard, and genuineness in providing counseling services
- _____ Motivates students to achieve goals
- _____ Evaluates effectiveness of counseling interventions

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

II. COMPREHENSIVE SCHOOL COUNSELING PROGRAM

The Practicum Student:

- _____ Develops a comprehensive school counseling program and calendar
- _____ Designs and evaluates appropriate school counseling programs
- _____ Designs and delivers developmentally appropriate classroom guidance lessons
- _____ Implements interventions to promote academic development
- _____ Delivers developmentally appropriate career counseling interventions and assessments
- _____ Applies strategies to facilitate school and postsecondary transitions
- _____ Uses skills to critically examine the connections between social, familial, emotional, and behavior problems and academic achievement
- _____ Employs approaches to increase promotion and graduation rates
- _____ Implements interventions to promote college and career readiness
- _____ Uses strategies to promote equity in student achievement and college access

_____ Provides accurate information to students in areas such as course selection, college and career planning, assessment, scholarships, etc.

_____ Demonstrates ability to administer and interpret various assessments as appropriate

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

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

_____ Understands school procedures and policies for:

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

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

III. DELIVERY OF CLASSROOM GUIDANCE LESSONS

The Practicum Student:

_____ Reinforces positive student behavior

_____ Maintains student interest

_____ Focuses on activities and lessons that impact the academic, personal/social, or career needs of students

_____ Utilizes effective classroom management strategies

_____ Demonstrates creativity in delivery of the sessions

_____ Facilitates respectful student interaction

_____ Selects age-appropriate materials

- _____ Recognizes students with unique learning and emotional needs and makes necessary adjustments for everyone's meaningful involvement (i.e. differentiated instruction)
 - _____ Selects topics and activities that recognize the dignity, worth, and cultural uniqueness of students
 - _____ Presents material in a logical, sequential and organized manner
 - _____ Evaluates effectiveness of presentations
- _____ *Mean Score for Classroom Guidance (Sum of ratings divided by number of responses)*

IV. GROUP FACILITATION

The Practicum Student:

- _____ Establishes the purpose of the group and ensures all members understand
 - _____ Addresses confidentiality
 - _____ Helps students set appropriate goals
 - _____ Keeps students engaged
 - _____ Demonstrates active listening skills
 - _____ Provides members with feedback
 - _____ Manages student behavior during sessions
 - _____ Facilitates interaction among students
 - _____ Models appropriate behavior
 - _____ Initiates appropriate strategies to negotiate the various stages of group behavior
 - _____ Teach students to respond and interact respectfully with one another
 - _____ Demonstrates flexibility during sessions and makes adjustments when necessary
- _____ *Mean Score for Group Facilitation (Sum of ratings divided by number of responses)*

V. CONSULTATION AND COLLABORATION

The Practicum Student:

- _____ Demonstrates the ability to interact appropriately on committees and/or intervention teams
- _____ Demonstrates the ability to identify a problem area regarding student behavior and

work with teachers to generate feasible and measurable goals for its remediation

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

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

_____ Demonstrates the ability to provide teachers helpful information regarding student behaviors

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

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

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

VI. MULTICULTURAL COMPETENCY

The Practicum Student:

_____ Is aware of self and own cultural values and biases

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

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

_____ Understands and recognizes disparities between student groups

_____ Understands barriers to education faced by marginalized groups

_____ Develops programs that are culturally responsive

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

VII. USE OF DATA

The Practicum Student:

_____ Uses data to advocate for programs and students

_____ Develops measures for assessing student needs and analyses data

_____ Uses accountability data to inform decision-making

_____ Maintains accurate record of time spent developing, managing and delivering services within the comprehensive school counseling program

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

VII. PROFESSIONALISM

The Practicum Student:

_____ Takes Initiative and seeks opportunities for professional growth and learning

_____ Accepts feedback and recognizes constructive criticism

_____ Commits to act on feedback and recommendations offered during supervisory sessions

_____ Shows evidence of appropriate response to supervisor's recommendations

_____ Communicates respectfully, authentically, and articulately

_____ Demonstrates a value base that recognizes the merits and contributions of school counseling in the schools

_____ Demonstrates a value base that recognizes the individuality and worth of every student

_____ Demonstrates appropriate time management and organizational skills

_____ Practices according to professional, ethical, and school policy standards

_____ Demonstrates awareness of emotions, strengths, and weaknesses

_____ Demonstrates awareness of how personal emotions affect professional performance

_____ Appropriately regulates personal emotions, behaviors, and motives in response to people and situations at the school

_____ Demonstrates empathy in working with others

_____ Suspends judgment and thinks before acting

_____ Demonstrates skill in finding common ground and building rapport with other professionals

_____ Exhibits collaborative skills

_____ Sustains positive professional relationships so that work on behalf of students can be achieved

_____ 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 Practicum: _____ **Total Hours:** _____ **Direct Hours:** _____

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

_____ Mean Score for Counseling Skills

_____ Mean Score for Comprehensive School Counseling Program

_____ Mean Score for Delivery of Guidance Lessons

_____ Mean Score for Facilitation of Group

_____ Mean Score for Consultation and Collaboration

_____ Mean Score for Multicultural Competency

_____ Mean Score for Use of Data

_____ Mean Score for Professionalism

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

Student Signature _____ **Date** _____

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Wright State University

College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435

Phone: 937.775.2075 Fax: 937.775.2042

Site Supervisor Evaluation of MRC-Chemical Dependency Practicum Student

Student _____ Semester _____ Year _____

Practicum Site _____

Site Supervisor _____ Phone _____

University Supervisor _____

Please rate the student according to the following:

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*

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Wright State University

College of Education and Human Services, Department of Human Services
108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435

Phone: 937.775.2075 Fax: 937.775.2042

Site Supervisor Evaluation of Organizational Practicum Student

I. Semester/Year _____

II. Practicum Student Contact Information

Name: _____ University Supervisor: _____

Address: _____

Phone: _____ e-mail: _____

III. Site Supervisor Contact Information

Name: _____ Site: _____

Address: _____

Phone: _____ e-mail: _____

IV. Directions:

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

5 - Frequently demonstrated with a very high degree of competence.

4 - Frequently demonstrated with a high degree of competence.

3 - Demonstrated with an adequate degree of competence.

2 - Occasionally demonstrated or with a relatively low level of competence.

1 - Rarely demonstrated or with an extremely low level of competence.

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 practicum student possess?

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

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

Site Supervisor's Signature _____ Date: _____

Practicum Student's Signature _____ Date: _____

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

APPENDIX 6

Appendix 6

Wright State University

College of Education and Human Services, Department of Human Services

108 Allyn Hall, 3640 Colonel Glenn Highway, Dayton, OH 45435

Phone: 937.775.2075 Fax: 937.775.2042

Student's Practicum Placement Evaluation – CNL/RHB 8650

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

Student's Name _____ Semester: _____ Year: _____

Major: _____ Site Name: _____

Site Address _____ City _____ St _____ Zip _____

Site Phone: _____ Site Supervisor: _____

Site accessibility for individuals with disabilities: Yes or No

Type of Clientele: _____

University Supervisor: _____

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

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

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

He/she offered constructive criticism.	1	2	3	4	5
He/she provided support when needed.	1	2	3	4	5
He/she demonstrated multicultural sensitivity.	1	2	3	4	5
He/she provided assistance or referred you to someone who could.	1	2	3	4	5
He/she allowed adequate time for individual supervision.	1	2	3	4	5

He/she helped me integrate theory and practice.	1	2	3	4	5
He/she coordinated assignments of your clients	1	2	3	4	5
Overall evaluation of supervisor.	1	2	3	4	5

C. Please answer the following questions.

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

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

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

4. Number of hours required per week by site.

5. Other comments:

Student's Signature: _____ Date: _____

APPENDIX 7

Appendix 7

Wright State University

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

Program of Study:

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

Time Log

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 SemesterHrs:	

(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

Appendix 8

Wright State University

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

Colonel Glenn Highway, Dayton, OH 45435

Phone: 937.775.2075 Fax: 937.775.2042

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

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

Counselor, Social Worker, Marriage and Family Therapy Licensure Board 50 West Broad Street,

Suite 1075

Columbus, OH 43215-5919

Phone (614) 466-6462

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

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

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

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

for practicum: Not Applicable

For internship: Internship Supervision Evaluation

Revised Fall 2018

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

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

COUNSELING AND WELLNESS SERVICES

Counseling and Wellness Services 053 Student Union

Wright State University

**2015-2016 Counselor Placement Agreement Form for Practicum and Internship
Placement**

Contact: David Toller, MS PCC-S 937-775-3407

allison.newlin@wright.edu

Mission Statement

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

Diversity Statement

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

History of Counseling and Wellness Services

Counseling and Wellness Services is the Wright State University counseling center serving University students. Like the University, counseling services began small with one provider offering assistance to a few students. Most students were working adults and operated in a

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

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

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

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

In the mid-80's, the School of Professional Psychology obtained funding for the development of a new facility designed to meet the growing concern in the community for affordable, low cost mental health services. This facility was named the Ellis Human Development Institute and offered an alternative for training SOPP students and an alternative location for faculty. The School had to reallocate financial and personnel resources in order to accomplish the goals of two internal mental health facilities. The effect on the center was that resources were reduced

and demands for services could not be met in a timely fashion, resulting in a waiting list. In the late 1980's and early 1990's, the State of Ohio and the University began to experience financial shrinkage, which ultimately impacted the center. Due to downsizing, the waiting list grew excessively, and consideration was given to disbanding the center. A University committee was formed to examine the functioning of the center. They recommended that the center continue, with the new name of Personal Counseling Services.

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

Training Opportunities in Mental Health Counseling

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

- 1) Must meet program requirements for eligibility for a practicum and internship placement and be in good academic standing

2) CWS will only consider students in the Clinical Mental Health Counseling track, as practicum and internship trainees will be expected to be knowledgeable in the diagnosis and treatment of mental health disorders

3) Candidates who have received counseling services at CWS within one semester prior to the onset of practicum are not eligible for this training opportunity

4) Candidates must agree to complete both their practicum and internship placements, consecutively, at CWS and agree to the schedule below.

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

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

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

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

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

Practicum and internship candidates must agree to a three-day schedule. Business hours are 8:30 – 5:00 Monday thru Friday. Candidates must choose from either a Monday/Thursday or

Tuesday/Friday rotation. Candidates will need to commit to the same rotation days during both their practicum and internship experience. Candidates must also agree to attend and participate in Wednesday staff meetings and utilization review meetings. Wednesday staff meetings take place from 8:30 – 10:00 AM and utilization review meetings take place from 9:00 – 10:00 AM on scheduled workdays.

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

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

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

Please email these documents to: allison.newlin@wright.edu and daniela.burnworth@wright.edu