



WRIGHT STATE UNIVERSITY

DEPARTMENT OF HUMAN SERVICES

Graduate Student Internship Manual

Mental Health Counseling CNL 8670
School Counseling CNL 8670

Department of Human Services College Health, Education, and Human Services
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PURPOSE OF THE MANUAL

The counseling program and staff are an integral part of the College of Health, Education, and Human Services (CHEH). 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 internship is designed as a culminating experience, in that the student should be able to display essential knowledge, skills, and values in an actual clinical setting. This manual contains the procedures and requirements relative to the internship experience. 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 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 Health, Education, and Human Services (CHEH) 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 counseling skills;
2. an understanding of professional ethics and legal parameters of the counseling process;
3. read medical and psychological and psychiatric reports and interpret the findings to a client;
4. an awareness of interpersonal influence on the counseling process;
5. advocacy skills for the population with which they are working;
6. an understanding of the multidisciplinary team as part of the counseling process;
7. identify problems, design and assist in the implementation of treatment 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. understand the behavior assessment and evaluation process.

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

Prerequisites for Practicum for CMHC:

1. CNL 6010: Counseling Theory and Practice
2. CNL 6020: Techniques of Counseling
3. CNL 6200: Clinical Pathology in Counseling
4. CNL 6210: Crisis Counseling
5. CNL 7220: Group Process in Counseling
6. CNL 7230: Assessment and Evaluation in Counseling
7. CNL 7280: Legal, Prof., and Ethical Issues in Counseling

Prerequisites for Practicum for School Counseling:

1. CNL 6010: Counseling Theory and Practice
2. CNL 6020: Techniques of Counseling
3. CNL 7280: Legal, Professional, and Ethical Issues in Counseling
4. CNL 7220: Group Process in Counseling
5. CNL 7650: Principles and Practices of School Counseling

APPLICATION DEADLINES

Internship Application Deadlines Phase 1:

- For Summer and Fall Semester Internship:
 - PHASE I: February 15
 - PHASE II: March 15 (the student must complete two separate applications if applying for both summer and fall semesters, even if continuing at the same site)
- For Spring Semester Internship:
 - PHASE I: October 1
 - PHASE II: October 30

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

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

The application and site materials are current for ONE semester only. If a student drops the class without notifying the Clinical Coordinator, the student will not be eligible for internship 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 internship section.

PROCEDURES FOR APPLYING AND REGISTERING FOR INTERNSHIP:

Note: The Clinical Coordinator will work with the department to create registration spots for a practicum course; students may not register for practicum without permission from the clinical coordinator. This permission is granted after the receipt of the practicum contract. Students will be notified by email when they may register for the course.

Students may not need to apply for Phase I after practicum; they will complete Phase I under the following circumstances: a) if the student is applying for practicum for the first time; b) if a Concern Conference with the student is held; c) if the student has already been approved but is changing sites.

- a. Complete the practicum contract (Phase II)
- b. Send the Site Supervisor Contract link to your site supervisor for completion
- c. Obtain CT Status (after you are registered for the practicum course; the board requires proof of enrollment)
<https://cswmft.ohio.gov/get-licensed/counselors/CT-license-instructions>
- d. Obtain liability insurance

All students must email copies of their liability insurance and CT Status to the Clinical Coordinator.

- e. Complete Background Check if yours has expired within the last year
Ohio Bureau of Criminal Identification and Investigation (BCI) and Federal Bureau of Investigation (FBI) Background Checks and Fingerprints yearly (mail to the Ohio CSWMFT Board: the electronic option to choose is “Board of Social Work”)
<https://cswmft.ohio.gov/get-licensed/licensing-resources/BCI+and+FBI+Background+Checks>

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 have an electronic copy of the background check sent to the Ohio Department of Education AND a copy mailed to:
Wright State’s Office of Partnership & Field Experience
Attn: OPFE 3640 Colonel Glenn Highway, 378 Allyn Hall Dayton OH 45435

Applicant Approval

All practicum sites must be approved by the Clinical Coordinator. The Clinical Coordinator has the right to deny any site deemed inappropriate for the student or practicum experience.

A student will be admitted to practicum if all prerequisites have been met, with a grade of B or better, upon completion of a successful professional dispositions review and all paperwork is complete and submitted by the due date.

Removal

The DHS works with all involved parties to ensure a positive experience for the practicum student, the site supervisor and the clients/students served at the site. Despite these efforts, situations may arise in which a practicum student is removed from a placement. Practicum students are guests on any site. If the site asks a student to leave for any reason, the practicum student must immediately comply. Students may be removed from a site by the site supervisor, a site administrator, the practicum

instructor or the clinical coordinator.

Circumstances under which a student may be removed include but are not limited to:

- Non-adherence to policy and/or procedures of the field experience placement site.
- Lack of a current, valid, and acceptable BCI/FBI background check.
- Failure to comply with field experience placement site and WSU attendance and punctuality directives.
- Failure to meet course expectations as outlined in the course syllabus and practicum manual
- Unsatisfactory progress on student evaluations
- Failure to meet moral and ethical standards of the profession as defined by both the appropriate professional organization
- Insubordination, disrespect to school, agency or university personnel
- Posing an immediate threat to the safety, health, or welfare of the practicum student, clients/students served, program peers, WSU faculty, the field experience placement site personnel, and/or other constituencies.

If a practicum student is removed from a field placement site, the clinical coordinator will work with the candidate's advisor, and university supervisor to determine one of the following courses of action for the candidate:

- The student will receive a grade of Fail and will have a Concern Conference. The candidate will be required to implement an individualized action plan, designed by the clinical coordinator and university supervisor. The candidate will be allowed one additional opportunity to apply to repeat the field experience during another semester. If the candidate is not successful in completing the field experience on the second attempt, the candidate will not be permitted to re-apply to repeat the field experience course.
- The candidate may be permitted to finish the field experience, during the same academic semester, at a new placement site based on the specific context of the removal. Permission to transfer to a new placement site will be at the discretion of the clinical coordinator based on the facts surrounding the removal. The candidate will be required to implement an individualized action plan, designed by the clinical coordinator and the university supervisor. If the candidate is not successful in completing the field experience at the new placement site, the student will Fail practicum, and will not be permitted to re-apply to repeat the field experience course. Students who fail Internship twice will be dismissed from the program.

Students who are not able to complete their field experience components of their respective degree programs as a result of the situations outlined above will be unable to complete their programs of study.

STUDENT REQUIREMENTS AND RESPONSIBILITIES

CREDIT HOURS OPTIONS FOR INTERNSHIP

Internship students are expected to complete the following requirements:

- Class: attend weekly on-campus university supervisory sessions.
- Hours Logs: A log (time log on website) of internship experience must be maintained and turned into the University Supervisor at the end of the semester.

Fall & Spring semesters (15 weeks)

1 CR

- a. A minimum of 14 clock hours per week at the site (200 clock hours minimum per semester).
- b. A minimum of 80 direct client contact clock hours per semester (these 80 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum met of 10% or 8 clock hours of the direct client contact in individual counseling and a minimum of 10% or 8 clock hours of the direct client contact in group work).
- c. A minimum of 1.0 clock hour per week of direct face-to-face individual supervision with the Site Supervisor.
- d. A minimum of 1.0 clock hours per week of group supervision with the University Faculty Supervisor.

2 CR

- 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 1.0 clock hour per week of direct face-to-face individual supervision with the Site Supervisor.
- d. A minimum of 1.0 clock hour per week of group supervision with the University Faculty Supervisor.

3 CR

- a. A minimum of 20 clock hours per week at the site (300 clock hours minimum per semester).
- b. A minimum of 120 direct client contact clock hours per semester (these 120 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum of 10% or 12 clock hours of the direct client contact in individual counseling and a minimum of 10% or 12 clock hours of the direct client contact in group work).
- c. A minimum of 1.0 clock hour per week of direct face-to-face individual supervision with the Site Supervisor.
- d. A minimum of 1.0 clock hours per week of group supervision with the University Faculty Supervisor

4 CR

- a. A minimum of 25 clock hours per week at the site (300 clock hours minimum over the course of the semester).
- b. A minimum of 120 direct client contact clock hours per semester (these 120 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum of 10% or 12 clock hours of the direct client contact in individual counseling and a minimum of 10% or 12 clock hours of the direct client contact in group work)
- c. A minimum of 1.0 clock hours per week of direct face-to-face individual supervision with the Site Supervisor.
- d. A minimum of 1.0 clock hours per week of group supervision with the University Faculty Supervisor.

5 CR

- a. A minimum of 27 clock hours per week at the site (400 clock hours minimum over the course of the semester).
- b. A minimum of 160 direct client contact clock hours per semester (these 160 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum of 10% or 16 clock hours of direct client contact in individual counseling and a minimum of 10% or 16 clock hours of the direct client contact in group work)
- c. A minimum of 1.0 clock hours per week of direct face-to-face individual supervision with the Site Supervisor.
- d. A minimum of 1.0 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

6 CR

- a. A minimum of 34 clock hours per week at the site (400 clock hours minimum over the course of the semester).
- b. A minimum of 160 direct client contact clock hours per semester (these 160 hours can be divided as needed between individual and group direct client counseling as long as there is a minimum of 10% or 16 clock hours of direct client contact in individual counseling and a minimum of 10% or 16 clock hours of the direct client contact in group work)
- c. A minimum of 1.0 clock hours per week of direct face-to-face individual supervision with the Site Supervisor.
- d. A minimum of 1.0 clock hours per week of group supervision with the University Faculty Supervisor.

RESPONSIBILITIES:

- All students are **REQUIRED** to find their own site.
- For School Counseling students, some directs may require requests to be made through their human resources department. Other schools will allow agreements to be

made directly with the school counselor. It is the student's responsibility to find out the appropriate process for the school they are interested in.

- Recordings - audio or video preferred, a minimum of one session per week. Internship students must obtain permission to record 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 (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.
- 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:
 1. Date and number of hours spent at the internship;
 2. 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);
 3. weekly personal reaction to activities performed.
- Establish personal objectives to be met during the internship.
- Ensure that all evaluation forms and logs are submitted in a timely manner.

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 SUPERVISOR REQUIREMENTS

Clinical Mental Health Counseling

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 (LPCC-S) with the Ohio Counselor, Social Worker, and Marriage and Family Therapist Board (OCSWMFT), and

a minimum of two years of pertinent professional experience in the program area the student is completing practicum.

School Counseling

School Counseling Site supervisors must have a master's degree in school counseling, licensed as a school counselor by the Ohio Department of Education, and at least 2 years of experience as a school counselor. The site supervisor must work as a school counselor in the school building where the practicum student plans to complete hours. The site supervisor may not supervise from another building.

Addictions Counseling Concentration

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 (LPCC-S) and a LICDC site supervisor for practicums.

INTERNSHIP REQUIREMENTS FOR 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 recorded for purposes of supervision with the following criteria observed:
 - Consent of client and/or guardian
 - No identifying information on the recording
 - Played only for university supervision and educational purposes except with permission of the site and parties involved
- Practicum and internship students and 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 an internship 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 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 is completed, 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.

Appendix 1

PHASE 1 APPLICATION

Wright State University

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

Phone: 937.775.2075 Fax: 937.775.2042

Students may not need to apply for Phase I after practicum; they will complete Phase I under the following circumstances: a) if the student is applying for practicum for the first time; b) if a Concern Conference with the student is held; c) if the student has already been approved but is changing sites. If the student must apply for Phase I again:

Please Complete Online

<https://forms.office.com/Pages/ResponsePage.aspx?id=XdZGXFzuE0WM1K-Y0V5oM7kvoT1rsvtIoLFgoeRiIpUNTdWTkc1S1hBQ11OVzNUUEZJWTRJV0ZESS4u>

Appendix 2

INTERNSHIP CONTRACT

Wright State University

College of Education and Human Services, Department of Human Services, 3640
Colonel Glenn Highway, Dayton

Phone: 937.775.2075 Fax: 937.775.2042

Student Name _____ Date _____

SEMESTER: Fall _____ Spring _____ Summer _____

YEAR: _____

PROGRAM: School Counseling _____ CMHC _____

Site: _____

Site Address: _____

City: _____ State: _____ Zip: _____

Site Supervisor Phone: _____

Supervisor_email: _____

This Memo of Understanding is entered into between _____

_____ (site supervisor name) for

_____ (student name), an internship student from Wright State University, Department of Human Services, Counselor Education Program as represented by _____ (Advisor name) in the Human Services Department at WSU. 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 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.

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 CEHS 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 the student as final feedback on the student's progress.
- (4) Be available for consultation with the university supervisor.
- (5) Permit a minimum of two (2) 30 minutes or more audio taping or video recording per semester, per university supervisor's request. Recordings will be reviewed by faculty and peers for evaluative purposes.
- (6) Provide the student with adequate physical facilities in which to work.
- (7) Inform student of legal and ethical considerations and other rules that affect the practice of counseling at the site.

Please note: The student's start and end dates of practicum corresponds with the Wright

State University academic calendar. In other words, a student begins practicum the first day of classes and terminates the last day of the finals week. However, it is understood that the practicum student may be required to complete orientation/training at his/her site prior to the first week of practicum.

The student agrees to:

- (1) Act in a manner consistent with ACA, ASCA, NBCC, AMHCA, IAMFC, OCSWMFT board, as appropriate to the site.
- (2) Be responsible for a minimum of 40 direct client hours (at least 10 individual hours and 10 group hours) and a minimum total of 100 clock hours over the semester.
- (3) Be responsible for being available to the site supervisor for conferences (e.g. staff meetings, consultation, etc.).
- (4) Be responsible for a minimum of two (2) 30 minutes or more audio video recording.
- (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.

Site Supervisor's signature and date _____

Internship Student's signature and date _____

University Supervisor's signature and date _____

Appendix 3

SITE SUPERVISOR INFORMATION

Wright State University

College of Education and Human Services, Department of Human Services, 3640
Colonel Glenn Highway, Dayton

Phone: 937.775.2075 Fax: 937.775.2042

https://wright.yu11.qualtrics.com/responses/#/surveys/SV_7X4FWnfdurpg4R

Student Name _____ Date _____

PROGRAM: School Counseling _____ CMHC _____

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

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

Site Address: _____

City: _____ State: _____ Zip: _____

Site Supervisor Phone: _____

Supervisor_email: _____

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

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 only be allotted to the first/primary supervisor. If you are able to receive this stipend, please contact our office and we will send you the required documents.

Appendix 4

INTERNSHIP SITE SUPERVISOR EVALUATION OF INTERNSHIP STUDENT Wright State University

College of Education and Human Services, Department of Human Services, 3640
Colonel Glenn Highway, Dayton

Phone: 937.775.2075 Fax: 937.775.2042

Student Name _____ Date _____

Site Supervisor _____

Name of Site _____

SEMESTER: Fall _____ Spring _____ Summer _____

YEAR: _____

PROGRAM: School Counseling _____ CMHC _____

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

- 5 = Frequently demonstrates very high degree of competence.
- 4 = Frequently demonstrates high degree of competence.
- 3 = Demonstrates an adequate degree of competence.
- 2 = Demonstrates a relatively low degree of competence.
- 1 = Demonstrates an extremely low degree of competence.
- NA = Competency is not applicable to this setting.

I. Counseling Skills:

	Demonstrates basic interviewing and counseling skills that produce a therapeutic relationship.
	Demonstrates appropriate skills and procedures for initiating, maintaining, and terminating counseling sessions.
	Demonstrates appraisal skills that assist clients with exploration, insight, and goal attainment.
	Accurately identifies and/or assesses client's problem.
	Appropriately defines and articulates the dynamics of assigned cases.
	Appropriately recognizes the role of cultural factors (e.g. racial, ethnic, cultural heritage, nationality, socioeconomic status, family structure, age, gender, sexual orientation, religious and spiritual beliefs, occupation, physical and mental status), in understanding client presentation, issues, concerns, and help-seeking behaviors.
	Develops valid goal and/or treatment plans that include short and long-term goals as appropriate.
	Designs and implements appropriate intervention strategies.
	Keeps appropriate client progress notes.
	Evaluates client outcomes including evidence of client's transfer of learning to other situations.
	Appropriately executes referral processes and follow-up.
	Provides accurate information to client about community resources.
	Appropriately seeks consultation on client's case as necessary.

II. Group Counseling Skills:

	Uses appropriate selection criteria and procedures for admission.
	Establishes group norms.
	Helps clients to identify individual goals.
	Collaborates with group to set group goals.
	Recognize various stages of a group.
	Uses exercises appropriate to group stages and situations.
	Recognizes and appropriately handles problem group behaviors.
	Facilitates member interaction.
	Accurately interprets the group process.
	Evaluates individual and group outcomes.
	Appropriately terminates group sessions.
	Models optimal group behaviors.
	Knows various approaches to group work including task groups, support groups, classroom guidance, psycho-educational groups, etc.

III. Self Development

	Demonstrates awareness of areas and degrees of professional competence.
	Accepts feedback and recognizes constructive criticism during supervisory sessions.
	Commits to act on feedback and recommendations offered during supervisory sessions.
	Shows evidence of appropriate response to supervisor's recommendations.
	Performs in a professional manner.
	Maintains appropriate professional boundaries.
	Takes responsibility for growth and learning.
	Demonstrates appropriate oral and written communication skills.
	Demonstrates respect for others.
	Cooperates with others.
	Completes paperwork in a timely fashion.
	Demonstrates appropriate organizational and time management skills.
	Demonstrates punctuality and excellent attendance.
	Attires in appropriate dress.
	Serves as an advocate for the counseling profession.
	Serves as an advocate for the promotions of optimal human development and mental health.
	Practices according to legal, professional, and ethical standards.
	Adheres to organizational policies.
	Knows the role, function, and professional identity of the counselor in relation to the roles of other professional and support personnel in the organization.
	Communicates respectfully, authentically, and articulately.
	Conceptualizes factors in his or her personality that influence counseling style.
	Demonstrates emotional intelligence.
	Demonstrates knowledge of content essential for professional counseling.

	Demonstrates knowledge of the principles of diagnosis and the use of current diagnostic tools, including the current Diagnostic and Statistical Manual.
	Knows theories of human development and concept of normalcy and psychopathology leading to diagnoses and appropriate counseling interventions.
	Demonstrates knowledge of modalities (brief, intermediate, and long-term approaches) for initiating, maintaining, and terminating counseling and psychotherapy with clients who are mentally and emotionally impaired.
	Demonstrates knowledge of crisis intervention strategies for clients who are mentally and emotionally impaired.
	Knows basic classifications, indications, and contraindications of commonly prescribed psychopharmacological medications so that appropriate referrals can

	be made for medication evaluations and identifying effects and side effects of such medications.
	Demonstrates competency in conducting an intake interview.
	Demonstrates competency in completing a mental status evaluation.
	Demonstrates competency in completing a biopsychosocial history and assessment.
	Demonstrates competency in completing a mental health history.
	Demonstrates competency in completing a psychological assessment (scoring, profiling, report writing, and interpretation) for treatment planning, case management, diagnosis, and therapeutic goal attainment.

IV. For School Counseling Sites Only

The School Counseling Practicum Student:

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

VI. Final Comments

1. In your overall judgment, do you believe this student has the potential to be an effective counselor? Please explain.

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

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

Site Supervisor's signature and date _____ Date: _____

Internship Student's signature and date _____ Date: _____

Appendix 5

STUDENT EVALUATION OF THE INTERNSHIP SITE Wright State University

College of Education and Human Services, Department of Human Services, 3640
Colonel Glenn Highway, Dayton

Phone: 937.775.2075 Fax: 937.775.2042

https://wright.ca1.qualtrics.com/jfe/form/SV_3Cptua0RRf0DA8u

Student Name _____ Date _____

SEMESTER: Fall _____ Spring _____ Summer _____

YEAR: _____

PROGRAM: School Counseling _____ CMHC _____

Site: _____

Site Address: _____

City: _____ State: _____ Zip: _____

Site Supervisor Phone: _____

Supervisor_email: _____

Site accessible for individuals with disabilities? Yes _____ No _____

A. Please rate your site on the following areas from 1 (very poor) to 5 (very good).

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 student and client needs.	1	2	3	4	5
6. Site requirements were reasonable.	1	2	3	4	5
7. Overall 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. Offered constructive criticism	1	2	3	4	5
2. Provided support when needed.	1	2	3	4	5
3. Provided assistance or referred to someone who could.	1	2	3	4	5
4. Allowed adequate time for individual supervision	1	2	3	4	5
5. Helped me integrate theory and practice.	1	2	3	4	5
6. Overall evaluation of supervision.	1	2	3	4	5

1. Is there anything not previously mentioned that you especially liked or disliked about the site or supervision?
2. Was this position a learning experience for you? Please explain.
3. What kind of supervision did you have? (e.g., listening to recordings, 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:

Appendix 6

PROFESSIONAL DISPOSITIONS RUBRIC Wright State University

College of Education and Human Services, Department of Human Services, 3640
Colonel Glenn Highway, Dayton
Phone: 937.775.2075 Fax: 937.775.2042

Student Name _____ Date _____

SEMESTER: Fall _____ Spring _____ Summer _____

YEAR: _____

PROGRAM: School Counseling _____ CMHC _____

Department faculty's formal evaluation of students' professional dispositions will be evaluated using the following scale and rubric:

	4	3	2	1
Professional Ethics				
Adheres to appropriate Ethical standards (ACA, ASCA, etc).	Models exceptional ethical decision-making processes and professional behaviors.	Exhibits sound ethical decision-making processes and professional behaviors.	Displays poor ethical decision-making processes and professional behaviors.	Lacks ethical decision-making processes and professional behaviors.
Accepts responsibility for behavior.	Accepts responsibility for all behavior. Follows through to seek resolution.	Models openness and willingness to take responsibility for behavior.	Occasionally accepts responsibility and shows obstinate to change behavior.	Lacks any personal responsibility and limited insight of behavior.
Seeks supervision when necessary.	Is receptive to constructive comments, implement changes, and seeks feedback from others.	Is receptive to constructive comments and implements changes.	Is receptive to constructive feedback and does not meet goals of the supervisor	Is not receptive to constructive comments and shows no sign of implementing change.
Respects the privacy and rights of others.	Treats others with courtesy, respect and open-mindedness. Listens to and shows interest in the ideas and opinions of others	Treats others with courtesy and respect. Words and actions are polite and professional.	At times treats others with courtesy and respect. At times inappropriate words and actions.	At times treats others inappropriately. Lacks any regard for privacy and rights of others.

Communication				
Written and verbal communication with peers, colleagues, and faculty is appropriate and professional. (This applies to both online and face-to-face interactions).	Displays the ability to work and communicate (written and verbal) appropriately and professionally	Works harmoniously and effectively with colleagues, peers, and faculty	Communication ability to work with peers, colleagues, and faculty is inappropriate and unprofessional	Communicates an inability or unwillingness to work with others
Is cooperative and positive	Is enthusiastically cooperative and positive, confident to work with others at all times.	Exhibits willingness to work with peers, colleague, and faculty in a positive manner.	Occasionally shows uncooperative and negative behavior with peers, colleague, and faculty.	Lacks appropriate skills to interact positively with peers, colleague, and faculty.
Respect for others				
Respects the views and opinions of others	Demonstrates a thorough and consistent respect for views and opinions of others	Demonstrate a moderate and consistent respect for views and opinions of others	At times disregards views and opinions of others	Treats opinions of others with disrespect. Words or actions are ethically questionably.
Demonstrates openness to new ideas	Consistent enthusiasm for openness to new ideas. Takes initiative beyond what is expected.	Exhibits enthusiasm and takes initiative to openness to new ideas.	Shows lacks of knowledge and awareness to accept new ideas. Focuses on seeking solutions.	Fails to participate, identify, and shows unwillingness to learn new ideas.
Diversity & Cultural Awareness				
Aware of self and others	Exceptionally aware of self and appreciates contributions of diverse populations and settings	Demonstrates awareness of self and how personal world view may differ from others	Demonstrates awareness of self and but lacks awareness of how personal and world-view may differ from others	Does not demonstrate awareness of self and how personal world view may differ from others
Demonstrates cultural Sensitivity	Demonstrates cultural and social sensitivity and advocates for others	Demonstrates cultural and social sensitivity when working with others	Understand cultural and social sensitivity but unable to identify insensitive practices	Does not demonstrate cultural sensitivity when working with others
Problem Resolution				

Adheres to department policies or resolving issues	Acknowledges and adheres to Graduate Student Handbook policies on resolving student issues.	Adheres to Graduate Student Handbook policies on resolving student issues	Acknowledges but not fully complies to Graduate Student Handbook policies on resolving student issues	Does not adhere to Graduate Student Handbook policies on resolving student issues
Seeks Resolution	Professionally seeks to resolve issues first with the individual with whom there is a conflict	Seeks to resolve issues first with the individual with whom there is a conflict	Seeks to resolve issues but involves others	Does not seek to resolve issues at all
Uses discretion when sharing information regarding student issues	Does not discussing issues with other students and faculty who are not involved	Uses discretion when discussing issues with other students and faculty who are not involved	Lacks discretion when discussing issues with other students and faculty who are not involved	Does not use discretion when discussing issues shares inappropriately with other students and faculty who are not involved
Use of Feedback				
Is receptive to Feedback	Seeks feedback from faculty, supervisors and peers. Is receptive and takes the time to reflect and implement changes appropriately	Is receptive to feedback and implements changes appropriately	Demonstrates difficulty accepting feedback and implementing changes appropriately	Is not receptive to feedback and does not implement changes appropriately
Refrains from becoming defensive	Models professionalism and refrains from becoming defensive	Refrains from becoming defensive	Does not refrain from becoming defensive	Does not refrain from becoming defensive and behaves unprofessionally
Provides peers with appropriate feedback	Provides peers with constructive and appropriate feedback. Is tactful in delivery.	Provides peers with appropriate feedback	Provides peers feedback but has difficulty with delivery	Does not give peers appropriate feedback
Expression of Emotions/Emotional Intelligence				
Demonstrates emotional control	Models appropriate emotional and behavioral responses in difficult situations	Emotional and behavioral responses are appropriate, and is aware of how verbal and nonverbal responses are	Unaware of how verbal and nonverbal responses are perceived by others and/or nonverbal emotional	Demonstrates a lack of emotional control; becomes physically upset and/or uses physical/verbal aggression.

		perceived by others	responses are inappropriate.	
Professional Appearance				
	Models professionalism through appearance and attire. Presents in professional attire and is clean and well groomed.	Attire, hygiene and appearance is appropriate for classroom and field placement	Occasionally attire, hygiene or appearance is concerning or inappropriate	Consistent concerns with attire, hygiene or appearance. Presents unprofessional or inappropriate for classroom and/or field placement.
Professional Work Ethic				
Attendance	Attends all classes and meetings. Is punctual and prepared. Adheres to course attendance policies	Attends classes but has one or two excused absences. Communicates with instructor and adheres to course attendance policies.	Attends classes but is occasionally tardy and/or has unexcused absences.	Excessive tardiness and/or absences. Fails to communicate with instructor.
Meets Deadlines	Meets all deadlines for course work (Readings/Assignments/Projects) and program requirements (Paperwork)	Regularly meets deadlines for coursework and program requirements.	Turns in assignments and/or paperwork late	Regularly misses deadlines; Missing assignments or paperwork
Shows initiative and motivation	Actively participates in classroom discussions and activities. Demonstrates enthusiasm and goes beyond what is expected	Participates in classroom discussions and activities. Meets course expectations	Rarely participates in classroom discussions and activities	Does not participate in classroom discussions and activities; appears unprepared and uninterested;
Demonstrates Honesty and Integrity	Demonstrates honesty and integrity on all assignments, tests and program requirements. Documents appropriately and uses APA format for citations and references.	Assignments and test submissions represent the work of student.	Unintentional plagiarism due to issues with citations and/or failure to use APA format.	Knowingly plagiarized, cheated and/or submit false information/documentation to instructor or program.

Appendix 7

HOURS LOG

Wright State University

College of Education and Human Services, Department of Human Services, 3640
Colonel Glenn Highway, Dayton

Phone: 937.775.2075 Fax: 937.775.2042

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

Cumulative Total Semester Hrs:

--

(Site Supervisor Signature and Date)

(Student Signature and Date)

Appendix 8

BACKGROUND CHECK REFERENCE SHEET (CMHC)

Electronic fingerprinting is available in 120 Millett Hall at WSU's Office of Partnerships and Field Experiences (OPFE) by appointment only during their scheduled open hours. Electronic fingerprinting is also available through many county sheriff offices if you prefer to look into this option. Costs vary by location. Be aware that processing for electronic fingerprinting may take 5-6 weeks. You may not begin a field placement course until CSWMFTB has current, valid, hardcopy background checks on file.

Step 1: Make an appointment

1. Appointments may be made by going to <https://opfe.setmore.com/>. Call 937-775-2107 if you have issues.
2. You should receive an email confirmation if you have scheduled your appointment correctly.
3. Please show up for your appointment on time, with proof of payment. (Prepayment is required.)

Step 2: Payment YOU MUST BRING PROOF OF PAYMENT TO YOUR APPOINTMENT.

1. https://epay.wright.edu/C21810_ustores/web/store_main.jsp?STOREID=74&SINGLESTORE=true
2. Click on Fingerprint icon and read directions
3. Click "Add to Cart"
4. Complete form with required information (First & Last Name, Email Address, Phone, WSU W#)
5. Select your WebCheck Option:
 - Ohio BCI&I background check: \$27.00
 - FBI background check: \$30.00
 - BFBI (combination Ohio BCI&I and FBI) background check: \$55.00
 - **If you are UNSURE which WebCheck option you need, CHECK with the office or entity requiring the background check be completed.**
6. Click "Continue" and review your cart for accuracy
7. Click "Checkout"
8. Complete Contact Information
9. Complete Payment Method Information. You must use Discover, MasterCard or Visa and click "Continue"
10. Confirm Payment
11. PRINT and SAVE YOUR RECEIPT as proof of payment

Step 3: Appointment Day

1. Come to 378 Allyn Hall on time, **with driver's license, passport, or state ID, this sheet, AND proof of payment.**
 2. Be prepared to complete a form with the following questions. Bring **this sheet** with you to the appointment as OPFE employees *cannot* tell you how to answer questions on the form.
 - a. Have you been a resident of the State of Ohio for the past 5 years? _____ Yes _____ No
 - b. What type of background check do you require: (choose one) _____ BCI _____ FBI _____ BFBI (Ohio BCI & FBI)
*While in a field placement, CSWMFTB requires a BCI **and** FBI that is valid and current through your entire term (updated annually).*
 - c. Where would you like your physical copy sent to? **(Required)**
X CSWMFT Board: 77 South High Street, 24th Floor, Room 2468, Columbus, Ohio 43215-6171
 - d. What are the reasons for the background check?
BCI: Counselor, Social Worker, and Marriage and Family Therapists Board; CODE is 4757.101
FBI: Counselor, Social Worker, and Marriage and Family Therapists Board; CODE is 4757.101
-

Appendix 9

BACKGROUND CHECK REFERENCE SHEET (SC)

Electronic fingerprinting is available in 120 Millett Hall at WSU's Office of Partnerships and Field Experiences (OPFE) by appointment only during their scheduled open hours. Electronic fingerprinting is also available through many county sheriff offices if you prefer to look into this option. Costs vary by location. Be aware that processing for electronic fingerprinting may take 5-6 weeks. You may not begin a field placement course until OPFE has current, valid, hardcopy background checks on file.

Step 1: Make an appointment

1. Appointments may be made by going to <https://opfe.setmore.com/>. Call 937-775-2107 if you have issues.
2. You should receive an email confirmation if you have scheduled your appointment correctly.
3. Please show up for your appointment on time, with proof of payment. (Prepayment is required.)

Step 2: Payment YOU MUST BRING PROOF OF PAYMENT TO YOUR APPOINTMENT.

1. https://epay.wright.edu/C21810_ustores/web/store_main.jsp?STOREID=74&SINGLESTORE=true
2. Click on Fingerprint icon and read directions
3. Click "Add to Cart"
4. Complete form with required information (First & Last Name, Email Address, Phone, WSU W#)
5. Select your WebCheck Option:
 - Ohio BCI&I background check: \$27.00
 - FBI background check: \$30.00
 - BFBI (combination Ohio BCI&I and FBI) background check: \$55.00
 - **If you are UNSURE which WebCheck option you need, CHECK with the office or entity requiring the background check be completed.**
6. Click "Continue" and review your cart for accuracy
7. Click "Checkout"
8. Complete Contact Information
9. Complete Payment Method Information. You must use Discover, MasterCard or Visa and click "Continue"
10. Confirm Payment
11. PRINT and SAVE YOUR RECEIPT as proof of payment

Step 3: Appointment Day

3. Come to 378 Allyn Hall on time, **with driver's license, passport, or state ID, this sheet, AND proof of payment.**
4. Be prepared to complete a form with the following questions. Bring **this sheet** with you to the appointment as OPFE employees *cannot* tell you how to answer questions on the form.
 - a. Have you been a resident of the State of Ohio for the past 5 years? _____ Yes _____ No
 - b. What type of background check do you require: (choose one) _____ BCI _____ FBI _____ BFBI (Ohio BCI & FBI)
*While in a field placement, OPFE requires a BCI **and** FBI that is valid and current through your entire term (updated annually).*
 - c. Which agency would you like your electronic copy sent to? **(Required)**
X Ohio Department of Education
 - d. Where would you like your physical copy sent to? **(Required)**
X WSU OPFE, using this address:
Wright State University CHEH; Attn: OPFE, 378 Allyn Hall; 3640 Colonel Glenn Highway; Dayton, OH 45435
 - e. What are the reasons for the background check?
BCI: School Employees – Teachers Only; CODE is 3319.39B3
FBI: Public School District or Chartered Nonpublic School; CODE is 3319.39

Appendix 10

Dismissal Policy

The Department of Human Services Counseling Program's faculty members have a professional responsibility to serve as gatekeepers for the counseling profession. Counseling is a discipline that requires active gatekeeping to protect the public welfare of our communities. In particular, gatekeeping refers to the professional and ethical responsibility of all counselors, counselor educators, and student counselors to intervene with counselor trainees, supervisees, professional colleagues, and supervisors who engage in behavior that could threaten the welfare of those receiving counseling services. This responsibility is mandated in the ethical standards of the American Counseling Association (ACA), the American School Counselors Association (ASCA), and the National Board for Certified Counselors (NBCC) by specifying that counselors must act to rectify the problematic condition through appropriate organizational and professional channels (ACA, 2014, Section F.5.; NBCC, 2005, Section A; Foster & McAdams, 2009). Due to the nature of the Program, students may be dismissed for professional competence concerns (i.e., unrelated to success with course assignments and grades). The ACA Code of Ethics (2014) requires counselor educators to provide remediation and/or dismissal from counseling programs when "they become aware of limitations that might impede performance" or when students are unable to demonstrate "they can provide competent counseling services to a range of diverse clients (6.f.b.)."

In addition to ensuring students have obtained the requisite knowledge and skills to become professional counselors, as indicated by the successful completion of graduate coursework and measured by identified key performance indicators, the Department's faculty/staff/advisors have an ongoing, mandatory responsibility to assess each student's professional dispositions throughout the program (CACREP, 2016). Professional dispositions encompass a student's attitudes, values, and professional ethics that are exhibited through verbal and non-verbal interactions with peers, clients, supervisors and department faculty and staff. The key professional dispositions assessed are aligned with the six guiding principles of ethical practice as professional counselors: autonomy, beneficence, non-maleficence, justice, fidelity, and veracity.

If a concern about a student's performance, disposition, or conduct arises, the Program will notify the student of such concerns and schedule a Concern Conference. The Program will discuss the concern(s) with the student at the Concern Conference and obtain the student's input. Following the Concern Conference and depending upon the particular facts and circumstances and the nature of any poor performance or unacceptable conduct, the Program may implement a plan for remedial action, impose other discipline/requirements, or dismiss the student from the Program. If a remedial plan is implemented and the student does not meet the requirements identified by the Concern Conference plan in a timely manner, further action will be taken up to and including dismissal from the Program.

Following a Concern Conference, students may be dismissed from the Program for substantiated serious misconduct or poor performance, including but not limited to:

- Violation of University Policy;
- Failure of or dismissal from a field placement (practicum or internship);
- Lack of professional dispositions;
- Lack of engagement in course requirements;
- Issues within interpersonal relationships with peers or faculty;
- Inappropriate use of power/lack of respect for the power differential with clients and other students;

- A cumulative GPA below 3.0, consistent with Graduate School requirements for graduation;
- Violation of ACA, ASCA, or NBCC ethical standards;
- Loss of any required licensures or privileges;
- Illegal activity as specified by the state of Ohio and Wright State University policy;
- Violence or threats of bodily harm to students, faculty, clients;
- Other conduct demonstrating a lack of fitness for practicing the profession.

Program faculty believe that the enactment of the core dispositions set forth above embodies the values of the counseling profession and that deficiencies in these areas could lead to dismissal. All students are encouraged to proactively seek counseling and attend to their own mental health. A student's unwillingness to recognize and work to remedy intra- or inter-personal impediments contributing to impairment may lead to dismissal.

Appendix 11

Employment Policy

Licensed teachers or licensed professional counselors on occasion are offered school counseling positions within a school district. The Ohio Department of Education and Workforce has guidelines regarding the hiring of temporarily licensed persons to work in licensed positions in K-12 schools. Likewise, individual school districts have policies regarding their hiring process. As such, the counseling program faculty defer to these institutions in making hiring decisions and do not take positions in these recommendations. Program faculty may, however, confirm the courses and course hours that have been completed by the student within their Program of Study; faculty require 14 days to supply such letters to the school district designee. Students should be aware that it is their sole responsibility to pursue the temporary licensure.

Should a current WSU student accept a school counseling position in a school and want to apply to use their employed position as a Practicum and/or Internship placement site, students should be aware that this is **not automatically approved**, but rather must be reviewed by the program faculty. All site supervisors and placement sites must be approved in advance to secure Practicum and/or Internship hours. Decisions regarding Practicum and Internship placement are made solely by the Clinical Coordinator in consultation with the School Counseling Program Director. Students should secure sites wherein they will learn the attitudes, knowledge, and skills necessary to prepare them to become a comprehensive school counselor within the framework of the ASCA National Model. Additionally, students need to follow all application deadlines and site supervisory requirements set forth by the WSU counseling program. Students should contact the Clinical Coordinator to discuss their situation.