



## **Master of Arts in Clinical Mental Health Counseling (CMHC)**

### **Practicum & Internship Manual 2017-2018**

Applied Professional Practice (APP)

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**Fall Start Date: Flowchart for the Practicum and Internship Process  
(dates and actions are subject to change so check your email frequently)**

Checklist	Date	Action
<input type="checkbox"/>	Sept/ October 2017  Upon successful completion of CMHC pre requisites (5 courses)	<ul style="list-style-type: none"> <li>▪ Complete <b>CMHC Intent form</b>, review with your advisor, advisor will sign the intent form</li> <li>▪ The DCT will meet with students in small groups (TBA) where students will submit their signed forms</li> <li>▪ The CMHC student completes the intent form in the APP database</li> <li>▪ The Director of Clinical Training and CMHC faculty will review all intents in student review meetings.</li> <li>▪ Upon the student review, the Director of Clinical Training, will issue a determination on advancement to practicum/internship, remediation, or denial.</li> </ul>
<input type="checkbox"/>	September or October 2017	<p><b>APP Practicum/Internship Informational Session</b></p> <ul style="list-style-type: none"> <li>▪ Students receive and review training manual.</li> <li>▪ Overview of the APP Database</li> <li>▪ This will occur as part of your class work in one of the prerequisite courses (TBA)</li> </ul>
<input type="checkbox"/>	November 2017	<p>Resume Workshop</p> <ul style="list-style-type: none"> <li>▪ Students attend resume/CV workshop</li> </ul>
<input type="checkbox"/>	November 2017	Update your resume/curriculum vitae. Schedule an appointment with the Office of Career Services to review your resume/curriculum vitae.
<input type="checkbox"/>	November 2017	Final copy of resume/CV due to Director of Clinical Training for review. Students receive access to APP Database once resume/CVs have been reviewed, revised (if needed), and approved.
<input type="checkbox"/>	December 2017	<p>Recommendation Letter Request Deadline:</p> <ul style="list-style-type: none"> <li>▪ Be sure to have requested reference letters on your behalf. On average, you will need three recommendation letters per site. Please be sure to request additional copies in the event that you have to apply to additional sites. Request letter of references to be completed by January 19.</li> </ul>
<input type="checkbox"/>	December 2017 (Date TBA:)	<p>Write your cover letter to a site you are interested in applying to in November. Schedule an appointment with the Office of Career Services/DCT to review your resume/curriculum vitae.</p> <p><b>Practicum Fair</b> Allows you to learn more about potential sites. <b>*Attendance is mandatory.</b></p> <ul style="list-style-type: none"> <li>▪ This is an opportunity to meet site supervisors and gather information about possible practicum/internship sites.</li> <li>▪ Bring hard copies of your resume/CV to offer site supervisors</li> <li>▪ First impressions are important remember to wear appropriate interview attire</li> </ul>
<input type="checkbox"/>	Week of January 15 <sup>th</sup> 2018	<b>Deadline</b> to secure all letters of recommendation from your letter writers. Students collect letters from writers to send in each individual site application packet.
<input type="checkbox"/>	Week of January 15 <sup>th</sup> 2018	<p><b>Internship Seminar Participation Panel</b></p> <ul style="list-style-type: none"> <li>▪ Students who have been through the practicum/internship search process will field questions and provide recommendations for the search process. <b>Attendance is mandatory.</b></li> </ul>
<input type="checkbox"/>	Week of Jan. 15 <sup>th</sup> 2018	Final copy of cover letter due to program faculty for review.

Checklist	Date	Action
<input type="checkbox"/>	January 19 <sup>th</sup> 2018 by 5pm EST	<b>Submission of Site List</b> <ul style="list-style-type: none"> <li>Identify sites and rank order (Top Ten List) those you wish to apply to in the APP database.</li> <li><b>The database will be locked on January 19<sup>th</sup> at 5 PM for the approval process.</b> After this date, you will no longer be able to change your preferred site list.</li> </ul>
<input type="checkbox"/>	January 22 <sup>nd</sup> 2018	<b>Top Ten List Approval/Decline Submitted to students</b> <ul style="list-style-type: none"> <li>APP/DCT approval process to confirm your eligibility and approve the sites to which you can apply.</li> <li>Have your application packages prepared (Cover letter, CV, reference letter, writing samples/application forms if required by the site).</li> <li>Once notified by the APP via email, students will be able to view the sites in which they are approved. Students will be able to submit applications via the student details page of the database.</li> </ul>
<input type="checkbox"/>	January 29 <sup>th</sup> 2018	<b>Practicum Application Submissions</b> <ul style="list-style-type: none"> <li>Send out applications via email or postal mail to sites to which you were approved to apply.</li> </ul>
<input type="checkbox"/>	February 2018	<b>Interviewing Workshop –ATTENDENCE IS MANDATORY</b>
<input type="checkbox"/>	February 2018	<b>Inform the DCT via email when applications have been submitted</b>
<input type="checkbox"/>	February – June 2018	<b>Schedule and attend interviews at sites</b>
<input type="checkbox"/>	February – June 2018	Accept site placements, via verbal agreement and email, and inform the DCT of acceptance via email.
<input type="checkbox"/>	February – June 2018	Be sure to complete site-specific requests for any clearances, fingerprinting, and background checks prior to the start of orientation, training, etc. <b>Upload Liability Insurance onto CANVAS</b>
<input type="checkbox"/>	First week of classes 2018	DCT will provide a Practicum Orientation and Supervision Workshop in CM 605 Practicum Seminars
<input type="checkbox"/>	Fall Semester 2018	Begin attending CM 605 Practicum Seminar course. Complete weekly hour logs to be submitted to your Seminar Instructor
<input type="checkbox"/>	2 Weeks after the start of Practicum	Complete your CACREP Aligned Training Agreement which includes the supervision agreement in consultation with your site supervisor through the APP database
<input type="checkbox"/>	End of fall semester (Practicum Seminar Completed)	Training Evaluation and Hour Log due: The site supervisor and seminar leader completes, signs, and you also sign in the database. You will not receive your grade for the seminar until these forms are completed in the database and signed by all the parties noted.
<input type="checkbox"/>	End of spring semester (Internship I completed)	Training Evaluation and Hour Log Due. You Will not receive your grade for the seminar until all forms are completed and signed in the database.
<input type="checkbox"/>	End of summer semester (Internship II completed)	<b>CONGRATULATIONS!</b> Training Evaluation and Hour Log Due. You Will not receive your grade for the seminar until all forms are completed and signed in the database.

**Spring Start Date: Flowchart for the Practicum and Internship Process  
(dates and actions are subject to change so check your email frequently)**

Checklist	Date	Action
<input type="checkbox"/>	June – August 1 <sup>st</sup> , 2017  Upon successful completion of CMHC pre requisites (5 courses)	<ul style="list-style-type: none"> <li>▪ Complete <b>CMHC Intent form</b>, review with your advisor, advisor will sign the intent form</li> <li>▪ The DCT will meet with students in small groups (TBA) where students will submit their signed forms</li> <li>▪ The CMHC student completes the intent form on the database</li> <li>▪ The Director of Clinical Training and CMHC faculty will review all intents in student review meetings.</li> <li>▪ Upon the student review, the Director of Clinical Training, will issue a determination on advancement to practicum/internship, remediation, or denial.</li> </ul>
<input type="checkbox"/>	July - August 2017	<p><b>APP Practicum/Internship Informational Session</b></p> <ul style="list-style-type: none"> <li>▪ Students receive and review training manual.</li> <li>▪ Overview of the APP Database</li> </ul>
<input type="checkbox"/>	July – August 2017	Update your resume/curriculum vitae. Schedule an appointment with the Office of Career Services to review your resume/curriculum vitae.
<input type="checkbox"/>	July – August 2017	Final copy of resume/CV due to Director of Clinical Training for review. Students receive access to APP Database once resume/CVs have been reviewed, revised (if needed), and approved.
<input type="checkbox"/>	July 1 <sup>st</sup> – August 22 <sup>nd</sup> 2017	<p><b>Submission of Site List</b></p> <ul style="list-style-type: none"> <li>▪ Identify sites and rank order (Top Ten List) those you wish to apply to in the APP database.</li> </ul> <p><b>The database will be locked on August 22<sup>nd</sup> at 5 PM for the approval process.</b> After this date, you will no longer be able to change your preferred site list.</p>
<input type="checkbox"/>	August 24 <sup>th</sup> 2017	<p><b>Top Ten List Approval/Decline Submitted to students</b></p> <ul style="list-style-type: none"> <li>▪ APP/DCT approval process to confirm your eligibility and approve the sites to which you can apply.</li> <li>▪ Have your application packages prepared (Cover letter, CV, reference letter, writing samples/application forms if required by the site).</li> </ul> <p>Once notified by the APP via email, students will be able to view the sites in which they are approved. Students will be able to submit applications via the student details page of the database.</p>
<input type="checkbox"/>	September 5 <sup>th</sup> 2017	<p><b>Practicum Application Submissions</b></p> <p>Send out applications via email or postal mail to sites to which you were approved to apply.</p> <p><b>Inform the DCT via email when applications have been submitted</b></p>
<input type="checkbox"/>	September 2017	<b>Interviewing Workshop – TBA</b>
	Sept 2017 – January 2018	<b>Schedule and attend interviews at sites</b> Accept site placements, via verbal agreement and email, and inform the DCT of acceptance via email.
<input type="checkbox"/>	Sept 2017 – January 2018	Be sure to complete site-specific requests for any clearances, fingerprinting, and background checks prior to the start of orientation, training, etc. <b>Upload Liability Insurance onto CANVAS</b>
<input type="checkbox"/>	First week of classes 2018	DCT will provide a Practicum Orientation and Supervision Workshop in CM 605 Practicum Seminars
<input type="checkbox"/>	Spring Semester 2018	Begin attending CM 605 Practicum Seminar course. Complete weekly hour logs to be submitted to your Seminar Instructor
<input type="checkbox"/>	2 Weeks after	Complete your CACREP Aligned Training Agreement which

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	the start of Practicum	includes the supervision agreement in consultation with your site supervisor through the APP database
<input type="checkbox"/>	End of Spring semester (Practicum Seminar Completed)	Training Evaluation and Hour Log due: The site supervisor and seminar leader completes, signs, and you also sign in the database. You will not receive your grade for the seminar until these forms are completed in the database and signed by all the parties noted.
<input type="checkbox"/>	End of Summer semester (Internship I completed)	Training Evaluation and Hour Log Due. You Will not receive your grade for the seminar until all forms are completed and signed in the database.
<input type="checkbox"/>	End of Fall semester (Internship II completed)	<b>CONGRATULATIONS!</b> Training Evaluation and Hour Log Due. You Will not receive your grade for the seminar until all forms are completed and signed in the database.



## PART ONE: INTRODUCTION TO THE PRACTICUM AND INTERNSHIP EXPERIENCE

Congratulations! You have reached an important milestone in your clinical training experience. We look forward to supporting you during the clinical journey. The Chicago School of Professional Psychology (TCSPP) bases its Clinical Mental Health Counseling (CMHC) program upon the 2016 standards developed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Accordingly, the program believes quality practicum and internship training is essential to the process of becoming a competent practitioner of clinical mental health counseling. Thus, the administration, faculty and staff of the CMHC program are committed to:

- Providing support, guidance, and mentoring to students, faculty-supervisors, and site supervisors around all aspects of practicum and internship training,
- Encouraging students' work with diverse populations, and
- Utilizing sound assessment strategies to evaluate and support students' performance and learning at their training sites.

This manual provides an overview of the clinical training experiences in the CMHC program, specifically practicum and internship. An overview of these experiences, as well as expectations, guidelines and required paperwork, are presented in this manual. Please note: the manual is not in lieu of practicum and internship course syllabi where specific requirements are described.

Students are encouraged to thoroughly review this manual early in their matriculation and to consult frequently with the Director of Clinical Training, program faculty, and/or advisors as questions or concerns arise. Students also should refer to the manual as they progress in the program and their practicum and internship experiences.

We hope every CMHC student enjoys their practica and internships and experiences transformative professional and personal development as a result!

### **What is practicum and internship?**

Practicum and internship, sometimes referred to as "training" or "clinical training" provides for the application of theory and the development of counseling skills under supervision. These experiences offer opportunities for students to counsel and provide other professional services to diverse clientele in their communities.

Typically, students complete their practicum and internship at the same site. The first 100 hours of this experience is called "practicum." During this time, students gain skills and knowledge of the counseling experience. Students will practice foundational counseling skills and, over time, integrate more advanced skills through practice in classes, supervised recorded sessions, and direct service at their sites. Moreover, the practicum experience often focuses on the personal qualities needed to develop genuine and effective counseling relationships with a wide range of clientele. As such, students learn self-assessment skills as well as how to understand clients' worldviews.

After successfully accruing the 100 practicum hours, of which 40 hours must be "direct service" (see example hour log for more information), students begin their internship training. During the post-practicum 600+ hour internship, students integrate the skills and knowledge they have learned and developed throughout their academic preparation and practicum. The internship is

## **CMHC Practicum/Internship Training Manual**

intended to reflect the comprehensive work experience of a clinical mental health counselor, and students will participate in the full range of roles and responsibilities available at their sites.

Note the practicum and internship experiences are conducted under the direction of a qualified on-site supervisor, and the minimum total number of hours accrued is 700 (i.e. 100 practicum hours + 600 internship hours = 700 total hours). Of the 700 hours, 240 must be direct service hours. Direct services hours are explained later in the manual.

### **Prerequisites for Practicum/Internship Eligibility**

The CMHC program developed the following guidelines to help students prepare for successful professional practice. Adherence to these procedures is critical, and students should consult the Director of Clinical Training (DCT) if they have questions.

To be eligible for practicum training, all students (i.e. full-time, on a one-two schedule, or part-time) must:

- Be in good academic standing, currently having and maintaining a cumulative GPA at or above 3.0
- Successful completion of the following prerequisite courses must be obtained prior to beginning practicum:
  - CM500 – Introduction to the Counseling Profession & Ethics (3)
  - CM507 – Theories of Counseling & Psychology (3)
  - CM598 – Psychopathology (3)
  - CM521 – Lifespan Development (3)
  - CM528 – Helping Relationships & Skill Development in Counseling (3)

The following can be taken concurrent with internship with advisor approval:

- CM536 – Couples and Family Counseling (3)
- CM543 – Group Theory and Processes of Counseling (3)
- CM550 – Diversity and Multiculturalism (3)
- CM585 – Addictions and Substance Abuse (3)

### **Ineligibility for Practicum and Internship**

Please note that any CMHC student may be withheld at any time from the practicum and internship search and training processes if:

- They have a cumulative GPA below 3.0.,
- They are not in good academic standing,
- They have been referred to the Student Affairs Committee and are awaiting that hearing and/or the decision, and/or
- There is a significant concern about their professional development and/or ability to meet the demands of practicum training.

### **COMPREHENSIVE STUDENT ASSESSMENT PLAN**

The program faculty systematically assesses each student's progress throughout the program by examining student learning in relation to a combination of knowledge and skills. The process also includes a systematic assessment of each student's professional dispositions throughout the program. Program faculty monitor and assess student learning and performance using a comprehensive assessment plan. Assessment begins with application to the program and continues until students successfully pass the Counselor Preparation Comprehensive Examination (CPCE) and graduate. The assessment process takes into account grades, overall GPA, professional skills, and professional dispositions.

The key in our assessment is the use of our Dispositional Rating Rubrics (See Appendix H). We believe the practice of counseling is an art and science where the personhood of the counselor



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is a critical variable in the counseling relationship. As part of those student requirements, faculty will regularly monitor not only students' academic progress but also selected personal characteristics that will affect their performance in the program and in the professional field. CACREP (2016) defines professional dispositions as *"the commitments, characteristics, values, beliefs, interpersonal functioning, and behaviors that influence the counselor's professional growth and interactions with clients and colleagues"* (p. 43). A developmental, systematic assessment of each student's progress is conducted within classes and field experiences by full-time faculty with input invited from adjunct and affiliate program faculty as well as internship supervisors. Our comprehensive plan assesses student learning over multiple points in time using the following benchmarks.

<b>Admission</b>	<b>Early</b>	<b>Mid</b>	<b>Late</b>	<b>Exit</b>	<b>Post-grad</b>
Undergraduate/ Previous Graduate GPA  References  Experience  Professional Goals  Personal Statement  Interview	CM500, CM507, CM528 with grade B or better  Staffing of Students: Dispositional Rating	Completion of Prerequisites with grade B or better before admission to Practicum  Staffing of Students: Key Performance Indicators and Dispositional Rating	CM605 – Counseling Practicum with Grade of B or better before entering Internship I  CM615 – Internship I with Grade of B or better before entering Internship II  Practicum and Internship Evaluations  Key Performance Indicators  Dispositional Rating	CPCE  Key Performance Indicators  Dispositional Rating  Internship II Capstone Assignment	Graduate Survey

**Admission**

Applicants are evaluated and must demonstrate both aptitude for graduate study and for potential in the counseling profession. The faculty use multiple sources of input to assess applicants including: undergraduate GPA (Chicago School min. 2.7) and/or previous Master's GPA (min. 3.2), references, and personal statements which give insight into their personal experience and professional aspirations. Faculty carefully screen application materials. Those who show aptitude for the profession are invited for an on-campus group interview. Interviews focus on fit between program and student professional goals.

**Early – Counseling Skills and Professional Dispositions**

Students work closely with their advisers to craft their plan of studies and receive feedback on their progress. Students are advised to take *CM500 Introduction to the Counseling Profession and Ethics*, *CM507 Theories of Counseling and Psychotherapy*, and *CM528 Helping Relationships & Skill Development in Counseling* at the beginning of their studies. These courses are used to assess counseling knowledge and skills as well as personal and interpersonal growth. In addition to assigning grades for course performance, the program faculty members complete a dispositional assessment on every student. These assessments are reviewed in faculty student reviews and shared with the students through their adviser, providing in depth feedback and recommendations.

### **Mid/Late**

Before students are admitted to practicum they must complete prerequisite courses with a grade of B or better. Faculty use student reviews to discuss student readiness for practicum. Faculty use information from practicum supervisors, individual, and group supervision to evaluate practicum performance. Students must complete practicum (CM605) with a B or better before being admitted to Internship I. Students who are judged as not ready for internship are flagged and remediation plans are developed accordingly. Students must complete Internship I with a B or better before being admitted to Internship II. Faculty complete a dispositional assessment on every student (see the chart on page 5). Also an initial assessment of student performance on the Key Performance Indicators is conducted. These assessments are reviewed in faculty student reviews and shared with the students through their adviser, providing in depth feedback and recommendations.

As part of Practicum and Internship evaluation, site supervisors complete a dispositional assessment on every practicum student/intern. These assessments are reviewed in faculty student reviews and shared with the students through their adviser and/or supervisor, providing in depth feedback and recommendations.

### **Exit**

Students must complete and pass a capstone assignment as part of Internship II. This assignment entails conceptualization, diagnose of, and treatment planning for a current client. In addition, an audio/video must be presented during the capstone to the CMHC program faculty.

In addition, the faculty complete a final dispositional assessment on every student. A final assessment of student performance on the Key Performance Indicators is conducted. These assessments are reviewed in faculty student staffings and shared with the students through their adviser, providing final in depth feedback and recommendations.

Students must pass the Counselor Preparation Comprehensive Exam (CPCE) for program completion. The CPCE gives program faculty an objective view of the knowledge level of students as they graduate from the program.

### **Post-Graduation**

The program faculty conduct systematic follow-up studies of graduates to assess program

effectiveness. These data are used to inform faculty meetings and retreats for strategic planning purposes.

## **Overview of Practicum Training**

The CACREP 2016 defines practicum as “a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge” (p. 43). Prior to the start of internship, the 100 practicum hours are accrued in no less than 14 weeks (roughly equating to a minimum of one academic term) and include:

1. A minimum of 40 hours of **direct service** with clients, including experience in individual and group work. CACREP defines direct service as the following:  
*The supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups). For the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3), psycho-educational activities, and (4) consultation. The following would not be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision.*

The remaining 60 hours should involve opportunities for the practicum student to become familiar with a variety of professional activities in addition to direct services (e.g., record keeping, referral services, in-services, meetings, conferences, professional development, etc.);

2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision (two interns with one supervisor) which occurs regularly over a minimum of two academic terms by a qualified on-site practicum supervisor;

3. An average of one and one half (1 ½) hours per week of group supervision provided on a regular schedule over the course of the student's practicum by a TCSP CMHC program faculty member;

5. Practicum students are required to audio/video tape counseling sessions with clients for the purposes of weekly supervision and/or to participate in live supervision of students' interactions with clients.

6. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum.

## **Overview of Internship I and II Training**

CACREP (2016) defines internship as a “post-practicum, supervised clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills related to program objectives” (p. 42). The internship totals no less than 600 hours and provides a supervised opportunity for students to engage in a variety of counseling activities that a professional counselor is expected to perform.

At minimum, the student's internship will include all of the following:

1. 240 hours of **direct service** with clients appropriate to the program of study. Again, CACREP (2016) defines direct service as “interaction with clients that includes the application of counseling, consultation, or human development skills” (p. 43). Direct service opportunities must

include both individual and group counseling (facilitator or co-facilitator) practice. The remaining 360 hours should involve opportunities for the internship student to become familiar with a variety of professional activities in addition to direct services (e.g., record keeping, referral services, in-service, meetings, conferences, professional development, etc.);

2. Weekly interaction with an average of one (1) hour per week of individual and/or triadic supervision which occurs regularly over a minimum of two academic terms by a qualified on-site internship supervisor;

3. An average of one and one half (1½) hours per week of group supervision provided on a regular schedule throughout the internship by a TCSP CMHC program faculty member;

4. Students have the opportunity to become familiar with a variety of professional activities and resources, in addition to direct service activities.

5. Internship I and II students are required to audio/video tape counseling sessions with clients for the purposes of weekly supervision and/or to participate in live supervision of students' interactions with clients.

6. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's internship.

### **Overview of the Practicum and Internship Sites Requirements:**

#### ***Training Philosophy***

Training sites must demonstrate a clearly articulated mission statement and training philosophy that is congruent with the mission, values, and philosophy of The Chicago School of Professional Psychology. The site must adhere to and support the ethical codes of conduct applicable to the American Counseling Association (ACA) found at <http://www.counseling.org/knowledge-center/ethics>. Additionally, training sites should demonstrate a commitment to student training and development. Issues of diversity and difference must be addressed on an ongoing basis via supervision. Similarly, the site must abide by their state's statutory requirements as they pertain to the delivery of mental health services.

#### ***Training Experience***

Training site supervisors must have the experience and knowledge to provide competent clinical training at the graduate school level. Sites must have clearly articulated policies and procedures for trainee selection, supervision, evaluation, and remediation. Though not required, adjunctive learning experiences (e.g., seminars, case conferences, workshops) are strongly encouraged. The Chicago School asks sites to provide trainees the opportunity to record (audio and/or video) interviews and sessions with a properly executed consent and release of information form allowing the use of case material for seminar presentations. The hosting agency and its trainees must inform clients of students' training status.

#### ***Training Staff***

The site must have at least one masters or doctoral level licensed, qualified and experienced supervisor on staff who can provide appropriate, supportive, helpful, and discerning supervision and mentoring. Additionally, the primary supervisor assumes

responsibility for coordinating student-training activities within the agency and be sufficiently available to the student (both within and outside of formal supervisory experience). All site supervisors must comply with The Chicago School training procedures such as completing student evaluation forms once per semester, reviewing and signing off on student intern hour logs, and maintaining open communication with the Director of Clinical Training (DCT). When supervisors encounter student difficulties, they are expected to clearly communicate their concerns directly with the student, develop specific and effective remediation plans to address the problem in question, and involve the DCT as appropriate. Similarly, sites are expected to notify the DCT immediately if changes have or will be made to their training program.

### **Requirements to be a Practicum/Internship Site Supervisor**

A practicum or internship site supervisor must have:

1. A minimum of a master's degree in counseling or a related profession (e.g., marriage and family therapist, social work, psychologist, psychiatrist) with equivalent qualifications, including appropriate certifications and/or licenses;
2. A minimum of two (2) years of pertinent, **post-master's** professional experience in the program area in which the student is completing clinical instruction;
3. Knowledge of the CMHC program's expectations, requirements, and evaluation procedures for students; and,
4. Relevant training in counseling supervision. [Relevant training in counseling supervision can be defined as having a minimum of three clock hours (e.g. workshop, class) in counseling supervision, that includes an understanding of (a) models and theories of counseling supervision, (b) ethical issues relevant to counseling supervision, and (c) multicultural issues relevant to counseling supervision.] Site supervisors must provide documentation or verification of relevant training in counseling supervision.
5. Malpractice insurance

## **SITE DEVELOPMENT AND MAINTENANCE**

### ***Developing New Sites***

Training sites are continuously being developed by both the Office of Applied Professional Practice, the Director of Clinical Training, and the MA Clinical Mental Health Counseling program administrators and faculty. However, The Chicago School also encourages students who may have ideas or current relationships with potential training sites to work with the Office of Applied Professional Practice in developing these sites.

Students who are interested in sites that are not listed in the database are welcomed to talk with the APP office regarding this. In order to establish a training relationship and ensure that the site is able to meet our training needs, any interested student should provide contact information to the APP office (contact name, phone number, and email) and the Director of Clinical Training as soon as possible. Know that this process

can take weeks and the site must be officially approved by the Office of APP before any student can begin a placement there.

### **Site Maintenance**

The Office of Applied Professional Practice continually reviews internship sites in order to ensure that training sites provide experiences that are consistent with the goals and philosophies of The Chicago School. Information for this continual assessment comes from interaction between the Office of Applied Professional Practice, site personnel, and feedback from students on their practicum/internship experiences. Sites are annually required to review and update their site information, and periodic site visits also occur by Office of Applied Professional Practice personnel. Sites are required to complete a Training Agreement (CACREP Aligned) for each student they supervise. Should a site's training goals (or the appointed supervisor) change once a training agreement has been signed, it is expected that the site and student will make such changes known to APP, so that an addendum may be added to the Training Agreement.

### **Liability Insurance**

The Chicago School of Professional Psychology provides liability insurance for all PhD CES students engaged in practicum/internship. The Certificate of Insurance is located in the Training Database for both students and site supervisors. Please note that students are covered under the school's policy as long as they remain enrolled students at The Chicago School of Professional Psychology. **In addition, all CMHC students must purchase individual liability insurance policies. Policies must be uploaded onto the Canvas Liability Site PRIOR to commencing the internship experience.**

The American Counseling Association offers liability insurance as part of its student membership package. Information can be found here:

<http://www.counseling.org/membership/aca-and-you/>.

Please note TCSP does not endorse a specific professional liability insurance provider.

## PART TWO: THE PRACTICUM AND INTERNSHIP APPLICATION PROCESS

Throughout the practicum and internship application process, students are offered the opportunity to develop and refine employment search skills. We have established several professional behavior guidelines:

### Correspondence

In order to support and assist you in successfully securing a field placement, students must remain in active communication with the Office of Applied Professional Practice (APP), the Director of Clinical Training (DCT), and program faculty. The Office of Applied Professional Practice (APP) and the Director of Clinical Training will provide you with a significant amount of information, general as well as personalized. Our primary mode of communication will be by e-mailing the student at their Chicago School email account. In the professional world, e-mail is used as the primary mode of communication. Therefore, it is something that professionals must check daily. **Similarly, the program expects that students will correspond with us about important information at the student's earliest possible convenience.** The program needs to know the status of each student throughout the practicum and internship search process.

### Deadlines

There are a number of steps that students must take in order to initiate the search for a practicum and internship. It is critical that students complete all necessary paperwork by the deadlines posted, not only to remain in the practicum and internship process, but also because it demonstrates professionalism. If a student misses a deadline, the student will need to:

- Prepare a written petition explaining the circumstances behind the non-compliance and asking for reinstatement
- Obtain the department chair signature as an endorsement of your petition
- Meet personally with the Director of Clinical Training representative if required

Failure to comply with deadlines may result in being administratively withdrawn from the search process. If a student is withdrawn twice, he/she will no longer be permitted to continue in the search process for the upcoming training year, and will be delayed a year in the search process.

### Etiquette

As an applicant, you represent not only yourself but also The Chicago School of Professional Psychology and the wider population of professional graduate students. Positive impressions go a long way, while negative impressions will undermine your candidacy, damage future job opportunities, as well as the reputation of The Chicago School of Professional Psychology. Professional etiquette includes but is not limited to:

- Submitting materials in a neat and timely fashion
- Dealing politely with everyone involved in the process

- Using professional etiquette when communicating by email, phone, or in-person
- Representing yourself in an accurate manner
- Attending all interviews scheduled
- Compliance with application and offer timelines
- Responding promptly and professionally to requests for information

If you suspect that you may have violated search process etiquette, immediately bring the matter to program faculty. Student etiquette violations could potentially damage relationships between the site and the school. If you believe that a site has violated a rule or somehow treated you unfairly, immediately seek consultation with program faculty.

### **Timeline of the Practicum and Internship Application Process**

The practicum and internship application process requires students to ensure their preparedness for clinical training. The program requires several items to be completed and submitted by students to allow the program to keep track of the numerous students in the search process. Please see the Flowchart at the beginning of this manual outlining timelines and deadlines.

### **Resume/Curriculum Vitae**

Students will create and/or update their resume/curriculum vitae in the fall semester of the practicum and internship application process. Students will then attend a mandatory workshop on effective resume/curriculum vitae building. Following the workshop, students will update their resume/curriculum vitae. Students will then schedule an appointment with the Office of Career Services to review their resume/curriculum vitae. Once students have reviewed and updated their resume/curriculum vitae with the Office of Career Services, students will send the document to program faculty for review. Writing tips can be found in Appendix C.

### **Requesting Letters of Recommendation**

Students are encouraged to obtain at least 3-4 letters of recommendation beginning in late fall of the practicum and internship application process. At least one of these letters should come from the school by the department chair and/or faculty member. It is the responsibility of the student to secure a timeline for receiving the letters of recommendation from their writers, which may vary considerably given the winter break schedule. It is strongly advised that students make their request to letter writers at least six to eight weeks in advance to give writers ample time to complete letters. Keep in mind each writer is likely writing letters for several other students; thus, be mindful of their time by asking well in advance. Students can secure letters of recommendation from different sources including faculty, previous supervisors, employers, etc. Students may use volunteer position supervisors for this purpose as well. Please submit an updated resume/curriculum vitae to your recommendation letter writers to assist them in writing letters. When requesting letters of recommendation, students are highly encouraged to request to receive the letter as an electronic PDF file for easy dissemination later on.



### **Practicum Fair**

Students are required to attend a practicum fair whereby students can meet with site supervisors to discuss training opportunities at area training sites.

### **Interviewing Workshop**

Students are required to attend an interviewing workshop whereby students receive interview skill building information that includes feedback from training sites regarding the interview process.

### **Searching for a Practicum and Internship Placement**

When reviewing practicum and internship opportunities, it is important to remain flexible. Think about challenging yourself by considering a training experience in an area that you have no previous experience. Remain open to new opportunities and consider the strong generalist base that is necessary before one can specialize. There are several sources of information available to assist you in your search.

### **Training Placement Database**

The Chicago School of Professional Psychology maintains an interactive database of site information that is available on the internet portion of The Chicago School of Professional Psychology's website. Students are welcome to search the database, once provided access by APP, as much as they choose to identify sites of interest. The database is The Chicago School of Professional Psychology's community property and responsibility, and an updated database is to the benefit of all students. It is imperative for students to let APP know of errors found in the database, as soon as they are discovered. This can be easily accomplished by sending an email to the APP office at [app@thechicagoschool.edu](mailto:app@thechicagoschool.edu). The database is updated as soon as APP is made aware of errors or changes based on information provided by either sites or students. In addition, APP periodically sends out requests to sites to provide us with the most current information about the site. APP is also in contact with sites throughout the year. However, sites are often changing, and unfortunately, sites may not always inform APP of changes made. Students who are currently placed or searching may be the first to hear of these changes. Therefore, it is important to maintain good communication with APP so students are provided the most up-to-date information possible.

Please keep in mind that The Chicago School of Professional Psychology owns the information contained in the database, and students are strictly forbidden from disseminating it in part or whole to anyone outside the institution. Sharing internship site information with any non-Chicago School party will result in an immediate referral to the Student Affairs Committee (SAC).

### **Submission of Rank-Ordered Site Preference List**

Based on a student's interests and goals, students narrow down their site selections to no more than 10 sites in the spring semester of the practicum and internship application process. Once finalized, students will submit their rank ordered Site Preference List within the APP Database.

### **Competitiveness**

Practicum and internship positions and sites vary in terms of their competitiveness. Site name recognition, geographic location, and the number of applications that a site is willing to receive are all factors that influence competitiveness level. Sites easily accessible by public transportation also tend to be highly competitive. One method to increase the probability of securing a placement is to have access to a car. There are many metro area sites outside of DC that provide high quality training, and by balancing a site wish list with both sites in the city and in the surrounding communities, students are in a better position to receive interviews and be extended offers.

### **Site Approval Process**

The Office of Applied Professional Practice cannot always approve every student's request to apply to every site. To not overwhelm sites with more applications than they desire, APP needs to monitor and make cutoffs for highly competitive sites. Limiting the number of highly competitive sites to which a student applies significantly reduces the overall need to make cutoffs. However, site interest changes yearly; therefore, there is no guarantee that a student will be approved to apply to every site that a student ranks. APP makes necessary cutoffs based primarily on rank ordering. Therefore, it is critical that students rank order sites according to true preference. Otherwise, a student may be cut from a site that he/she really wants while being approved to a site that is of less interest to the student.

APP limits the number of applications provided per position to any given field placement program based on coordination with site training representatives. Some sites inform APP that they want fewer applications, and, in such cases, APP abides by their requests. In the event of a tie (i.e., two or more students with the same rank order for the same site with only one application position left), the Office of Applied Professional Practice, the Director of Clinical Training, and the department chair will review the students' files, consult with advisors, and make the determination of which student is best suited for that particular training program.

Students will receive notification of approved sites via email. Students can only apply to those sites that you have been granted approval for by APP. If APP becomes aware of a student applying to sites prior to approval or applying to sites other than those approved, the student's eligibility for practicum/internship will be re-assessed.

### **Practicum and Internship Application Materials and Guidelines**

Securing a practicum and internship placement is an important step in the training process, and requires completion of all necessary paperwork and the meeting of all posted deadlines. It is imperative that students planning to secure a field placement maintain consistent contact with the Office of Applied Professional Practice, and check their e-mail daily. Students should not make any contact with sites in the database during the search process unless specifically directed to do so by the Office of Applied Professional Practice. Keep in mind that the primary mission of training sites is to provide services to the community, and frequent calls from students could disrupt the site's ability to provide these services.

Most sites will require students to submit multiple materials as part of the application for

a practicum and internship position. Typical components of an application may include a cover letter, resume/curriculum vitae, unofficial transcript, and any site-specific forms, if needed. Please see the appendices for writing tips and sample documents to use while drafting your application materials. Typically, sites will accept these application materials via email unless otherwise noted in the training database. Please use only your Chicago School email account when communicating with sites.

Students should pay careful attention to the APP Database for what each site requires in terms of application materials. Do not send any more or less than what is asked for by the site, except for a cover letter. Sites commonly require the following materials:

### **Cover Letters**

An application should always include a cover letter (whether a site specifically requests it or not). A cover letter allows students to introduce themselves and express interest in applying for the practicum and internship position. An example is provided in Appendix B. Tailor each cover letter to each site; do not submit a generic cover letter. Keep your cover letter brief (i.e., three quarters of a page) and professional (i.e., no colored paper, clip art, borders, unusual fonts, etc.). Cover letters typically have three sections:

- Introduction: Introduce who you are, what school you are from, what program you are enrolled in, and that you are applying for a practicum/internship.
- Body: Highlight your interest in their position and explain why you think you are a good fit for the position (e.g., previous experience, current training goals and interests, etc.). The more detailed you are in how your areas of interest are a good fit with what the site has to offer, the greater you will communicate how the site fits with your training goals for the year.
- Conclusion: Express your gratitude for their consideration, explain the best way(s) to contact you for an interview, and sign the letter in a traditional, businesslike manner.

### **Resume/Curriculum Vitae**

Creating an excellent resume or curriculum vitae takes considerable time and thought, but it is well worth the effort. When sorting through a large stack of applications, practicum and internship site directors often look for ways to make the stack smaller. Your resume/curriculum vitae will be easily discarded if it contains spelling errors, demonstrates poor organization, or reflects other common mistakes.

Curriculum vita literally means “the course of your life” or, more specifically, the course of one's life of scholarship. Curriculum vitae are more formal than resumes, and they typically include narrative descriptions of your educational and professional accomplishments. Please see the appendices for a list of common curriculum vitae sections (in order of their typical presentation) as well as some recommendations to consider when creating your curriculum vitae. For additional guidance on developing a curriculum vitae and cover letter review the material available at the Career Services web page. Writing tips can be found in Appendix C.

### **Letters of Recommendation**

Letters of recommendation should be from people who are familiar with you and who can write you a strong letter of recommendation. Letters can come from a variety of

sources, such as advisor, instructor (previous or current), and clinical and/or work supervisor (previous or current). It may be helpful to provide your letter writers with copies of your CV and personal statement including strengths, weaknesses, goals, and interests. It is acceptable to send copies of generic (i.e. "To Whom It May Concern:") letters within practicum and internship applications. However, if your letter writer is willing, personalize the letters to add a nice, professional touch. Students are responsible for requesting and securing their letters of recommendation from their letter writers.

### **Transcripts**

Some training sites will ask you to submit a transcript. Unless a site specifically requests an official transcript, it is acceptable to submit an unofficial transcript. If required by the site, official transcripts must be requested from the registrar's office.

### **Application Forms**

If a site requires a special application form, this will be noted on the database. Any application forms made available to APP will be downloadable from the database. If APP has no application forms available, the site will provide an application form during the interview or sometime before the student begins training. Also, if a site requires a background check, this will typically be required after an offer has been made by the site, and before the student begins their practicum and internship experience, not before an interview with the site.

### **Writing Sample**

If sites request a writing sample, they are typically looking for a clinically relevant sample or (if not available) an example of a paper you wrote for a class requirement. When sites want a writing sample, they are usually interested in several elements. First they want to assess the quality of your writing. Therefore, make sure you send an exceptionally well-written paper. Secondly, they are interested in your ability to discuss issues related to counseling. Therefore, send a very thoughtful paper. Finally, they are interested in your professionalism. Therefore, if sending a clinical paper, remove all identifying information and ensure that you send an ethical paper.

### **Interviewing**

APP hosts Interview workshops each training year to discuss and provide resources about interviewing. The dates and times for these meetings are included in the timeline at found within this manual.

Interviews can be offered any time between January and August for the fall term. Plan any holiday or semester break activities accordingly, as interviews will be occurring during that time.

When you are called and offered an interview, accept it graciously. You are strongly discouraged from turning down any interview. Make sure that you are clear about the date, time, and location of your interview. Ask about special parking instructions or directions to locate where the interview will occur.

If you accept and schedule an interview, you must attend the interview. It is unprofessional and impolite to cancel an interview on short notice, after business hours,

or on voicemail or email. If APP learns that you failed to show or cancelled, you could be referred to the Student Affairs Committee. View each interview as an opportunity to enhance your professional interviewing skills, provide an opportunity to network with future employers and develop your professional identity in the community.

Before you attend the interview, prepare. In short, expect questions like:

- What attracted you to our site?
- What brought you to the field?
- Tell me about yourself.
- What are your strengths and weaknesses?
- Why do you feel this site would be a good fit with your interests and background?
- What is your theoretical orientation?
- What do you hope to learn here?
- Why are you interested in working with children/African-Americans/immigrants...?
- What are your career goals?
- Talk about a difficult or interesting case.
- What are your research interests?
- Tell me about your personal interests.
- Tell me about an ethical dilemma you've encountered and how you resolved it.

At the end of the interview, you will typically be asked if you have any questions of the interviewer. You should always have some thoughtful questions prepared. Avoid asking questions that make you look as if you are only interested in how hard you will have to work, how difficult the schedule will be, or how much vacation time you will receive. Instead, ask about the opportunities available at the site, types of supervision provided, the types of clientele served at the site, characteristics of a student in training who works well in their setting, site goals for trainees, how offers are extended to students (explained in more detail below), etc. Remember, you are interviewing the site as well. Therefore, gather as much information as you can in order to make an informed decision about where you would like to train. After each interview, you should immediately journal your reactions and the answers to the questions you asked. Trust your gut. If you do not feel comfortable about a site following an interview, chances are that you will not have a pleasurable training experience if you were to accept an offer from that site. It is a professional courtesy to send a very brief thank you note to sites for taking the time to consider your application. This note should not go into detail about your interests, raise new questions, etc. Keep it short by succinctly highlighting your interest and perception of a good match between you and the site. An example of a thank you note is included in Appendix D. If you have received only two interview offers by the prescribed deadline, contact program faculty to discuss additional training sites to which you can apply. It is always easier to arrange additional applications at this stage of the process than waiting until late July for fall placement when many positions have already been filled.

### **Accepting an Offer**

Offers and acceptances of practicum/internship positions typically begin in November (for spring placements) and March – April for fall placements.

Upon receiving an offer, students have one of three choices: (1) accept, (2) reject, or (3) "hold" the offer. Because the first two finalize the offer, they do not require further explanation. Academic institutions do not dictate the time allowed for students to "hold" an offer; rather, sites determine the conditions of their offers. In this model, sites can determine if they want an "answer on the spot" or if they will allow a period of time during which the student may consider the offer. Some sites may choose to allow as little as five minutes, while others may allow several days. This is completely up to each site. It is appropriate to ask a site if they will allow you some time to consider their offer, but you must be considerate and operate within their parameters.

In order to increase students' ability to adhere to and meaningfully respond within these "hold times," students should ask for clarification from the interviewer at the time of interview the parameters of their offers. For example, if a site allows one hour to accept an offer made on the last Wednesday in March, they should tell the student at the time of the offer that decisions must be made within this time frame. You should think about your site preference ranking before offers are made, so you will have better ideas of how to respond when you get offers from any of the sites where you interviewed. If you place an offer "on hold," you may then contact other sites from which you are hoping to receive an offer to inquire about your candidacy. If you are made an offer from a site that you want at that time, you can accept it. Of course, you then must call the site that you placed "on hold" to remove yourself from their consideration. You cannot "hold" more than one site at a time. In other words, if you put a second site on hold, you must call the first site and inform them that you will not be accepting their position.

Once you verbally accept an offer, you are bound to that "match." **Under no circumstance can you accept another offer.** Rather, you should call every other site to which you applied and inform them that you are no longer a candidate for their position. Explain that you remain very interested in working with them in the future. This will help to keep bridges intact if you decide to pursue an additional professional relationship in the future. More likely than not, sites will remember your courtesy and the sincerity of your interest. Similarly, they will remember any lack of courtesy or unprofessional conduct.

Please remember that you are an ambassador of the Chicago School of Professional Psychology, thus your actions in the practicum and internship search process reflect not only upon yourself, but the Chicago School of Professional Psychology and your Chicago School of Professional Psychology colleagues. If, at any point after verbally accepting an offer, you fear that you have made the "wrong choice" you are not to contact the site directly. Your verbal acceptance is a binding agreement between you and the site. If there are dire circumstances, immediately contact the Director of Clinical Education, not the site.

Please update the APP Database immediately after accepting an offer. APP and program faculty need to know when you were offered and accepted the position, where you are going, and who will provide licensed supervision of your field placement. Then, send a brief written notice of acceptance (email is generally acceptable) to the site. When all your responsibilities are complete, go out and celebrate!

### Timeline for Securing a Practicum and Internship Placement

Should a student not secure a position it is his or her responsibility to maintain weekly email and/or in-person contact with the Director of Clinical Training until such time that the student is either placed at a training site or informs program faculty in writing that he or she is withdrawing from the practicum search process. Weekly contact is defined as telephone, email, or face to face contact. The purpose of weekly contact is for the student to receive updates regarding potential training sites as well as receive feedback on interviewing performance. Failure to maintain weekly contact will result in the student being involuntarily withdrawn from the practicum search process.

If a student is withdrawn from the search process, to be considered for reinstatement the student must:

- Submit a letter to your advisor that explains the reasons for the non-responsiveness and lack of collaboration, requesting permission for reinstatement to the process
- Attend a meeting with the Director of Clinical Training to discuss his or her search to date and a possible plan of corrective action.

After consultation with the Director of Clinical Training and the student's academic advisor, the department chair will notify the student as to whether or not he or she has been granted reinstatement in the search process. In the event that a student is not permitted to re-enter the search process, he or she will be referred to the academic department for further review.

It is important that all students secure their practicum/internship site **before registering for Fall or Spring courses**, so that they can plan their course schedule. **If you still do not have your practicum/internship site the month before the Fall or Spring semester when you intend to start practicum, you need to contact the Director of Clinical Training immediately to arrange a meeting.** All students should secure a practicum/internship site by **the start of the semester.**



## PART THREE: PRACTICUM AND INTERNSHIP

### Practicum and Internship Paperwork

CMHC students must complete and submit several training-related documents during each semester of practicum and internship, including the CACREP aligned Training Agreement and Practicum and Internship Evaluations (which includes the Hour Log documentation). The Practicum and Internship Training Agreement and the Practicum and Internship Evaluations are available electronically via the APP Database. These documents are to be completed and signed off together with your site supervisor in order to be officially submitted. Additionally, The Chicago School of Professional Psychology requires each site to have a Memorandum of Understanding (MOU) between the site and the school. This effort expresses our continued commitment to provide the best fieldwork experiences for our students, ensure student safety, and provide additional clarity between The Chicago School of Professional Psychology and our valued training partners. The MOU will be sent to the site to sign electronically via Echosign. If the site has questions about the MOU, please direct those to Dr. Heather Sheets, Campus Dean.

During any given training year, all students and their supervisors must submit the following documents:

### Practicum and Internship Training Agreement

The CACREP aligned Training Agreement form is the document that describes expectations of the Student and Site Supervisor. It records the details of student's training experiences (e.g., duration of the practicum experience, number of weekly hours), the training goals they would like to work on during the year, and the name and contact information of their clinical supervisor(s). This form requires the student's and the site supervisor's signatures and is due within two weeks of commencing the practicum experience. Students cannot remain on practicum without a completed training agreement.

Should you have any questions regarding this system, please send an email to [app@thechicagoschool.edu](mailto:app@thechicagoschool.edu) with the following:

- Your full name and degree
- The title and department, if applicable, of the organization with which you are affiliated
- The name of the student(s) whom you will evaluate
- The issue you need help with

During any given training year, all students and their supervisors (site and seminar instructors) must submit the following documents:

1. **Practicum/Internship Training Agreement:** Students have been instructed to access the Training Agreement from the APP Database. The CACREP aligned



Training Agreement form is the document that describes expectations of the Student and Site Supervisor. This agreement form records the details of student's training experiences (e.g., duration of the practicum experience, number of weekly hours), the training goals they would like to work on during the year, and the name and contact information of their clinical supervisor(s). This form requires the student's and the site supervisor's signatures and is due within two weeks of commencing the practicum experience. Students cannot remain on practicum without a completed training agreement.

**2. Practicum/Internship Evaluation and Hour Log:** The Practicum and Internship Evaluation forms will be available the APP Database. This form is completed at three different time-points over the course of the year and records a student's growth and development. Once at the conclusion of the practicum experience which corresponds with the conclusion of the practicum seminar course, and then twice at the conclusion of each internship seminar course. Among other domains, the evaluation captures information about a student's professional comportment; capacity to develop therapeutic relationships; assessment and diagnostic skills; ability to develop relevant and well-timed interventions from a culturally-responsive standpoint; ability to assess the outcome of these interventions and adjust accordingly; use of research, consultation and supervision to further the treatment they provide, as well as their own professional growth and development. The form also documents the student's hour accrual over the relevant time period. It is the student's responsibility to insert the relevant hour information, but the supervisor is required to approve the indicated hours. An example of the hour log can be found in Appendix I. **Students should spend between 16 and no more than 24 hours at their practicum/internship site.**

**a. Practicum Evaluation:** This form is due at the end of the first three months of training requires the student's and site supervisor's electronic signature. Students must accurately record all hours accrued up to that point, and the student's and site supervisor's signatures are required for processing.

**b. Internship I and Internship II Evaluations:** An evaluation and hour log are due at the conclusion of the student's Internship I and Internship II seminar courses. Students must accurately record all hours accrued up to that point, and the student's and site supervisor's signatures are required for processing.

**c. Supervisor Evaluation of Live or Recorded Counseling Session:** One evaluation is due at the end of each semester of Practicum, Internship I & II.

**d. Informed Consent Form:** Students are required to obtain informed consent from their clients. There are two versions of the informed consent form – taping and non-taping. Sites will determine whether or not the student will audio/video tape record their sessions. The consent form is signed by the appropriate parties, and remains in the client's file on site. The verification that consent was obtained is signed by the student and site supervisor, and returned to the seminar instructor along with the student's Clinical

Competency Examination submission, as a requirement of their seminar course.

## CAMPUS GRADING POLICY

During practicum and internship, students are concurrently enrolled in seminar courses at The Chicago School. The seminars provide a venue for student discussion of training experiences and opportunities for peer support and professional consultation. The seminar extends and complements the on-site learning process, **but is not a substitute for supervision**. The leader and peer group members merely serve as consultants to the cases presented in the seminar. As such, students must always defer to and follow the instructions of their on-site supervisor regarding the implementation of all clinical services on site.

Students participating in seminar primarily work toward completion of the of the Capstone Assignment, which is a final case conceptualization presented to CMHC program faculty during Internship II. The Capstone reflects the student's mastery of essential clinical skills and ability to integrate theory with practice. Over the course of the year, students must present at least three individual cases to their class to prepare for the Capstone Assignment. Detailed information on the Capstone Assignment will be reviewed by Internship II Seminar Instructors and will be described in the Internship II course syllabus.

In preparation for the case presentations, students must comply with the 2014 American Counseling Association's Code of Ethics, specifically as follows:

**F.7.f. Use of Case Examples:** *The use of client, student, or supervisee information for the purposes of case examples in a lecture or classroom setting is permissible only when (a) the client, student, or supervisee has reviewed the material and agreed to its presentation or (b) the information has been sufficiently modified to obscure identity.*

We encourage site supervisors to review case presentation papers to ensure that client information is appropriately disguised and to foster the student's case conceptualizations. Although the final paper can be examined to verify client confidentiality, we ask that you do not provide guidance to students regarding content, as this final document will be defended as the Comprehensive Clinical Examination (CCE), also known as the signature/capstone assignment, and must solely reflect their individual efforts and understanding of the client.

The student is required to complete the following steps in order to receive a grade for the seminar course:

1. Signed and completed CACREP Aligned Training Agreement on the APP database by the second week of the semester
  2. Completed Hour Log and evaluations by end of each semester;
- and

3. Completed anonymous site evaluation by end of each semester.
4. Completed and passing Capstone assignment.

If any of the above steps are not met, then the student's registration will be placed on hold. The hold will be removed after the steps are completed. If a student does not submit required documentation including an hour log and training agreement by the end of the semester, then the hold will remain on their record and they will receive an IP. The IP grade will be changed to an "I" after 6 weeks of student noncompliance. Following that 6 weeks of an "I", the grade will revert to a NP and the student will be required to repeat the practicum placement and seminar class. Note that the IP grade may be used for an extended period of time at the discretion of APP, Director of Clinical Training, and program faculty.

In order to receive a passing grade for the seminar course, the student must have a passing site supervisor evaluation, passing seminar leader evaluation, completed hour log totaling 700 hours, of which 240 are direct service hours, evaluation of site, and passing Capstone assignment. If a student does not pass both the seminar evaluation, site evaluation, accrue the required hours, and pass the Capstone then they do not pass the seminar course. If a student does not pass the Capstone assignment the following will occur:

1. CMHC faculty reserve the right to determine whether a second attempt to present and pass the Capstone is warranted.
2. If a second attempt is granted by CMHC faculty and that attempt is unsuccessful than the student will automatically start the remediation process via an Academic Development Plan.
3. If either the first, or possible second attempts, to the Capstone assignment result in failure (not passing) the student will need to register for and repeat the requirements for Internship II

All students who do not pass internship II for any reason will automatically engage in remediation via an Academic Development Plan (ADP). Please refer to the CMHC student manual for detailed information about the ADP process.

Note that in situations where students pass all aspects of Internship II; however, have NOT accrued the required 700 hours, of which 240 are direct service hours, the following may occur:

1. The student must register for and repeat the requirements for Internship II
2. The student may be issued an ADP
3. The student may be required to add a supplemental site placement

## **TCSPP-BASED SUPPORT FOR STUDENTS ON TRAINING**

### **What TCSPP-based support is available to students on training?**

As aforementioned, all students concurrently participate in a seminar course each semester that they engage in practical training. All seminars are facilitated by TCSPP faculty and/or adjunct faculty who specialize in a particular clinical activity (e.g., assessment), theoretical orientation (e.g., Systems), and/or population (e.g., children

and adolescents). Students meet weekly with their practicum seminar leaders to present cases, obtain clinical consultation, and discuss any problems or concerns. These courses provide a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation at their practicum. Students frequently present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider rapport development, broad system issues, and areas of diversity and difference. Students are explicitly instructed that this is NOT clinical supervision, but rather a supplemental experience to their practicum.

Students also meet regularly with their academic advisors to discuss their professional development, progression through the academic program, and their trajectory of clinical training. Similarly, students often seek mentorship from professors who specialize in a particular theory, clinical setting or population, and/or professional activity (e.g., family systems, trauma, children and youth, etc). Additionally, students and site supervisors may consult with the Director of Clinical Training **at any time** regarding clinical training issues. By communicating early and often, we will be able to better address issues that may come up throughout the training year.

**What school-based support is available to practicum sites?**

Supervisors are encouraged to email and/or telephone the Director of Clinical Training to consult about any site, student, and/or training-related concerns. More specifically, contact should be made as soon as a problem develops or a concern has been recognized. In past instances, timely discussion and/or involvement of relevant school and site personnel have been quite effective in identifying, exploring, and addressing areas of concern. The Director of Clinical Training is available for in-person consultation and site visitation as well.

**The Director of Clinical Training is available to conduct site visits to meet with your site supervisor. Attempts will be made to meet with all active sites with student interns; however, contact the Director of Clinical Training if you need an immediate site visit or need consultation with your site supervisor.**

**CONFLICT RESOLUTIONS PROCESS AND PROCEDURES**

We anticipate that students will enter their training with the requisite clinical skills, professional comportment, and work ethic to successfully complete their clinical training. Similarly, we expect that sites provide a supportive, professional environment and rigorous supervision to facilitate student development. Articulating clear policies and procedures regarding trainee responsibilities, supervision, evaluation, and remediation at the onset of the training relationship can help sites to prevent potential conflicts. Nevertheless, training issues or concerns may arise and can only be effectively addressed with open communication between the site and the school. We expect that students and/or site supervisors will contact APP as soon as possible should any concerns emerge over the course of the training year. It is our experience that early intervention is the most effective means to ensure a high quality training experience for the students and training sites.

**Students traditionally contact the program for a variety of reasons including:**

- Issues regarding supervision (i.e. not receiving a quality hour of individual supervision per week)
- Personality conflicts with peers, staff, supervisor, or seminar leader
- Difficulty dealing with the environment on site
- Difficulty managing academic course load, practicum/internship responsibilities, and life demands

**Site Supervisors traditionally contact the program for a variety of reasons including:**

- Issues regarding supervision (i.e. student demonstrates poor use of supervision, unwilling to incorporate feedback, unwilling to discuss pertinent issues, etc.)
- Problems regarding professional comportment (i.e. student demonstrates: poor boundaries, repeated tardiness or absences, inability to complete tasks, etc.)
- Lack of professional or clinical development (i.e. student receives low ratings (0,1) on evaluation forms)

The program offers support to students, site supervisors, and seminar leaders to resolve any conflicts. Typically, the first course of action involves informal discussion with all parties to gather information and perspectives. We strive to promote self-advocacy within students in attempt to facilitate their assertive, professional approach to problems.

A site may opt to terminate a student's placement if all attempts at remediation have failed. In this case, the site supervisor will be asked to provide documentation regarding the nature and progression of the concerns, the feedback provided to the student, the actions taken to intervene, and the student's response or lack thereof to the interventions. This written account will be forwarded to the Student Affairs Committee for review.

Feedback regarding student progress should be occurring throughout the training year and ideally in the context of individual supervision. Site supervisors will contact the program immediately should any concerns emerge over the course of the training year. A site cannot terminate a student without following a due process procedure. Should a student need remediation, then the site and site supervisor are obligated to follow the recommended three-tier model of remediation. This consists of the following:

- **Tier 1:** The first tier of our conflict resolution model encourages students to think introspectively in regards to their concerns. After doing so, students may feel quite comfortable to address their concerns directly and thoughtfully with their supervisors Note: Students should inquire about and be aware of any site-specific grievance policies.

- **Tier 2:** If issues continue to persist and/or a student feels uncomfortable to address a concern at that time, students move onto the second tier of conflict management, which may include consulting with the program including, faculty, or their Practicum Seminar leader. During this level of intervention, the program assists students to identify the problem, clarify expectations, as well as introduce, teach, and role-play skills for handling the conflict. After doing so, it is hoped that students feel empowered to address conflicts as professionals.
  
- **Tier 3:** Some situations might require the program to become more immediately and actively involved in the conflict resolution process. This is considered the third tier of intervention. At this point, the program helps to develop and implement a remediation plan that likely involves ongoing consultation with the site, Director of Clinical Training, practicum seminar leader, and/or other faculty, as well as advisement of the student. Students are actively informed of the steps in this process, and ongoing dialogue and collaboration is encouraged and expected.

If the site determines that they would like to dismiss the practicum/internship student, then the site must have completed the three tiered model of conflict resolution as well as placed a student on a formal remediation plan. Appendix H contains the Dispositional Skills detailing the essential skills, knowledge, and attitudes a Clinical Mental Health Trainee should demonstrate during their training experience. This chart can be useful for a remediation plan. The program encourages sites to contact the Director of Clinical Training prior to implementing a formal remediation plan.

### **PROTOCOL FOR PREMATURE TERMINATION OF A PRACTICUM/INTERNSHIP EXPERIENCE**

According to the 2014 American Counseling Association (ACA) Code of Ethics and Standards of Practice section A.11, it is unethical to prematurely terminate a practicum or internship without following established guidelines and seeking consultation, except in rare cases where there is a threat of harm to the student. Thus, a CMHC practicum or internship student is not permitted to simply terminate a practicum or internship experience without first consulting with the Director of Clinical Training, faculty-supervisors, and relevant practicum site personnel.

In the event that a CMHC student must prematurely terminate the practicum or internship, the following protocol will be followed:

1. The student will immediately contact the Director of Clinical Training via phone, email, and/or in person to explain and discuss the circumstances for wanting to prematurely terminate the practicum or internship. This conversation and any needed follow-up between the student and Director of Clinical Training takes place before notifying the practicum/internship site supervisor.

3. The student and the Director of Clinical Training will then consult with relevant

program faculty and/or school administrators to discuss the circumstances of the termination and the appropriate termination process.

4. The student and Director of Clinical Training will then schedule an in-person or telephone meeting with the site supervisor, and any other relevant parties, to discuss the termination and transfer of clients being seen by the student.

5. The student and Director of Clinical Training will then report to the Clinical Mental Health Counseling Chair/Program Director in writing that all appropriate measures have been taken.

Any practicum/internship student who does not follow this protocol is in violation of departmental policies, as outlined in this manual, and the ethical codes set forth by the American Counseling Association. Consequently, a referral to the Student Affairs Committee (SAC) may be warranted for professional comportment concerns.

### **STUDENT RESPONSIBILITIES DURING PRACTICUM/INTERNSHIP**

All CMHC students are expected to engage in professional and ethical behavior at all times and to follow the 2014 ACA's "Code of Ethics and Standards of Practice." Accordingly, all students will:

- Download and thoroughly familiarize themselves with the ACA's "Code of Ethics and Standards of Practice;"
- Abide by the ethical behavior and standards of practice endorsed by ACA;
- Consult immediately with faculty, site supervisors or other qualified persons when ethical situations or dilemmas arise, especially presenting emergent concerns such as suicide, elder/child abuse, duty to warn, and grave disability;
- Adhere to the laws of the state in which practicum/internship training occurs;
- Identify and discuss general and/or non-emergency ethical questions in seminars and supervisory meetings; and,
- Become familiar with and abide by policies and procedures established by the practicum/internship site(s).

**Note:** Failure to adhere to professional codes of ethics, standards of practice, and/or state laws may result in a referral to the Student Affairs Committee (SAC) for consideration of disciplinary action and/or dismissal from the program. Your first obligation is adherence to state and federal law.

#### Enrollment in Seminars

While completing practicum and internship, students are concurrently enrolled in a Practicum or Internship Seminar respectively. These courses provide a venue to discuss practicum and internship experiences, review client cases and recordings of sessions, and engage in peer support and professional consultation. While the seminar extends and compliments the on-site learning process, it is not a substitute for consistent on-site supervision. The seminar leader and peer group members serve as consultants, not supervisors, to the cases presented in the seminar. As such, students must always defer to and follow the instructions of their on-site supervisor. More detailed information about the seminars are provided in respective course syllabi. During academic scheduled breaks such as Winter, Spring, and Summer breaks, students **MUST** continue participation in 90 minute group seminars in order for their practicum/ internship hours accrued during the break to count towards their overall hours. Students who do not attend a 90 minute group seminar during academic breaks may **NOT** count those hours on their hour logs.

#### CMHC Practicum/Internship Paperwork

Please reference the Checklist for APP/ Clinical Training Dates and Deadlines (Appendix A) of this manual for the times when specific training-related documentation is due to the APP Professional Training Database.

#### **WELLNESS**

Life is so busy and even more so during graduate study! We know, we've been there! In between your coursework and applied professional practice experiences, you're likely fulfilling the roles of partner/spouse, parent, friend, child, or employee, among others. In addition to caring for others and for these relationships, it is imperative that we find the time to care for ourselves. Self-care, a component of wellness, is essential, especially during times of increased demand such as graduate school. As such, we support and encourage your efforts to develop a comprehensive wellness plan including:

Supporting your physical health: Eat well, rest, and allocate some time to engage in exercise or physical activities you find enjoyable.

Accessing social support: As much as your family and friends are important to you, so are you to them. Find time to spend with them.

Turning off and tuning in: Walk away from the computer. Put down the cell phone. Take some time to self-reflect, meditate, or nurture spiritual beliefs.

Recreation and humor: While variety may be the spice of life, fun is it's frosting. Go outside, play, and have some fun! And try to find humor in everyday happenings.

Recognizing limits: Remember that you and your clients are human. There is no magic wand that can readily change challenging circumstances or slow down the pace of life. Remember we're living a journey so take time to breathe and appreciate what we do have in our lives.



## IMPORTANT LINKS

American Counseling Association (ACA) <https://www.counseling.org/>

- Professional association and student liability insurance coverage with membership

National Board of Certified Counselors (NBCC) <http://nbcc.org/>

- To learn about licensure requirements as a Licensed Professional Counselor (or equivalent) across the United States
- DC Licensing Board: <https://doh.dc.gov/service/professional-counseling-licensing>
- MD Board of Professional Counselors and Therapists <https://health.maryland.gov/bopc/Pages/index.aspx>
- Virginia Board of Counseling: <http://www.dhp.virginia.gov/counseling/>

[American Mental Health Counselors Association](http://www.amhca.org/)

Professional association and student liability insurance coverage with membership

- <http://www.amhca.org/home?page=studentbenefits>

[Council for Accreditation of Counseling and Related Educational Programs \(CACREP\)](http://www.cacrep.org/)

Counselor Education accrediting organization

- <http://www.cacrep.org/for-students/getting-licensed-after-you-graduate/>

## Frequently Asked Questions

### **What if I do not secure a position by the posted deadline?**

If you do not secure a practicum/internship position by the posted deadline, please contact the Director of Clinical Training as soon as possible to discuss next steps and future planning regarding your coursework.

### **Once I accrue my 100 practicum and 600 internship hours, can I leave the site or stop training?**

At minimum, students will accrue no less than 100 practicum hours in 10 weeks and then an additional 600+ internship hours, for a minimum total of 700 practicum/internship hours. However, students cannot leave their site once they accrue these 700+ hours. Remember, you are committed to training at your practicum site for a predetermined period of time that was negotiated during the site development process and detailed on your Training Agreement. Requesting to leave the site early is unprofessional, may jeopardize your relationship with the site, and may cause problems for the site, its clientele, and/or for future TCSPP applicants.

### **What if I accrue 100 practicum hours quickly, but have not yet accrued the minimum required 40 hours of direct service? Can I move on to internship?**

Consider these requirements along the lines of “both/and,” meaning you must minimally accrue, in no less than 10 weeks, both 100 practicum hours and 40 hours of direct service with clients during this time. Due to such issues as a fluctuating client caseload, or clients who do not show for sessions and/or drop out of treatment, it may take longer for you to accrue the minimum total and/or the minimum required direct services hours during practicum. What to do? Be patient, understanding this is the nature of our professional work. And continue to consult often with your on-site

supervisor, seminar leader, and Director of Clinical Training to apprise them of your status and discuss additional options, if needed.

**What if I accrue 600 internship hours quickly, but have not yet accrued the minimum required 240 hours of direct service? Am I finished?**

Similar to the answer to the question listed above, consider these requirements along the same lines of “both/and,” i.e., you must minimally accrue both 600 internship hours and 240 hours of direct service with clients during internship. Should you find yourself in this position, continue to consult often with your on-site supervisor, seminar leader and Director of Clinical Training to apprise them of your status and discuss additional options, if needed.

**So, what are the hours I need?**

To recap, each CMHC student must accrue:

- A minimum total of 100 practicum hours, accrued in no less than 10 weeks, of which no less than 40 are spent in direct service;
- A minimum total of 600 internship hours, of which no less than 240 are spent in direct service;
- A minimum total of 700 hours accrued across both experiences.

**What should I do if I encounter any training-related difficulties?**

If you encounter anything unusual or problematic at your site, and/or if you have any questions, immediately contact the Director of Clinical Training. Also, contact the Director of Clinical Training if your site substantively changes its training program any time after you formalize your training agreement and/or commence training

Good luck!!!



Appendix A: Practicum Eligibility and Intent Form

**PRACTICUM ELIGIBILITY FORM**

Student Name: - \_\_\_\_\_

**I intend to start placement for practicum/internship as follows (Check one)**

\_\_\_ September/FALL placement

\_\_\_ January/SPRING placement

\_\_\_ I have completed the following prerequisite courses, or am scheduled to take them as shown below: (fill in the term and year you completed these courses, or when you plan to take them).

Prerequisite Courses	Completed (indicate term/year)	To be completed (indicate term/year)
CC 502 Professional Development (1 credit)		
CC 503 Professional Development (1 credit)		
CC 505 Theories of Counseling and Psychotherapy (3 credits)		
CC 510 Psychopathology (3 credits) and CC511 Psychopathology Lab		
CC512 Psychology of the Lifespan (3 credits)		
CC 515 Counseling and Interviewing Skills (2 credit)		
CC 516 Counseling and Interviewing Skills (2 credits)		
CC 529 Family Systems and Therapy (3 credits)		
CC 530 Group Processes of Therapy and Counseling (3 credits)		
CC546 Diversity in Clinical Practice (3 credits)		
CC 547 Professional Ethics and Issues (3 credits)		
CC 559 Introduction to Addictions (3 credits)*		

\*May be taken concurrent with CC597 practicum seminar.

**I understand that the prerequisites MUST be completed prior to starting practicum.**

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Advisor signature: \_\_\_\_\_

Date: \_\_\_\_\_

**Comment (optional):** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Appendix B: Cover Letter Writing Tips and Sample

If your site requires a formal application, it should always include a cover letter that introduces yourself and expresses your interest in applying for the practicum and internship position. Keep your cover letter brief (i.e., one page) and professional (i.e., no colored paper, clip art, borders, unusual fonts, etc.). Cover letters typically have three sections:

- Introduction: Introduce who you are, what school you are from, what program you are enrolled in, and that you are applying for a practicum/internship.
- Body: Highlight your interest in their position and explain why you think you are a good fit for the position (e.g., previous experience, current training goals and interests, etc.). The more detailed you are in how your areas of interest are a good fit with what the site has to offer, the greater you will communicate how the site fits with your training goals for the year.
- Conclusion: Express your gratitude for their consideration, explain the best way(s) to contact you for an interview, and sign the letter in a traditional, businesslike manner.

Your name  
Your street address  
City, State, Zip Code  
Telephone number  
Chicago School Email address

INSERT DATE

George T. Training, Ph.D.  
Director of Training  
The Hospital  
500 N. Ridge Ave.  
Chicago, IL 60610

Dear Dr. Training:

I am writing to apply for the practicum/internship position at your hospital for the 20xx-20xx academic year. I am a first-year master's student in the MA Clinical Mental Health Counseling Program at The Chicago School of Professional Psychology. I believe my interests and skills are an excellent fit for your program.

My academic training has provided me with solid instruction in working in mental health settings, including ethics, accurate diagnosis, and theory. The Hospital's training activities and client population served in the outpatient clinic match my current training goals and future professional aspirations. I seek a rigorous hospital-based placement at which I can conduct intake interviews and risk assessments with culturally diverse clients who present with varied and chronic mental health concerns. In addition to providing individual group counseling services, I am excited about the opportunities to participate in grand rounds with multidisciplinary professionals, as well as to have contact with clients who acutely present in The Hospital's Emergency Department.

Because my diverse training and experience provides me with the necessary skills to work with your clientele, I believe that I would be an asset to your facility's team. Per your application guidelines, I have enclosed my vita, a writing sample, and two letters of recommendation from writers who are familiar with my professional and academic background. I also would be delighted to meet with you at your convenience, and can be reached by telephone at X and/or by email at X.

Thank you for your time and consideration.

Sincerely,  
Your Name

## Appendix C: Resume/Curriculum Vitae (CV) Writing Tips

Curriculum Vitae literally means “the course of your life” or, more specifically, the course of one’s life of scholarship. Vitae are more formal than resumes, and they typically include narrative descriptions of your educational and professional accomplishments.

The following are a list of common CV sections (in order of their typical presentation) as well as some recommendations to consider when creating your vitae:

- Your name and highest degree (if higher than a bachelor’s degree)
- Demographic Information (full address, telephone number(s), e-mail address)
- Education (TCSP first, then presented backwards through bachelor’s degree)
- Licenses and Certifications
- Clinical Training Experiences
- Professional Experiences
- Research Activities
- Publications & Presentations
- Teaching Experiences
- Volunteer Experiences
- Special Language Skills
- Honors or Awards (this has a flexible location)
- References (list all of your references, even if you are not sending a letter from each)

Here is a list of suggestions to consider in the preparation of your vitae:

- Provide a statement of your objectives identifying your interest in securing a practicum position.
- For those with limited clinical experiences, a statement of your qualifications gleaned from your professional work history that support or translate to interpersonal skills is helpful. A statement there as to your interest in a career change would help your reader to understand about your work history not being at clinical settings.
- List all entries in chronological order with the most recent experiences listed first (i.e., work backwards in time within each section).
- Place all advanced and conferred degrees that you have (e.g., MA) behind your name at the top of the vitae.
- Refer to yourself as a “Masters Student in Clinical Mental Health Counseling.”
- Review your CV as many times as necessary to ensure that it is 100% error-free.
- Have someone else review your vitae to ensure that it is 100% error-free. Your advisor can help with this.
- Use a clear, traditional, and easy to read font.
- Have your name and page numbers on each page.
- Include the month and year for all beginning and end dates.
- Use past tense for past experiences and present tense for current experiences.
- Offset the dates in some consistent way to make for easy timeline scanning.
- Similarly, find a way for position titles and affiliated institutions (e.g., training sites, employers, etc.) stand out and are easily spotted with a glance.
- Use a consistent format for the presentation of your experiences.
- Provide narrative descriptions of important experiences in enough detail to provide the reader with a comprehensive overview of your major activities, responsibilities, clientele, etc.
- If referencing non-clinical work experience, emphasize the skills, duties, etc. that are most transferable to clinical practice.
- Use APA style for listing presentations, publications, Thesis, etc.).

Conversely, we recommend you do not:

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- Use personal names of any clients with whom you worked.
- Use immediate family members or friends as references.
- Use patterned or colored paper (other than perhaps a muted ivory or very light gray).
- Use clip art, borders, etc.
- Change the style of headings, layout, or fonts within the vitae itself.
- Finish a descriptive paragraph with "etc."
- Refer to yourself as a "Masters Candidate" (there is no such status at The Chicago School).
- List a degree (PsyD, PhD, MA, etc.) that has not actually been conferred.
- Try to cram information into a certain page limit. There are no CV page limits, so use the space necessary to fully describe your experiences in a comfortable manner.
- Make your CV longer than it needs to be by including large spaces, large fonts, or irrelevant information.
- Add personal information such as marital status, birth date, children's names, etc.

Remember that creating a quality curriculum vitae takes considerable time and thought, but it is well worth the effort. When sorting through a large stack of applications, practicum/internship site directors often look for ways to make the stack smaller. Your vitae will be easily discarded if it contains spelling errors, demonstrates poor organization, or reflects other common CV mistakes.

## Appendix D: Interviewing Tips

Remember that the first time you contact a site and/or speak with a member of its staff, you are engaging in an interview of sorts! So, before you participate in this or any subsequent interview, **PREPARE!** Start by doing some homework about your site(s) of interest, who they serve, who the staff are, what services and other activities are offered, etc.

Then view each interview as an opportunity to enhance your professional interviewing skills and learn about local communities, colleagues, and available services. Interviews also provide an opportunity to network with future employers, and to develop your professional identity in the community. If you receive an invitation to interview, be sure to:

- Bring duplicate application materials (e.g., CV)
- Turn-off all electronic devices
- Present yourself professionally
- Display good posture
- Do not chew gum
- Practice appropriate eye-contact
- Listen attentively
- Smile enough to convey your interest and positive attitude
- Sound enthusiastic and interested, yet sincere

Next, anticipate the following questions and develop talking points:

- What attracted you to our site?
- What brought you to the field?
- Tell me about yourself.
- What are your strengths and areas for growth?
- Why do you think this site would be a good fit with your interests and background?
- What do you hope to learn here?
- Why are you interested in working with X or Y population?
- What are your career goals?
- Talk about a difficult or challenging professional experience and what you learned.
- Tell me about your personal interests.
- Tell me about an ethical dilemma you've encountered and how you resolved it.

At the end of the interview, you typically will be asked if you have any questions of the interviewer. You **should always have some thoughtful questions prepared.** Avoid asking questions that make you seem interested only in how hard you will have to work, how difficult the schedule will be, or how much vacation time you will receive. Instead, ask about: the opportunities available at the site; the types of supervision provided; the types of clientele served at the site; characteristics of a practicum student who works well in their setting; the site's goals for trainees; and so on. Remember, **you are interviewing the site as well.** Therefore, gather as much information as you can in order to make an informed decision about where you would like to train.

After the interview, it is a professional courtesy to send a very brief thank you note to sites for taking the time to consider you and your application. This note should NOT go into detail about your interests, raise new questions, etc. Keep it "short and sweet," while succinctly highlighting your interest and perception of a good match between you and the site.

Appendix E: Sample Thank You Letter

Your street address  
City, State, Zip Code  
Telephone number  
Email address

INSERT DATE

George T. Training, Ph.D.  
Director of Training  
The Hospital  
500 Street Avenue  
City, State 10000

Dear Dr. Training:

Thank you, Dr. Training, for the time and courtesy you showed me during our interview last Thursday afternoon. As a result of our interview, I am even more convinced that The Hospital is exactly the training experience I am seeking.

In consideration of my clinical and professional background and current academic training interests and enthusiasm, I believe I am capable of making a real contribution to the continued growth of The Hospital.

You had mentioned that the next step would be to have another interview with one of the members of the counseling training department. I am looking forward to that interview, and I will be available at your convenience.

Sincerely,

Your Name

**Reminder:** Be sure to sign this letter after you personalize it to each interviewer!



## Appendix F: Sample Acceptance Letter

Your street address  
City, State, Zip Code  
Telephone number  
Email address

INSERT DATE

George T. Training, Ph.D.  
Director of Training  
The Hospital  
500 N. Ridge Ave.  
Washington, DC 20010

Dear Dr. Training:

Thank you, Dr. Training, for offering me one of the practicum/internship positions at The Hospital. I gladly accept your offer, and look forward to learning from you and your staff. I have no doubt that I will gain valuable experience providing treatment services to your The Hospital's diverse clientele.

If needed, you are welcome to contact me prior to the start of my practicum/internship at the telephone number, email, and/or home address listed above. Thank you again for your offer and I look forward to training with you.

Sincerely,

Your name

**Helpful Hint:** Be sure to sign this letter after you personalize it to your practicum site!

## Appendix G: Other Application Materials

**Letters of Recommendation:** Letters of recommendation should be from people who are very familiar with you and can write a strong letter. Letters can come from a variety of sources, such as your advisor or past or present instructors, clinical and/or work supervisors. It may be helpful to provide your letter writers with copies of your CV and a personal statement including your strengths, weaknesses, training goals and interests. It is acceptable to send copies of generic letters to sites (i.e. "Dear Colleague:"). If your letter writer is willing, however, ask that s/he personalize the letters.

Sites typically indicate the number of letters of recommendation needed in an application. So, send exactly the number of recommendation letters they request.

**Transcripts:** Some sites will ask you to submit a transcript. Unless a site specifically requests an official transcript, it generally is acceptable to submit an *unofficial* transcript. Instructions for how to request an unofficial transcript can be found on the TCSPP website. If required by the site, official transcripts may be requested via the school's website for a small fee.

**Writing Sample:** If sites request a writing sample, they are typically looking for a clinically relevant sample or, if unavailable, an example of a paper you wrote for a class requirement. When sites want a writing sample, they are usually interested in several things. First they want to assess the quality of your writing. Therefore, make sure you send an exceptionally **well-written** paper. Secondly, they are interested in your ability to discuss counseling issues. Therefore, send a very **thoughtful** paper. Finally, they are interested in your professionalism. Therefore, if sending a clinical paper, remove ALL identifying information to ensure that you send an **ethical** paper.

Appendix H: Training Disposition Chart

Disposition	Did Not Observe (DNO)	Level 0	Level 1 <u>Minimal</u>	Level 2 <u>Proficient</u>	Level 3 <u>Advanced</u>
<b>Professional Ethics</b> – Student adheres to the ACA Ethical Standards (2014)		Student does not adhere to the ACA Ethical Standards (2014)	Student minimally adheres to the ACA Ethical Standards (2014)	Student proficiently adheres to the ACA Ethical Standards (2014)	Student demonstrates and advanced adherence to the ACA Ethical Standards (2014)
<b>Professionalism</b> – Student behaves in a professional manner towards supervisors, peers, and clients (e.g. including appropriate dress, conduct, attitude, and boundaries)		Student does not behave in a professional manner towards supervisors, peers, and clients (e.g. including appropriate dress, conduct, attitude, and boundaries)	Student minimally behaves in a professional manner towards supervisors, peers, and clients (e.g. including appropriate dress, conduct, attitude, and boundaries)	Student proficiently behaves in a professional manner towards supervisors, peers, and clients (e.g. including appropriate dress, conduct, attitude, and boundaries)	Student demonstrates and advanced level of behavior in a professional manner towards supervisors, peers, and clients (e.g. including appropriate dress, conduct, attitude, and boundaries)
<b>Sensitivity to Social and Cultural Diversity</b> – Student demonstrates awareness, appreciation, and respect of cultural differences (e.g. race/ethnicity, spirituality, sexual orientation, SES, etc.). Actively works to remove known and potential personal biases		Student does not demonstrate awareness, appreciation, and respect of cultural differences (e.g. race/ethnicity, spirituality, sexual orientation, SES, etc.). Student does not actively works to remove known and potential personal biases	Student minimally demonstrates awareness, appreciation, and respect of cultural differences (e.g. race/ethnicity, spirituality, sexual orientation, SES, etc.). At a minimal level actively works to remove known and potential personal biases	Student proficiently demonstrates awareness, appreciation, and respect of cultural differences (e.g. race/ethnicity, spirituality, sexual orientation, SES, etc.). At a proficient level actively works to remove known and potential personal biases	Student demonstrates an advanced level of awareness, appreciation, and respect of cultural differences (e.g. race/ethnicity, spirituality, sexual orientation, SES, etc.). At an advanced level actively works to remove known and potential personal biases
<b>Engaged/Motivated to Learn and Grow</b> – Student actively engages in learning and developing his or her counseling knowledge, skills, and dispositions (e.g., takes initiative and seeks/uses growth opportunities)		Student does not actively engage in learning and developing his or her counseling knowledge, skills, and	Student actively engages minimally in learning and developing his or her counseling knowledge,	Student actively engages proficiently in learning and developing his or her counseling knowledge,	Student actively engages at an advanced level in learning and developing his or her counseling

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		dispositions (e.g., takes initiative and does not seek/use growth opportunities)	skills, and dispositions (e.g., takes initiative and seeks/uses growth opportunities)	skills, and dispositions (e.g., takes initiative and seeks/uses growth opportunities)	knowledge, skills, and dispositions (e.g., takes initiative and seeks/uses growth opportunities)
<b>Flexibility and Adaptability</b> – Student demonstrates flexibility with changing circumstances, unexpected events and new situations (e.g., changes within the academic environment, changing clinical site expectations)		Student does not demonstrate flexibility with changing circumstances, unexpected events and new situations (e.g., changes within the academic environment, changing clinical site expectations)	Student minimally demonstrates flexibility with changing circumstances, unexpected events and new situations (e.g., changes within the academic environment, changing clinical site expectations)	Student proficiently demonstrates flexibility with changing circumstances, unexpected events and new situations (e.g., changes within the academic environment, changing clinical site expectations)	Student demonstrates at an advanced level flexibility with changing circumstances, unexpected events and new situations (e.g., changes within the academic environment, changing clinical site expectations)
<b>Emotional Stability and Self-control</b> – Student exhibits emotional stability (i.e. congruence between mood, affect, and behavior) and self-control in relationships with instructors, supervisors, peers, and clients		Student does not exhibit emotional stability (i.e. congruence between mood, affect, and behavior) and self-control in relationships with instructors, supervisors, peers, and clients	Student minimally exhibits emotional stability (i.e. congruence between mood, affect, and behavior) and self-control in relationships with instructors, supervisors, peers, and clients	Student proficiently exhibits emotional stability (i.e. congruence between mood, affect, and behavior) and self-control in relationships with instructors, supervisors, peers, and clients	Student demonstrates at an advanced level emotional stability (i.e. congruence between mood, affect, and behavior) and self-control in relationships with instructors, supervisors, peers, and clients
<b>General Self-Awareness and Understanding</b> – Student demonstrates an awareness of his or her own belief system, values, needs and limitations, and the effect of these dynamics on his or her general interactions with others		Student does not demonstrate an awareness of his or her own belief system, values, needs and limitations, and the effect of these dynamics on his or her general interactions with others	Student minimally demonstrates an awareness of his or her own belief system, values, needs and limitations, and the effect of these dynamics on his or her general interactions with others	Student proficiently demonstrates an awareness of his or her own belief system, values, needs and limitations, and the effect of these dynamics on his or her general interactions with others	Student demonstrates at an advanced level an awareness of his or her own belief system, values, needs and limitations, and the effect of these dynamics on his or her general interactions with others
<b>Self-Reflection</b> – Student consistently engages in self-reflective practice (e.g. without guidance and challenges him/herself to achieve at the highest level		Student does not consistently engage in self-reflective practice (e.g.	Student consistently engages at a minimal level in self-reflective	Student consistently engages at a proficient level in self-reflective	Student consistently engages at an advanced level in self-reflective

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of clinical and professional practice)		without guidance nor challenges him/herself to achieve at the highest level of clinical and professional practice)	practice (e.g. without guidance and challenges him/herself to achieve at the highest level of clinical and professional practice)	practice (e.g. without guidance and challenges him/herself to achieve at the highest level of clinical and professional practice)	practice (e.g. without guidance and challenges him/herself to achieve at the highest level of clinical and professional practice)
<b>Instructor/Supervisor Feedback</b> – Student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions		Student responds defensively and does not incorporate supervisory feedback to alter skills, behavior, and/or counselor dispositions	At a minimal level student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions	At a proficient level student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions	At an advanced level student responds non-defensively and incorporates supervisory feedback to alter skills, behavior, and/or counselor dispositions
<b>Peer Feedback</b> – Student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development		Student does not appropriately provide constructive feedback to peers or utilizes peer feedback for their own growth and development	At a minimal level student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development	At a proficient level student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development	At an advanced level student appropriately provides constructive feedback to peers and utilizes peer feedback for their own growth and development
<b>Self-Care</b> - Student demonstrates an awareness of his/her own wellbeing and utilizes appropriate self-care strategies (e.g. personal counseling, health promoting activities, etc.)		Student does not demonstrate an awareness of his/her own wellbeing nor utilizes appropriate self-care strategies (e.g. personal counseling, health promoting activities, etc.)	Student minimally demonstrates an awareness of his/her own wellbeing and utilizes appropriate self-care strategies (e.g. personal counseling, health promoting activities, etc.)	Student proficiently demonstrates an awareness of his/her own wellbeing and utilizes appropriate self-care strategies (e.g. personal counseling, health promoting activities, etc.)	Student demonstrates at an advanced level an awareness of his/her own wellbeing and utilizes appropriate self-care strategies (e.g. personal counseling, health promoting activities, etc.)
<b>Attendance</b> - Student attends all class meetings and clinical practice activities in their entirety; is fully engaged, participatory and prompt		Student does not attend all class meetings and clinical practice activities in their entirety; is not fully engaged, participatory and prompt	At a minimal level student attends all class meetings and clinical practice activities in their entirety; is fully engaged, participatory and prompt	At a proficient level student attends all class meetings and clinical practice activities in their entirety; is fully engaged, participatory and prompt	At an advanced level student attends all class meetings and clinical practice activities in their entirety; is fully engaged, participatory

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<p><b>Task Completion</b> – Student completes all assigned tasks in an ethical and effective fashion (e.g. individual and group counseling supervision, individual and group reports and assignments)</p>		<p>Student does not complete all assigned tasks in an ethical and effective fashion (e.g. individual and group counseling supervision, individual and group reports and assignments)</p>	<p>Student minimally completes all assigned tasks in an ethical and effective fashion (e.g. individual and group counseling supervision, individual and group reports and assignments)</p>	<p>Student proficiently completes all assigned tasks in an ethical and effective fashion (e.g. individual and group counseling supervision, individual and group reports and assignments)</p>	<p>and prompt At an advanced level student completes all assigned tasks in an ethical and effective fashion (e.g. individual and group counseling supervision, individual and group reports and assignments)</p>
<p><b>Seeks Support/Consultation-</b> Student demonstrates an awareness of the need for support and/or consultation and supervision and actively seeks support and/or consultation and supervision</p>		<p>Student does not demonstrate an awareness of the need for support and/or consultation and supervision and does not actively seek support and/or consultation and supervision</p>	<p>Student minimally demonstrates an awareness of the need for support and/or consultation and supervision and, at a minimal level, actively seeks support and/or consultation and supervision</p>	<p>Student proficiently demonstrates an awareness of the need for support and/or consultation and supervision and, at a proficient level, actively seeks support and/or consultation and supervision</p>	<p>At an advanced level, student demonstrates an awareness of the need for support and/or consultation and supervision and actively seeks support and/or consultation and supervision</p>
<p><b>Knowledge of &amp; Adherence to Policies-</b> Student understands and adheres to program, course, school, and site policies and procedures</p>		<p>Student does not understand and adheres to program, course, school, and site policies and procedures</p>	<p>Student minimally understands and adheres to program, course, school, and site policies and procedures</p>	<p>Student proficiently understands and adheres to program, course, school, and site policies and procedures</p>	<p>At an advanced level, student understands and adheres to program, course, school, and site policies and procedures</p>

### Appendix I: Hour Log Example

Student Printed Name: \_\_\_\_\_

Week Start Date: \_\_\_\_\_

Practicum/Internship Hours	Accrued Hours (Round to half or whole number)	Specific Activity	Guide/Range
<b><u>Direct Hours (Items A &amp; B)</u></b>			
A. Total Counseling/Psychotherapy Hours			<i>On average, 10 hours per week</i>
B. Total Assessment/Evaluation Hours			<i>No minimum required</i>
<b>1. Total Direct Service (Add lines A &amp; B)</b>			<i>On average, 10 hours per week</i>
<b><u>Indirect Hours (Items 2-10)</u></b>			
2. Total Research/Publication			<i>No minimum required</i>
3. Total Case Management			<i>No minimum required</i>
5. Total Consultation			<i>No minimum required</i>
6. Total Supervision			<i>Minimum of 1 hour of individual or 1½ hours of triadic supervision per week</i>
7. Total Administration			<i>Please see attached Activity Logging Guide for items appropriate to this category</i>
8. Total Teaching			<i>No minimum required</i>
9. Total Professional Development			<i>No minimum required</i>
10. Other:			<i>No minimum required</i>
<b>Total Practicum/Internship Hours (Add lines 1-10)</b>			<i>Maximum of 24 hours per week</i>

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Site Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
 Seminar Leader Signature: \_\_\_\_\_ Date: \_\_\_\_\_

<b>EXAMPLES OF HOW TO LOG INTERNSHIP ACTIVITIES</b>
<b>Direct Contact Activity</b>
<b>Counseling/Psychotherapy</b> <ul style="list-style-type: none"> <li>✓ Individual counseling (<i>timeframe may be shorter than the traditional 45-50 minute therapy session</i>)</li> <li>✓ Group counseling (<i>the amount of time spent facilitating group is logged regardless of the # of clients in group</i>)</li> <li>✓ Couples/family counseling</li> <li>✓ Calls to a client regarding client care/answering hotline calls (<i>time only logged for talking directly to a client</i>)</li> <li>✓ Meeting with a client to perform case management/community support activities</li> <li>✓ Engaging in a client care related discussion while traveling with a client or in a milieu setting</li> </ul>
<b>Assessment/Evaluation</b> <ul style="list-style-type: none"> <li>✓ In-person or phone intake interviews</li> <li>✓ Psychosocial assessments</li> <li>✓ Risk assessments</li> <li>✓ Psychological evaluations</li> </ul>
<b>Indirect Activity</b>
<b>Research/Publication</b> <ul style="list-style-type: none"> <li>✓ Online research related to client care</li> <li>✓ Library research related to client care</li> </ul>
<b>Case Management</b> <ul style="list-style-type: none"> <li>✓ Indirect activities on client's behalf without the client present, e.g., calls to client's family members or agencies</li> </ul>
<b>Consultation</b> <ul style="list-style-type: none"> <li>✓ Discussing a client with an on-site peer or colleague</li> <li>✓ Consulting with a collateral contact regarding a client, e.g., client's psychiatrist, physician, school counselor</li> </ul>
<b>Supervision</b> <ul style="list-style-type: none"> <li>✓ Attending individual supervision</li> <li>✓ Attending group supervision</li> </ul>
<b>Administration</b> <ul style="list-style-type: none"> <li>✓ Attending staff/treatment team/school-based (e.g., IEP, Eligibility) meetings</li> <li>✓ Writing progress/process notes</li> <li>✓ Writing a process recording</li> <li>✓ Writing treatment plans</li> <li>✓ Writing intake assessments</li> <li>✓ Scoring a psychological evaluation</li> <li>✓ Writing a psychological evaluation report</li> <li>✓ Logging client information in a computer database</li> <li>✓ Reviewing/auditing a client file</li> <li>✓ Creating a therapeutic activity</li> </ul>
<b>Teaching</b> <ul style="list-style-type: none"> <li>✓ Teaching a course</li> <li>✓ Facilitating a training module</li> </ul>
<b>Professional Development</b> <ul style="list-style-type: none"> <li>✓ Attending a training</li> <li>✓ Attending a conference</li> </ul>



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- ✓ Attending a case presentation/case conference

**Other**

- ✓ Performing translation, e.g., translating for another clinician, translating documents
- ✓ Commuting to and from meeting a client
- ✓ Shadowing, in a non-participatory manner, a peer/colleague/clinician who is with a client
- ✓ Attending a court procedure

## **Appendix J: The Supervision Experience**

Supervision is a rewarding opportunity to develop and hone clinical skills under the guidance of a licensed mental health clinician. Being aware of what to expect from supervision and having an open mind can help prepare you for the experience. The overarching goals of practicum and internship supervision are to develop clinical skills in the areas of diagnosis, case conceptualization, assessment, intervention, treatment planning, ethical practice, and professionalism. Additionally, supervision helps to increase self-reflective growth, which is critical to professional practice, and to develop your identity as a counselor. As a professional counselor, you are trained to help individuals resolve mental and emotional issues through a focus on wellness, prevention, advocacy, and empowerment.

Interns tend to look for their supervisors to be interpersonally open and available, provide validation, support exploration, impart an empathic attitude, normalize anxiety and tension, and demonstrate effective evaluation and ethical practices. These are traits that foster a positive supervisory working alliance. Establishing a supervisory working alliance, i.e., a collaborative and appropriately attached bond between supervisor and intern, is key to optimizing your growth. Supervisee/intern traits that can lead to a strong working alliance include openness, receptivity to ideas and feedback, proactively engaging in exploration, developing an empathic attitude, openly discussing emotions and reactions, and seeking to develop ethical practices.

The best yields from supervision are a result of preparation for supervision, and of the goals that have been agreed upon by the supervisor and intern. Both parties have a responsibility to prepare for supervision sessions. It is expected that the supervisor manages sessions, comes prepared to discuss topics related to goals and treatment, and has an idea of the interventions that are to be used with clients. Interns must also do their part; that is, be prepared to discuss cases, concerns, and questions. Relying on memory to discuss all that has happened since the last supervision session can waste valuable time. Having written summaries and bringing case notes are a simple way to organize thoughts. This will allow for supervision to be tailored to the intern's needs and experiences, but it also shows commitment on the part of the intern to the supervision process.

When choosing what to discuss in supervision, interns need to be mindful of supervisors' vicarious liability, that is, their legal responsibility for the actions of supervisees and the well-being of clients. Interns may think that information does not need to be disclosed to their supervisor if efforts have been made to resolve the issue, or if the intern no longer believes the issue to be a concern. Interns may also feel shame or anxiety if revealing the information also means revealing an error made. Hiding mistakes can make interns seem defensive and increases the likelihood that problems will occur. Rather than yielding to the fear of disclosing such information, realize that supervisors expect new interns to struggle and that admitting to and talking about these difficulties is welcomed by supervisors. Anxiety and fear are expected aspects of supervision and clinical work, but you have a choice regarding the extent to which you allow these feelings to take the reins and steer your experience.

It is important to have a clear understanding of what is expected of you. You should seek information about your supervisor's and the agencies' expectations for clinical practice. Additionally, you should be clear about how these expectations can be reasonably and consistently met. Typically, this means making sure you have access to or copies of agency policy manuals, documentation requirements, and knowledge of expected deadlines. Informed consent and confidentiality play a central role as well. Be sure to talk with your supervisor about how and when to inform clients that you are an intern working under the supervision of your supervisor. You should have a clear understanding about how information is used and how confidentiality fits into supervision and your clinical work. For example, you need to know what client information you will be expected to disclose to your supervisor (remember, vicarious liability), what clients should be told about your supervision, and what you should keep

confidential regarding clinical work.

The format of supervision can vary. A supervision session format may be:

- Discussing all clients on the intern's caseload
- Focused discussion of one or two clients
- Discussion of a case study, readings, recordings, or other tools brought by the supervisor
- Discussion of how to apply a theoretical approach in general or to specific cases
- Discussion of the application of a particular clinical skill or technique
- Discussion of intern's reactions to client interactions (transference/countertransference)

Often integrated versions of the above examples occur. Having varied formats can be helpful in optimizing professional growth. In some instances, supervision may not be in the form of a full hour (i.e., 60 consecutive minutes) and may instead be shortened segments that collectively add up to an hour a week. This is not ideal. However, it is still incumbent on you to make the best of the situation and optimally use the time. In such circumstances, it is helpful to be prepared with a focused area to discuss when these shortened sessions with your supervisor occur. It may also be helpful to seek concurrent consultation with peers and other staff to address clinical issues. Continue to seek to have a full consecutive hour by asking your supervisor about scheduling the time.

In sum, although supervisors are ethically responsible for the quality of supervision they provide, the ultimate beneficiaries are the interns who are being supervised and the clients being served. As such, here are some ways for you to approach supervision:

**BE OPEN** Openness is communicated through your words, body language, and attitude in supervision and in general. Remember, growth requires receptiveness to feedback.

**ALWAYS COME PREPARED** Come to supervision prepared with topics, cases, and issues to discuss as well as the accompanying documentation (progress notes, recorded or transcribed sessions, a list of questions)

**REMAIN FLEXIBLE** Life, clinical work, and supervision does not always go as planned

**BE PROACTIVE** Seeking information rather than waiting for it to come your way will yield more gains

**ASK FOR WHAT YOU NEED**, but do not demand it. For example, rather than stating that your supervisor needs to get you more clients to get your required hours, inform your supervisor that you would like to explore avenues for increasing your client contact hours

**BE SELF-REFLECTIVE**, as it is your best tool for improving as a counselor

**TAKE RESPONSIBILITY** for learning, growing, and maintaining an attitude that is productively focused. You may feel that your supervisor is not available enough or not providing you what you need. Rather than focusing on what you are not getting and who is not providing it, pour your energy into creatively opening doors to access what you need

Appendix K: **Suggested Protocol for Master’s Practicum and Internship Field Experience**

**PRACTICUM SEMESTER:** The practicum semester serves as an introduction to providing clinical services directly to clients in a professional environment. Suggested activities and timeline is listed below:

TIME PERIOD	ACTIVITY
<p><b>Month 1: (Week 1-4)</b></p>	<p><b>Week 1:</b></p> <ul style="list-style-type: none"> <li>• Orientation: Review of agency guidelines and protocol, e.g., agency mission, timesheets, passwords, where files are stored</li> <li>• Review emergency situation protocol, e.g., earthquake, bomb threat, client risk assessment</li> <li>• Review client files</li> <li>• Review administrative forms</li> <li>• Receive training on clinical documentation software system</li> <li>• Shadow staff during various clinical activities, e.g., therapy, groups, community support, intake interviews, assessments</li> <li>• Weekly individual (60 minutes) or triadic (90 minutes) supervision; discuss expectations for supervision, e.g., what clinical information or situations should be immediately reported to a supervisor</li> <li>• Attend staff meetings</li> </ul> <p><b>Week 2:</b></p> <ul style="list-style-type: none"> <li>• Shadow staff</li> <li>• Write mock progress note of any session that intern observes</li> <li>• Weekly individual or triadic supervision</li> <li>• Prepare for individual clients to be assigned, e.g., discuss theoretical orientation, review client files, schedule appointment times</li> <li>• Attend staff meetings</li> </ul> <p><b>Week 3:</b></p> <ul style="list-style-type: none"> <li>• Intern completes an intake interview</li> <li>• Intern assigned 1-3 individual clients and begins providing therapy</li> <li>• Intern accompanied by staff if going to an off-site location</li> <li>• Intern completes a process recording of an initial client session</li> <li>• Weekly individual or triadic supervision (process recording reviewed in supervision)</li> <li>• Attend staff meetings</li> </ul> <p><b>Week 4:</b></p> <ul style="list-style-type: none"> <li>• Supervisor provides direct supervision of at least one of intern’s individual therapy sessions, e.g., audio/video recording, live supervision, bug-in-the-ear device use, one-way mirror)</li> <li>• Supervisor provide immediate feedback after direct supervision, to be followed up with more detailed feedback in weekly supervision</li> <li>• Intern accompanied by staff if going to an off-site location</li> <li>• Co-facilitating a group</li> <li>• Weekly individual or triadic supervision</li> <li>• Attend staff meetings</li> </ul>
<p><b>Month 2: (Week 5-8)</b></p>	<p><b>Week 5:</b></p> <ul style="list-style-type: none"> <li>• Assigned 2-3 additional clients</li> <li>• Weekly individual or triadic supervision</li> <li>• Attend staff meetings</li> <li>• Intern accompanied by staff if going to an off-site location</li> </ul> <p><b>Week 6:</b></p> <ul style="list-style-type: none"> <li>• Complete a process recording</li> <li>• Direct supervision of at least one session</li> <li>• Intern accompanied by staff if going to an off-site location</li> <li>• Weekly individual or triadic supervision (provision of feedback regarding audio/recording or other supervision method)</li> <li>• Attend staff meetings</li> </ul> <p><b>Week 7:</b></p> <ul style="list-style-type: none"> <li>• Assigned additional clients 2-3 additional clients</li> <li>• Use of role-play in supervision</li> <li>• Weekly individual or triadic supervision</li> <li>• Attend staff meetings</li> </ul>

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	<b>Week 8:</b> <ul style="list-style-type: none"><li>• Mid-semester discussion of intern's progress in supervision</li><li>• Attend staff meetings</li><li>• Direct supervision of at least one session</li></ul>
<b>Month 3:</b>	<ul style="list-style-type: none"><li>• Intern assigned additional clients</li><li>• Complete a process recording</li><li>• Intern facilitating a group session(s) independently</li><li>• Case presentation at a team meeting or in supervision</li><li>• Direct supervision of at least one session</li><li>• Weekly individual or triadic supervision, including use of role-play, review of process recordings, and discussion of direct supervision when it occurs</li><li>• Attend staff meetings</li></ul>
<b>Month 4:</b>	<ul style="list-style-type: none"><li>• Intern assigned additional clients</li><li>• Supervisor completes Chicago School end-of-semester evaluation on intern's practicum performance</li><li>• 2nd case presentation</li><li>• Direct supervision of at least one session</li><li>• Weekly individual or triadic supervision, including use of role-play, review of process recordings, and discussion of direct supervision when it occurs</li><li>• Attend staff meetings</li></ul>

**INTERNSHIP SEMESTER:** The internship semester is a continuation of the training experience provided on practicum. This semester is intended to reflect the comprehensive work experience of a professional counselor. Internship semester activities include:

- Revisit training agreement goals to evaluate whether intern is on track to meet goals
- Continue periodic direct supervision
- Continue periodic process recordings
- Monthly case presentations
- Adding training experiences, e.g., co-facilitating an additional group \*CACREP Requirement for CMHC students
- Weekly individual or triadic supervision, including use of role-play, review of process recordings, and discussion of direct supervision when it occurs
- Attend staff meetings
- Discussion and preparation for terminating with clients (at least 4-6 weeks in advance of intern's last day)
- Supervisor completes Chicago School end-of-semester evaluation on intern's practicum performance

**Your practicum/internship will be an exciting training experience! Make it a success!**