

# Master of Arts in Clinical Mental Health Counseling

## Practicum and Internship Training Manual 2023-2024

Office of Placement and Training (OPT)

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## 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's M.A. Clinical Mental Health Counseling Program believes quality practicum and internship training is essential to the process of becoming a competent practitioner of mental health. The administration, faculty, and staff of the M.A. Clinical Mental Health Counseling Program are committed to:

- Providing support, guidance, and mentoring to students, seminar instructors, and site supervisors around all aspects of practicum and internship training
- Encouraging students' work with diverse populations
- 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 M.A. Clinical Mental Health Counseling Program, specifically practicum and internship. An overview of these experiences, as well as expectations, guidelines, and required paperwork are presented in this manual.

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

We hope every student enjoys their practicum and internship 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 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 hours, students begin their internship training. Direct services hours are explained later in the manual. 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 intended to reflect the comprehensive work experience of a practitioner of clinical mental health, and students will participate in the full range of roles and responsibilities available at their sites. 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, a total of 280 hours (40 of which are from the practicum training) must be direct service hours.

Students are on site 16-24 hours (2-4 days) per week. No more than 24 hours per week should be completed as that extends the training placement into an experience resembling employment. Students are not permitted to complete a practicum/internship experience at a site where they are concurrently employed. Students are not permitted to receive payment for their practicum/internship experience.

During practicum students are concurrently enrolled in CM 605 Counseling Practicum. If a student's training experience extends beyond this semester, students are required to enroll in Practicum Extension, a 0-credit course which enables students to remain enrolled at The Chicago School and complete the remaining clinical training requirements. During internship students are concurrently enrolled in CM 614 Internship in Counseling I, and CM 619 Internship in Counseling II. If a student's training experience extends beyond these two semesters, students are required to enroll in Internship Extension, a 0-credit course which enables students to remain enrolled at The Chicago School and complete the remaining clinical training requirements.

These seminar courses provide a venue for student discussion of practicum/internship experiences and opportunities for faculty consultation and peer support. The seminar courses extend and complement the on-site learning process; it is not a substitute for training site supervision. The seminar instructor and peer group members serve as consultants and not supervisors to the cases presented in the seminar. As such, students must always defer to and follow the instructions of their assigned on-site supervisor around how clinical services should be delivered at their training site. More detailed information about the practicum and internship seminars is provided in respective course syllabi and practicum/internship seminar manuals.

Students are strongly encouraged to research the licensure boards and requirements of those states in which they may reside after graduation prior to securing a practicum placement.

### **Prerequisites for Practicum and Internship Eligibility**

The M.A. Clinical Mental Health Counseling 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, Program Faculty, Academic Advisor, and/or Student Support Counselor if they have questions.

To be eligible for practicum training, all students must:

- Be in good academic standing, currently having and maintaining a cumulative GPA at or above 3.0.
- Successfully complete 30 credits of required coursework before the semester practicum begins, including:
  - CM 500 Introduction to the Counseling Profession and Ethics
  - CM 507 Theories of Counseling and Psychotherapy
  - CM 514 Diagnosis of Mental Health Issues
  - CM 521 Lifespan Development
  - CM 528 Helping Relationships and Skill Development in Counseling
  - CM 530 Treatment Planning
  - CM 543 Group Theories and Processes of Counseling
  - CM 550 Diversity and Multiculturalism
  - CM 571 Assessment of Individuals
  - CM 578 Methods of Research and Program Evaluation
  - CM 604 Practicum Readiness Assessment

- Demonstrate professional behavior within academic settings, interactions, and communication.
- Attend all mandatory clinical training, practicum, and internship meetings and workshops.

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

Any student may be withheld at any time from the practicum and internship search and training processes if:

- They are not in good academic standing, having a cumulative GPA below 3.0.
- They have not completed the 30 credits of required coursework.
- They have received a non-passing grade in any course.
- There is a significant concern about their professional behavior, including but not limited to,
  - Professional behavior toward faculty, peers, supervisors, and/or clients
  - Emotional stability
  - Adherence to program and university policies and procedures
  - Feedback within the student review process
- They are on an Academic Development Plan (ADP)
- They have been referred to the Student Affairs Committee and are awaiting that hearing and/or the decision.
- There is a significant concern about the student's ability to meet the demands of clinical training.

If a student is withheld or removed from the practicum and internship search process or terminated or removed from a practicum or internship placement, the student may petition to be reinstated into the practicum and internship search process at the end of the subsequent semester. Students are to submit their petition for reinstatement to their Academic Advisor. Petitions should include a reflection on what factors contributed to the student initially being removed from the practicum and internship search process; improvements the student has demonstrated throughout coursework and/or professional behavior since being removed from the practicum and internship search process; a reflection on how the student will continue to make improvements moving forward academically and professionally; what the student learned about themselves personally and professionally as part of this process; and any other information the student would like to provide to support their case to be reinstated into the practicum and internship search process. In addition to the petition, a student's Student Review letter(s), which will include feedback about the student's performance from faculty, will be used in the faculty decision making process regarding possible reinstatement. Students will be notified about their standing following a faculty review of the petition.

Students who are removed from training due to training related concerns may be referred to the Student Affairs Committee (SAC) depending on the concerns brought forth by the site or seminar leader. SAC will review information presented by the student, site, and/or seminar leader/instructor to determine an appropriate resolution. Possible outcomes include referral to the academic department for further advisement, creation of an Academic Development Plan (ADP), additional training requirements, or termination of the practicum/internship placement. 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 to the interventions. It is also within a site's prerogative to immediately terminate a student if it is determined that the student's behavior is either too egregious and/or is not remediable. This written account will be forwarded to SAC for review. In all cases listed, it is at the department and OPT's discretion to determine the most appropriate course of action.

## **Comprehensive Student Review Process**

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 using a modification of the Disposition, Skills, Knowledge, and Competency Assessment completed at the end of each semester by faculty. Assessment begins with application to the program and continues until students graduate. The student review process considers grades, overall GPA, professional skills, and professional dispositions.

We believe the practice of counseling is an art and science where the personhood of the counselor 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. A developmental, systematic assessment of each student's progress is conducted within classes and field experiences by Program Faculty with input invited from Adjunct Faculty as well as site supervisors. Our comprehensive plan assesses student learning over multiple points in time using the following benchmarks.

### **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 and/or previous Master's GPA, references, and personal statements which give insight into their personal experience and professional aspirations. Faculty carefully screen application materials.

### **Early: Counseling Skills and Professional Dispositions**

Students work closely with their Academic Advisors to craft their plan of study and receive feedback on their progress. Students are advised to take CM 500 Introduction to the Counseling Profession and Ethics, CM 505 Theories of Counseling and Psychotherapy, CM 514 Diagnosis of Mental Health Issues, CM 528 Helping Relationships and Skill Development in Counseling, and CM 604 Practicum Readiness Assessment 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, Program Faculty members complete student performance evaluations on every student. These evaluations are reviewed in faculty student reviews each semester and shared with the students through their Academic Advisor, providing in depth feedback and recommendations.

### **Mid/Late**

Before students are admitted to practicum, they must complete prerequisite courses. 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 CM 605 Counseling Practicum with a passing grade to enroll in CM 614 Internship in Counseling I. Students must complete CM 614 Internship in Counseling I with a passing grade to enroll in CM 619 Counseling in Internship II. Students who are assessed as not ready for internship are flagged and remediation plans are developed accordingly. As part of the practicum and internship evaluation process, supervisors complete an evaluation on every student. In addition to assigning grades for course performance, Program Faculty members complete student performance evaluations on every student. These evaluations are reviewed in faculty student reviews each semester and shared with the students through their advisor, providing in depth feedback and recommendations.

## **Exit**

Students must complete the Capstone. The Capstone is the summative assignment for students in finishing the Master of Arts in Clinical Mental Health Counseling. The Capstone consists of several elements.

- Students must either apply for the National Certified Counselor (NCC) and take either the National Counselor Examination (NCE) or the National Clinical Mental Health Counseling Examination (NCMHCE) OR pass the Counselor Preparation Comprehensive Examination (CPCE) as part of CM 800 Capstone. CM 800 Capstone is taken during the final semesters of the program concurrently with CM 614 Internship in Counseling I or CM 619 Internship in Counseling II. More information related to this portion of the Capstone can be found within the CM 800 Capstone course syllabus.
- The Capstone project within the practicum and internship seminars consists of a written report that includes the mental health assessment, case conceptualization, diagnostic impressions, and treatment recommendations; and an oral defense. The chosen case will be from the student's placement caseload. The final Capstone is completed during CM 619 Internship in Counseling II. The student must successfully pass the practice Capstone to pass CM 605 Counseling Practicum and CM C14 Internship in Counseling I. The student must successfully pass both the final Written and Oral Capstones to pass CM 619 Internship in Counseling II.

## **Overview of Practicum Readiness (CM 604 Practicum Readiness Assessment)**

Practicum Readiness is a 0-credit course in which students are enrolled during their first or second semester in the CMHC program to begin the process of orientation to clinical training. The focus of Practicum Readiness is to ensure that students have appropriate professional skills that are pertinent to the field of counseling. The course is structured a series of workshops that focus upon topics such as professional communication, interviewing skills, and resume/CV writing. Students will be introduced to the Practicum application process and timeline utilized by the counseling department and will be expected to draft or secure documents (cover letter, resume/CV, letters of recommendation) needed for the application process. Students may be asked to repeat Practicum Readiness if there is a delay in their Practicum start or if they receive a grade of No Credit for the course.

## **Overview of Practicum Training (CM 605 Counseling Practicum)**

Practicum is supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Prior to the start of internship, the 100 practicum hours are accrued within the first academic semester of clinical training and includes:

- A minimum of 40 direct service hours with clients, including experience in individual and group work. 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.).
- One hour per week of individual supervision by a qualified on-site practicum supervisor.
- A weekly practicum seminar providing group consultation by a program faculty member.
- 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. If recording is not permitted at the site, the Director of Clinical Training will conduct a live observation.
- 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.

- Students who do not complete at least 100 hours during the semester of practicum will have to extend their training into an additional semester of internship until the 100 hours requirement has been met. All students engaged in clinical training as a part of academic requirements at The Chicago School must be enrolled in a course during the semester of training. Consequently, students needing to extend their training an additional semester of practicum will be enrolled in a 0-credit course, Practicum Extension. Students have until the add/drop date of the semester following CM 605 to complete all training documents. If training documents are not completed by the add/drop date, the student must be registered for Practicum Extension.

## **Overview of Internship Training (CM 614 Internship in Counseling I and CM 619 Internship in Counseling II)**

Internship is a supervised clinical experience in which students refine, enhance, and integrate basic counseling knowledge and skills. 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. The internship hours are accrued during the second and third academic semesters of clinical training and includes:

- A total of at least 240 direct service hours with clients, including experience in individual and group work. The remaining 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-services, meetings, conferences, professional development, etc.)
- The opportunity to become familiar with a variety of professional activities and resources.
- One hour per week of individual supervision by a qualified on-site practicum supervisor.
- A weekly internship seminar providing group consultation by a program faculty member.
- 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. If recording is not permitted at the site, the Director of Clinical Training will conduct a live observation.
- 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.
- Students who do not complete at least 600 hours during the combined two semesters of internship will have to extend their training into a third semester of internship until the 600 hours requirement has been met. All students engaged in clinical training as a part of academic requirements at The Chicago School must be enrolled in a course during the semester of training. Consequently, students needing to extend their training into a third semester of internship will be enrolled in a 0-credit course, CM 625 Internship Extension. Students have until the add/drop date of the semester following CM 619 to complete all training documents. If training documents are not completed by the add/drop date, the student must be registered for CM 625 Internship Extension.

## 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. The site must adhere to and support the ethical codes of conduct applicable to the American Counseling Association (ACA) <http://www.counseling.org/knowledge-center/ethics>. Additionally, training sites should demonstrate a commitment to student training and development. To prepare culturally competent helping professionals to meet the challenges of a multicultural and diverse society, cultural awareness, cultural knowledge, and culturally responsive skills 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 and Capstone presentations. The hosting agency and its trainees must inform clients of students' training status.

### Training Staff

The training site must have at least one masters or doctoral level independently 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 being 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 and maintaining open communication with the Director of Clinical Training. 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 program faculty as necessary and appropriate. Similarly, sites are expected to notify the Director of Clinical Training immediately if changes have or will be made to their training program.

### Requirements to Be a Practicum and Internship Site Supervisor

A practicum or internship site supervisor must have:

- A minimum of a master's degree in counseling (preferred) or a related profession (e.g., licensed professional counselor, licensed clinical professional counselor, marriage and family therapist, social work, psychologist, psychiatrist) with equivalent qualifications, including appropriate certifications and/or independent licenses (e.g., LCPC, LPC, etc.).
- A minimum of two years of pertinent, post-master's professional experience in the program area in which the student is completing clinical instruction.
- Knowledge of the program's expectations, requirements, and evaluation procedures.
- Relevant training in counseling supervision 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.
- Malpractice insurance

## **Practicum and Internship Site Development and Maintenance**

### **Developing New Sites**

Training sites are continuously being developed by the Director of Clinical Training. All training partnerships are established by a memorandum of understanding (MOU) between The Chicago School and the training site. The Chicago School also encourages students who may have ideas or current relationships with potential training sites to work with the Director of Clinical Training in developing these sites.

Students who are interested in sites that are not listed in the database are welcome to talk with the Director of Clinical Training regarding this. To establish a training relationship and ensure that the site can meet our training needs, any interested student should provide contact information to the Director of Clinical Training as soon as possible. Know that this process can take weeks and The Chicago School must have a MOU on file with the site before any student can interview at a training site.

### **Site Maintenance**

The Director of Clinical Training continually reviews training sites to ensure they provide experiences that are consistent with the goals and philosophies of The Chicago School of Professional Psychology. Information for this continual assessment comes from interaction between the Director of Clinical Training, site personnel, and feedback from students on their practicum and internship experiences. Sites are annually required to review and update their site information, and periodic site visits also occur by the Director of Clinical Training. Sites are required to complete a Training Agreement for each student they supervise within the first two weeks of the start of the practicum semester. 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 the Director of Clinical Training, so that an addendum can be made to the Training Agreement within two business weeks.

### **Liability Insurance**

The Chicago School provides liability insurance for all students engaged in practicum and internship. The Certificate of Insurance is accessible for both students and site supervisors. Students are covered under the school's policy as long as they remain enrolled students at The Chicago School. Per CACREP, students are to be covered by individual professional counseling liability insurance policies while enrolled in practicum and internship. 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 The Chicago School 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. Students will be supported by the Director of Clinical Training within the first semester through CM 604 Practicum Readiness Assessment and through subsequent individual and group meetings, workshops, and seminars. We have established several professional behavior guidelines:

### Correspondence

To support and assist students in successfully securing a field placement, students must remain in active communication with the Director of Clinical Training. The Office of Placement and Training, the Director of Clinical Training, and Program Faculty will provide students with a significant amount of information, general as well as personalized. Our primary mode of communication will be by emailing 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 several steps that students must take to initiate the search for a clinical training site. It is critical that students complete all necessary paperwork by the deadlines posted, not only to remain in the clinical training 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 ask for reinstatement.
- Obtain your Academic Advisor's signature as an endorsement of your petition.
- Meet personally with the Director of Clinical Training.

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

### Professional Behavior

As an applicant, you represent not only yourself but also The Chicago School 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. Professional behavior 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 represented yourself in an unprofessional manner, immediately bring the matter to the Director of Clinical Training. Unprofessional behavior could potentially damage relationships between the site and the school. If you believe that a site has engaged

unprofessionally or somehow treated you unfairly, immediately seek consultation with the Director of Clinical Training.

### **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.

### **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 in which 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.

### **Clinical Training Site Fair**

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

### **Training Placement Database**

The Chicago School uses Tevera, an interactive database of site information that is available on the internet portion of The Chicago School's website. Students are welcome to search Tevera once provided access by the Office of Placement and Training as much as they choose to identify sites of interest. Tevera is used during clinical training and is utilized to log hours post-graduation towards licensure. It is imperative for students to let the Director of Clinical Training know of errors found in the database as soon as they are discovered. Tevera is updated as soon as the Director of Clinical Training is made aware of errors or changes based on information provided by either sites or students. In addition, the Director of Clinical Training periodically sends out requests to sites to provide us with the most current information about the site. The Director of Clinical Training is also in contact with sites throughout the year. However, sites are often changing, and unfortunately, sites may not always inform the Director of Clinical Training 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 the Director of Clinical Training, so students are provided the most up-to-date information possible.

Please keep in mind that The Chicago School owns the information contained in Tevera 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).

### **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

Students will meet with the Director of Clinical Training to discuss training opportunities that are of interest to them. This will allow the Director of Clinical Training to provide guidance on sites that meet student training goals. The Director of Clinical Training may limit the number of applications to any given training site based on coordination with site training representatives. Some sites inform the Director of Clinical Training that they want fewer applications, and, in such cases, the Director of Clinical Training abides by their requests.

Students will receive notification of approved sites from the Director of Clinical Training. **Students can only apply to those sites that you have been granted approval for by the Director of Clinical Training.** If the Director of Clinical Training 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 Director of Clinical Training and check their email daily. Students should not make any contact with sites in the database during the search process unless specifically directed to do so by the Director of Clinical Training. 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, letters of recommendation, 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.**

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 the appendix. 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 clip art, borders, unusual fonts, no colored paper if sending a paper copy, etc.). **Please note that students will have ample opportunity to develop cover letters during CM 604 Practicum Readiness Assessment.**

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 the appendix. **Please note that students will have ample opportunity to revise resume/CVs during CM 604 Practicum Readiness Assessment.**

### **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, areas of growth, 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**

Some sites may require a special application form. Sites may provide an application form upon receipt of other application materials, during the interview, or sometime before the student begins training. 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

Interview workshops will be hosted each training cycle to discuss and provide resources about interviewing.

Interviews can be offered any time by training sites. Plan any holiday or semester break activities accordingly, as interviews may be occurring during that time.

When you are 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 the Director of Clinical Training 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 areas of growth?
- 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/adults/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 have 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 type 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, etc. Remember, you are interviewing the site as well. Therefore, gather as much information as you can 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 and for the interview.** 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 the appendix.

## **Additional Workshops**

Throughout the application and search process, additional workshops will be hosted to best prepare students for the practicum and internship experience.

## **Accepting an Offer**

Offers and acceptances of practicum/internship positions typically begin in October-November for spring placements and May-July 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 the parameters of the site.

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 accept an offer, you are bound to that "match." Under no circumstance can you accept another offer.** Students should then contact all other sites 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, thus your actions in the clinical training search process reflect not only upon yourself, but The Chicago School and your Chicago School 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 Training, not the site.

**Students should forward the offer and acceptance to the Director of Clinical Training, so the program is aware of your "match."** The Director of Clinical Training needs to know when you were offered and accepted the position, where you are going, and who will provide licensed supervision of your field placement. **Please update the Director of Clinical Training by submitting the Site Confirmation Form after accepting an offer.** 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 their 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 the Director of Clinical Training in writing that they are 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 search process.

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

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

After consultation with Program Faculty, the Director of Clinical Training will notify the student as to whether they have been granted reinstatement in the search process. If a student is not permitted to re-enter the search process, they will be referred to the academic department for further review.

Students should have a secured practicum and internship placement by the first day of the semester in which the student intends to begin practicum. **Students must submit the Site Confirmation Form at least two weeks prior to the start of the Practicum semester.** This deadline assures proper class scheduling around field placement. Students who find they are entering the final month before the start of the semester without a clinical training site in place should immediately contact the Director of Clinical Training and schedule a meeting for advisement and support. If a student does not secure a practicum and internship placement by the first day of the semester in which the student intends to begin practicum, the student must delay placement until the next semester that Practicum is offered.

## PART THREE: PRACTICUM AND INTERNSHIP

### Practicum and Internship Paperwork

The Chicago School 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, ensures student safety, and provides additional clarity between The Chicago School and our valued training partners.

Students must complete and submit several training-related documents during each semester of practicum and internship. All documents are available electronically via the Tevera Database. These documents are to be completed and signed off together with your site supervisor and/or seminar instructor to be officially submitted.

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

## **Practicum and Internship Training Agreement**

The Training Agreement form 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.** A telehealth addendum, or other addendums, may be required in addition to the training agreement.

## **Practicum and Internship Evaluation and Hour Log**

The Practicum and Internship Evaluation and Hour Logs are completed once each semester over the course of the year and records a student's growth and development at the conclusion of the practicum (CM 605 Counseling Practicum) and internship (CM 614 Internship in Counseling I and CM 619 Internship in Counseling II) semester experience. Among other domains, the evaluation captures information about a student's professional behavior; capacity to develop counseling 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 forms also document 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. The forms require the student's and the site supervisor's signatures. A minimum of 100 hours with 40 direct service hours is required for CM 605 Counseling Practicum and a minimum of 600 hours with 240 direct service hours is required across the CM 614 Internship in Counseling I and CM 619 Internship in Counseling II course sequence. **The seminar leader evaluation, site supervisor evaluation, and hour log are due by the day final grades are due each semester.**

## **Anonymous Site Evaluation Form**

The Anonymous Site Evaluation forms are completed three times over the course of the year – once at the conclusion of the practicum experience which corresponds with the conclusion of the CM 605 Counseling Practicum course, and then once at the conclusion of each internship seminar corresponding with the CM 614 Internship in Counseling I and CM 619 Counseling in Internship II. **The site evaluation form is due by the day final grades are due each semester.**

## **Informed Consent Forms**

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 the student will audio/video 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 Capstone submission, as a requirement of their seminar course.

## **Campus Grading Policy**

While on practicum and internship, students are concurrently enrolled in seminar courses at The Chicago School. These 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 instructor 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 may, however, count 1.5 hours per week from their seminar course as group supervision.**

Students participating in seminar primarily work toward completion of the Capstone, which is a written practice case conceptualization and oral presentation to the class during CM 605 Counseling Practicum and CM 614 Internship in Counseling I. The Capstone reflects the student's mastery of essential counseling skills and ability to integrate theory with practice. 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 redacted and to foster the student's case conceptualizations. Although the final paper can be examined to verify client confidentiality, site supervisors do not provide guidance to students regarding content, as this final document will be defended as the Capstone and must solely reflect the student's individual efforts and understanding of the client.

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

- Signed and completed Training Agreement by the second week of the semester.
- Signed and completed Evaluation and Hour Log from both the site supervisor and seminar instructor by the end of each semester.
- Completed anonymous site evaluation by the end of each semester.
- Any additional clinical training site and/or course requirements.

At the end of each semester, students will initially receive a grade of IP (In Progress) for the seminar course. To receive a passing grade for a seminar course, the student must have a passing site supervisor evaluation, passing seminar leader evaluation, completed site supervisor evaluation, hour log, evaluation of site, and consolidated report, all properly submitted through Tevera. If a student does not pass both the seminar and site evaluation, then the student does not pass the seminar course. If this occurs, the Director of Clinical Training will determine the next course of action, which may include repeating that semester of training, being removed from further training pending remediation, and/or a referral to the Student Affairs Committee.

### **Student Responsibilities During Practicum and Internship**

According to the 2014 American Counseling Association (ACA) Code of Ethics and Standards of Practice, section A.11. Accordingly, all students will:

- 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 and internship training occurs.
- Identify and discuss general and/or non-emergency ethical questions in seminars and supervisory meetings.
- Become familiar with and abide by policies and procedures established by the practicum and internship site(s).

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.

## Support for Students on Training

Students concurrently participate in a seminar course each semester that they engage in field placement training. All seminars are facilitated by faculty who specialize in a particular clinical activity (e.g., group therapy), theoretical orientation (e.g., systems), and/or population (e.g., children and adolescents). Students meet weekly with their practicum seminar instructors 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 and internship. Students frequently present 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 and internship.

Supervisors are encouraged to contact 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 students on an annual basis; however, contact the Director of Clinical Training if you need an immediate site visit or need consultation with your site supervisor.**

## Conflict Resolution Process and Procedures

We anticipate that students will enter their practicum and internships with the requisite counseling skills, professional behavior, 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 the Director of Clinical Training 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.

The Director(s) and Associate Director(s) of Training serve as the school's liaisons to practicum/internship training sites, helping to resolve any problems that may occur. If problems arise, we expect that sites will contact Office of Placement & Training (OPT) at the earliest possible convenience. Similarly, if our students encounter anything unusual or problematic at their training site, they should contact both their advisor and the Director of Clinical Training immediately. In general, the best solution occurs as early as the problem is identified through informal means. The Director of Clinical Training will therefore only directly intervene with a site after reasonable attempts have been made by the student to resolve the problem at hand, unless there have been egregious, serious, irremediable infractions at the site.

Students traditionally contact the Director of Clinical Training 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 instructor.
- Difficulty dealing with the environment on site.

- Difficulty managing academic course load, practicum/internship responsibilities, and life demands.

Site Supervisors traditionally contact the Director of Clinical Training 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 behavior (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 on evaluation forms).

Seminar instructors traditionally contact the Director of Clinical Training for a variety of reasons including:

- Concerns about issues or incidents that students discuss in seminar.
- Concerns about a student's lack of clinical development.
- Concerns about professional behavior issues.

The Director of Clinical Training offers support to students, site supervisors, and seminar instructors 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.

Feedback regarding student progress should be occurring throughout the training year and ideally in the context of individual supervision. Site supervisors will contact the Director of Clinical Training immediately should any concerns emerge over the course of the training year. If concerns arise during training, the site will work to remediate these skills through a plan for improvement, otherwise known as a remediation plan. This remediation plan should be specific in the behavioral concerns and provide clear expectations for improvement.

The Director of Clinical Training will work with the site to assist in the expectations and goals of the remediation plan. This plan must be 30 days or more. A site must inform the Director of Clinical Training prior to initiating a remediation plan and engage with the Director of Clinical Training throughout the process, including if the requirements of the plan have been met. This process should be a collaborative one, including the Director of Clinical Training, the site and the student. If the student does not successfully meet these expectations of the remediation plan, the site must inform the Director of Clinical Training prior to terminating the student.

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 regarding their concerns. After doing so, students may feel quite comfortable to address their concerns directly and thoughtfully with their supervisors. 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 Director of Clinical Training or their seminar instructor. 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. At this point, the Director of Clinical Training helps to develop and implement a remediation plan that likely involves ongoing consultation with the site, seminar instructor/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.

Sites are to contact the Director of Clinical Training prior to implementing a formal remediation plan. A site may opt to terminate a student's placement if all attempts at remediation have failed. If the site determines that they would like to terminate the 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. If the site has followed the three-tiered model and would still like to proceed with termination, 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.

**In the rare occasion that a student performs in a manner at a site that is in direct violation of site policy and that behavior warrants immediate termination, The Chicago School requests that sites first contact the Director of Clinical Training so that the school is informed of the action that must be taken. In such an instance, the Director of Clinical Training, seminar instructor, or other The Chicago School representative may request to be a part of the communication of termination to make sure that the student clearly understands the reason for the decision and understands how the decision would impact their standing at The Chicago School.**

The student trainee may be removed from their practicum or internship site due to:

- 1) Failure to function in a responsible and professional manner;
- 2) Failure to adhere to the ethical guidelines for professionals in their specified field;
- 3) Failure to adhere to the laws that govern whatever state or district in which the trainee is engaging in practicum or internship (e.g., mandated reporting of child abuse);
- 4) Failure to successfully remediate areas of deficiencies as defined by the training site; and/or
- 4) Termination by the site based on failure to adhere to agency policy and procedures or other behavior determined to be unacceptable for a student trainee.

Termination from a training site will result in a referral to the Student Affairs Committee. A student terminated from a site will receive a non-passing grade for the seminar course and will no longer participate in the course following termination. A student is not permitted to count accrued training hours from a failed training experience unless extenuating circumstances are present as determined via policy exception.

### **Protocol for Premature Termination of Training Experience**

According to the American Counseling Association (ACA), 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 student is not permitted to simply terminate a practicum or internship experience without first consulting with the Director of Clinical Training.

If a student must prematurely terminate the practicum or internship, the following protocol will be followed:

- The student will immediately contact the Director of Clinical Training to explain and discuss the circumstances for wanting to prematurely terminate the practicum or internship. The Director of Clinical Training will determine if premature termination is warranted.

- The student and Director of Clinical Training will then consult with relevant faculty and/or school administrators to discuss the circumstances of the potential termination and the appropriate termination process.
- The Director of Clinical Training will then schedule a meeting with the site supervisor, student, and any other relevant parties to discuss the termination and transfer of clients being seen by the student.

Any practicum or 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 (ACA). Consequently, a referral to the Student Affairs Committee (SAC) may be warranted for premature termination without consulting the Director of Clinical Training or any other professional behavior concerns.

### **Repeating a Training Course**

Should a student trainee fail any component of the training experience (training placement supervisor evaluation, seminar leader evaluation, and/or training course grade), they will be required to repeat either a portion of or the entire training experience depending on program requirements. This may include repeating training course(s) and/or training hours. A student is not permitted to count accrued training hours from a failed training experience unless extenuating circumstances are present as determined via policy exception.

Reasons that a student trainee may be required to repeat a training experience include, but are not limited to:

- Dismissal from a training site after unsuccessful remediation;
- Dismissal from a training site due to a serious, irremediable infraction;
- Lack of expected training competency including professional judgment;
- Transfer from another graduate program;
- Failure of the student trainee to submit required training documentation;
- Failure of the student trainee to successfully complete all requirements of the training seminar course sequence; and/or
- Leaving a training site without permission from the Director of Clinical Training.

A student who is displaced from training and must subsequently repeat a passed training course may be eligible to petition for policy exception related to tuition expense. Displacement is defined as being forced to cease training due to circumstances beyond the student's control. Dismissal from training does not qualify as displacement.

A student who must repeat a passed training course for a reason other than displacement will be responsible for repeating the training experience including retaking the training course and paying associated course costs.

### **Wellness**

Life is so busy and even more so during graduate study! We know, we've been there! In between your coursework and training experiences, you are 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 you find the time to care for yourself. Self-care, a component of wellness, is essential, especially during times of increased demand such as graduate school. As such, the program supports and encourages 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. While each student has differing obligations and life circumstances, the program faculty strongly discourages students from engaging in full time employment while completing clinical training. Students typically are also enrolled in classes (besides the training seminar) while also providing services at their training sites. Full time employment along with clinical training and course work may create a circumstance in which students are unable to experience meaningful professional growth in training. Students are encouraged to discuss scheduling with their academic advisors to determine how to best balance obligations during clinical training.
- Extended breaks away from clinical training may be necessary at times, e.g., illness, death of a close family member, etc. When extended absences from clinical training can be anticipated, students are expected to communicate these absences to their site supervisors as soon as possible. Documentation of the incident leading to absence from clinical training should be provided to the student's Student Support Counselor just as in the case of absence from classes. Extended breaks from clinical training which would not qualify as an excused absence from class should be avoided, e.g., vacations, and measure should be taken, in consultation with site supervisors, to ensure that client care is not interrupted.

### **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/>

**Appendix A: Sample Flowchart for the Practicum and Internship Process for  
Clinical Training Placement – Full Time Student  
(dates and actions are subject to change)**

Checklist	Date	Action
<input type="checkbox"/>	Upon successful completion of CMHC prerequisites (30 credits)	<ul style="list-style-type: none"> <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"/>	Fall-Spring /Year 1	<ul style="list-style-type: none"> <li>▪ Resume/CV Development in CM 604 Practicum Readiness Assessment</li> <li>▪ Overview of the Tevera Database</li> <li>▪ Cover Letter Creation in CM 604 Practicum Readiness Assessment               <ul style="list-style-type: none"> <li>○ Create a Cover Letter tailored to a site of interest (that you found in the Tevera database)</li> </ul> </li> <li>▪ Recommendation Letter Request in CM 604 Practicum Readiness Assessment               <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.</li> </ul> </li> </ul>
<input type="checkbox"/>	Year 1	Clinical Training Informational Workshop <ul style="list-style-type: none"> <li>▪ Students receive and review training manual.</li> <li>▪ Overview of the Tevera Database</li> </ul> <b>Attendance is mandatory</b>
<input type="checkbox"/>	Fall-Spring/Year 1	<b>Clinical Training Site Fair</b> Allows you to learn more about potential sites. <b>Attendance is mandatory.</b> <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> </ul> First impressions are important remember to wear appropriate interview attire
<input type="checkbox"/>	Year 2	Practicum Application Submissions <ul style="list-style-type: none"> <li>▪ Send out applications via email to sites to which you were <b>approved</b> to apply.</li> </ul>
<input type="checkbox"/>	Year 1 or 2	Interviewing Workshop <b>Attendance is mandatory</b>
<input type="checkbox"/>	Year 2	<ul style="list-style-type: none"> <li>▪ Attend additional mandatory workshops</li> <li>▪ Schedule and attend interviews at sites.</li> <li>▪ Accept placement (via verbal agreement and email) and email the Director of Clinical Training.</li> <li>▪ Be sure to complete site specific requests for any clearances, fingerprinting, and background checks prior to start of training.</li> </ul>
<input type="checkbox"/>	Year 2	Begin attending CM 605 Counseling Practicum. Complete weekly hour logs.

<input type="checkbox"/>	2 weeks after the start of practicum	<b>Complete your Training Agreement</b> in consultation with your site supervisor through the Tevera database.
<input type="checkbox"/>	End of Fall/Spring Semester Year 2 (CM 605 Counseling Practicum Seminar completed)	<b>Training Evaluation(s) and Hour Log and Site Evaluation and Consolidated Report</b> due. You cannot receive your grade for seminar until these forms are completed and signed in the database.
<input type="checkbox"/>	End of Spring/Summer Semester Year 2 (CM 614 Internship in Counseling I completed)	<b>Training Evaluation(s) and Hour Log and Site Evaluation and Consolidated Report</b> due. You cannot receive your grade for seminar until this form is completed in the database.
<input type="checkbox"/>	End of Summer/Fall Semester Year 2 (CM 619 Internship in Counseling II completed)	<b>Training Evaluation(s) and Hour Log and Site Evaluation and Consolidated Report</b> due. You cannot receive your grade for seminar until this form is completed in the database.

Spring practicum starts are available although fall has the greatest training opportunities. The above flowchart and timeline would be altered for students who wish to begin training in spring or are employing a part-time student schedule.

<b>Required Tevera Documents</b>	<b>Required Signatures</b>
Site Supervisor Evaluation of Student Form	Student Site Supervisor
Seminar Leader Evaluation of Student Form	Student Seminar Leader
Student Hour Log	Site Supervisor Student
Student's Evaluation of Site Forms	Student
Consolidated Report	Student Site Supervisor Director of Clinical Training

Please note, the student is responsible for developing and initiating paperwork in Tevera. Students work with their seminar instructors, the Director of Clinical Training, and/or Tevera Support to resolve Tevera-related technology and database challenges.

## 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 Clinical 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 M.A. 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 various 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 (TCSPP 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 Forensic Psychology: Professional Counselor Licensure Track.”
- 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:

- 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 an excellent 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: Sample Thank You Email**

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

## Appendix E: Sample Acceptance Letter

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 Hospitals' 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

## Appendix F: 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

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

## Appendix G: Suggested Protocol for Master's Clinical Training 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
<b>Month 1: (Week 1-4)</b>	<p><b><u>Week 1:</u></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><u>Week 2:</u></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><u>Week 3:</u></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><u>Week 4:</u></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>
<b>Month 2: (Week 5-8)</b>	<p><b><u>Week 5:</u></b></p> <ul style="list-style-type: none"> <li>• Assigned 2-3 additional clients</li> </ul>

	<ul style="list-style-type: none"> <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> <p><b>Week 8:</b></p> <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
- 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!**

## Appendix H: Consent for Release of Information Taping Example (Training Site)

I hereby consent to the audio and/or videotaping of myself and the recording of my voice during the course of my sessions (e.g., counseling/therapy appointments, evaluation interviews, and testing meetings). I further consent to the use of these tapes and/or recordings singularly or in conjunction with other taping and/or recordings for the student's training and education at the agency where I am receiving services and The Chicago School ("The Chicago School"). I understand that I am working with a student enrolled at The Chicago School and that this is a routine procedure in graduate psychology training.

I have been advised that I have the right to not have my clinical sessions recorded and that I may, at any time, change my mind and revoke this consent to have my sessions taped without affecting my ability to receive treatment. I can revoke my consent by informing the student, either in writing or verbally, that I do not want to be taped in future sessions.

I understand that my tapes may be reviewed by the student's supervisor(s) and/or used for educational discussions at The Chicago School and that my confidentiality will be respected in all such discussions. Where possible, personally identifying information will be removed or changed to protect my identity.

Regardless of whether I have agreed to the audio and/or videotaping of my sessions, I have agreed and do understand that the content of my clinical sessions may be reviewed by the student's supervisor(s) and/or used for educational discussions at The Chicago School and that my confidentiality will be respected in all such discussions. Where possible, personally identifying information will be removed or changed to protect my identity.

The student may be required by law to break confidentiality in situations of immediate dangerousness, such as those involving suicidal or homicidal threats, reports of child and elder abuse or neglect, and the inability to protect oneself from significant harm.

I understand that, unless I revoke my consent and specifically request to not have a session or sessions taped, any or all sessions may be taped.

This consent is valid for one year from the date of Client's signature below. If the client is of legal age, the client can sign. If the client is a minor, then the client guardian must sign.

\_\_\_\_\_  
Client's Printed Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Client's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian Signature (if client is a minor)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

## Confirmation of Signed Consent & Release

This is to certify that I attained the following consent forms from my volunteer or client before rendering any clinical activity to fulfill coursework requirements (check one):

- Consent for Release of Information (Training Site)**  
*(This form is used with clients if the training site or hosting agency does not have a form authorizing the use of client material for articulated academic purposes.)*
- Practicum Site or Hosting Agency Consent and Release Form**  
*(An agency release form should be used with clients for academic purposes only if that form specifically articulates (1) consent for audio and/or videotaping and/or (2) the release of that information to fulfill articulated coursework requirements.)*

Additionally, I verify that:

- Informed Consent of Student trainee status provided**  
The student therapist has informed the client of their trainee status, and client charts and session material may be shared in an academic setting for educational purposes.
- I retained either the original or a copy of the form in question and understand that I may be required to produce it upon request of The Chicago School faculty and/or administration.
- My site supervisor has verified that I obtained the original form in question and my site supervisor's signature indicates this.
- The consent was appropriately executed by the client, volunteer, or that person's legal guardian, and
- The terms of the consent and release of information, including but not limited to its nature and purpose, limits to confidentiality, and the rights and responsibilities of all involved parties, were fully explained to the person who executed the document in question.

\_\_\_\_\_  
Student's Printed Name

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor's Printed Name

\_\_\_\_\_  
Site Supervisor's Signature

\_\_\_\_\_  
Date

This document is being submitted to fulfill course requirement as assigned by:

\_\_\_\_\_  
Instructor's Name

\_\_\_\_\_  
Date

## **Confirmation of Signed Consent & Release**

This is to certify that I attained the following consent forms from my volunteer or client before rendering any clinical activity to fulfill coursework requirements **(check one)**:

- Consent for Release and Record Clinical Information (The Chicago School CMHC)  
This form is used with clients if the training site or hosting agency does not have a form authorizing the use of client material for articulated academic purposes.
- Fieldwork Site or Hosting Agency Consent and Release Form**  
*An agency release form should be used with clients for academic purposes only if that form specifically articulates (1) consent for audio and/or video recording and (2) the release of that information to fulfill articulated coursework requirements.*

## **Informed Consent of Student Trainee Status Provided**

Additionally, I verify that:

- I have informed the client of my trainee status, and that the client's charts and session materials may be shared in an academic setting for educational purposes
- I have retained a copy of The Chicago School CMHC or Fieldwork Site consent to release and record and understand that I may be required to produce it upon request of The Chicago School faculty and/or administration.
- My site supervisor has verified that I obtained the original form in question and my site supervisor's signature indicates this.
- The consent was appropriately executed by the client, volunteer, or his or her legal guardian.
- The terms of the consent and release of information, including but not limited to its nature and purpose, limits to client's rights to confidentiality, and the rights and responsibilities of all involved parties, were fully explained to the client, volunteer, or his or her legal guardian.

\_\_\_\_\_  
Student's Printed Name and Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor's Printed Name and Signature

\_\_\_\_\_  
Date

**Appendix I:  
Office of Placement & Training  
University Training Policies & Procedures  
2023**

**Office of Placement & Training (OPT)'s University Policies & Procedures, Student Handbook:**

1. Grading:

Please find The Chicago School's *Grading* policy in the [student handbook](#). This policy is listed under "Academic Policies and Procedures" and is highlighted in the "In Progress" section.

The student is required to complete necessary documentation outlined by their department in order to satisfy deliverables associated with the training course grade. Prior to the end of the term/semester, all training course grades will be listed as In Progress (IP) as a placeholder until all course assignments and training documentation requirements are satisfied for the term/semester. All documentation is due by the "Official End of Term" date(s) (Please find these dates in the Academic Calendar) and the student's last day of training.

Practicum and Internship Courses

A student is required to complete the following steps in order to receive a grade for practicum and/or internship:

1. Turn in a completed and signed Training Agreement on the Office of Placement and Training (OPT) database by the second week of the term/semester.
2. Submit an hour log signed by the primary supervisor by the end of each term/semester.
3. Submit a site supervisor evaluation.
4. Submit a seminar leader evaluation.
5. Complete a site evaluation by the end of the term/semester.
6. Complete a consolidated report in the OPT database.
7. Submit any additional documentation required by academic department policy and/or state or governing board forms.

A student who fails to complete any of the above steps will remain in IP status in their practicum and/or internship course. Following 12 weeks from the end of the grading term, the grade will be changed to No Credit (NC) or Fail (F), and the student may be required to repeat the practicum or internship placement and seminar course.

A student who needs to complete practicum or internship hours to satisfy degree requirements, and who will be actively engaged in training on site after the add/drop date of the subsequent term/semester, must be enrolled in an extension course.

The Practicum/Internship Seminar courses are taken sequentially, and the student must show proficiency throughout the Practicum/Internship experience. Students who do not pass the seminar course are required to repeat the field experience in total. Hours accumulated during a semester will be counted toward total hours only if the student passes the seminar course. Hours accumulated during a semester will not be counted toward total hours if the student fails the seminar course.

2. In Progress (IP) Grade:

Please find The Chicago School's *In Progress (IP)* policy in the [student handbook](#). This policy is listed under "Academic Policies and Procedures."

A course is not considered complete until all course requirements have been met and the final course grade has been assigned. The IP grade may be used only in practicum, internship, field experience, and study abroad courses. A student who has completed their final term/semester in their academic program must have all IP grade(s) resolved within 30 calendar days of the official end of the term/semester as published on the [Academic Calendar](#) or be enrolled in a corresponding extension course in order to remain in Active status at TCSPP. A student who does not meet those requirements will be withdrawn from the institution. This rule supersedes the 12-week timeframe for practicum and internship courses described in this document.

Practicum and Non-Doctoral Internship Courses

A student is required to complete the following steps in order to receive a grade for practicum and/or a non-doctoral internship:

1. Turn in a completed and signed Training Agreement on the Office of Placement and Training (OPT) database by the second week of the term/semester.
2. Submit an hour log signed by the primary supervisor by the end of each term/semester.
3. Submit a site supervisor evaluation.
4. Submit a seminar leader evaluation.
5. Complete a site evaluation by the end of the term/semester.
6. Complete a consolidated report in the OPT database.
7. Submit any additional documentation required by academic department policy and/or state or governing board forms.

A student who fails to complete any of the above steps will be assigned an IP grade in the practicum and/or internship course. Following the 12 weeks from the end of the grading term, the grade will be changed to No Credit (NC) or Fail (F), and the student may be required to repeat the practicum or internship placement and seminar course.

A student who needs to complete practicum or internship hours to satisfy degree requirements and who will be actively engaged in training on site after the add/drop date of the subsequent term/semester must be enrolled in an extension course.

### 3. Training Course Extension:

A student may extend their time in practicum or internship to meet program or licensure requirements by a maximum of two semesters or four terms. A student who has not successfully completed the training requirements of the program after completing these additional two semesters or four terms receive a No Credit (NC) and may be required to repeat the training sequence in its entirety and associated course work.

A student may petition the Office of Placement & Training (OPT) policy exception committee for one additional semester or two additional terms. To qualify for an extension, the student must be deemed to have been making satisfactory progress to the point of the request for extension. A student who does not complete practicum or internship requirements by the end of that extension will receive a No Credit (NC) and may be required to repeat the entire training sequence and associated course work.

Where a program has both practicum and internship, this policy applies separately for each type of training requirement (e.g., a student may extend two semesters or four terms to complete a practicum sequence before a petition is required but remain eligible for an extension to the internship sequence).

### 4. Repeating a Training Course:

Please find The Chicago School's *Repeating a Training Course* policy in the [student handbook](#). This policy is listed under "Academic Policies and Procedures."

Should a student trainee fail any component of the training experience (training placement supervisor evaluation, seminar leader evaluation, and/or training course grade), they will be required to repeat either a portion of or the entire training experience depending on program requirements. This may include repeating training course(s) and/or training hours. A student is not permitted to count accrued training hours from a failed training experience unless extenuating circumstances are present as determined via policy exception.

Reasons that a student trainee may be required to repeat a training experience include, but are not limited to:

- Dismissal from a training site after unsuccessful remediation;
- Dismissal from a training site due to a serious, irremediable infraction;
- Lack of expected training competency including professional judgment;
- Transfer from another graduate program;
- Failure of the student trainee to submit required training documentation;
- Failure of the student trainee to successfully complete all requirements of the training seminar course sequence; and/or
- Leaving a training site without permission from the Director of Clinical Training.

A student who is displaced from training and must subsequently repeat a passed training course may be eligible to petition for policy exception related to tuition expense. Displacement is defined as being forced to cease training due to circumstances beyond the student's control. Dismissal from training does not qualify as displacement.

A student who must repeat a passed training course for a reason other than displacement will be responsible for repeating the training experience including retaking the training course and paying associated course costs.

5. Accommodations:

The Office of Placement & Training (OPT) is committed to actively working with and supporting students to ensure equal access to training. Requests for accommodation(s) must be approved by the Office of Student Support. Students may familiarize themselves with The Chicago School's [Student Rights and Responsibilities policies](#) in the student handbook. Accommodations are not retroactive and do not begin until the student has gone through the interactive request process with The Chicago School's Americans with Disabilities Act (ADA) Liaison team.

It is important to note that a training agency's primary obligation is to *clients*; therefore, OPT cannot guarantee that a training agency will honor accommodations. Accommodations made by The Chicago School do not transfer on to a student's training site and a student will need to apply for separate accommodation within the site's human resources or related department. If you have already received approval for accommodation from The Chicago School, it does not guarantee that you will be granted the same accommodation by your training site.

The Chicago School Directors of Training evaluate training sites to ensure that sites have reasonable safety and training protocols in place to protect The Chicago School community members. Students are expected to follow sites' safety and training protocols and use reasonable judgment at all times while at practicum or internship. If a student believes that a site has inadequate protocols in place or that a site fails to adhere to their protocols, the student should report it immediately to the Director of Training or their supervisor.

6. International students (F-1 Visa Holders):

International Students: Please note that it is the student's responsibility to coordinate with the Designated School Official (DSO) and your academic program to ensure that you are adhering to all necessary requirements that will secure your eligibility for training. Please find international student resources [here](#).

7. Degree Conferral:

Please find The Chicago School's *Degree Conferral* policy in the [student handbook](#). This policy is listed under "Academic Policies and Procedures."