

Training Manual for Site Supervisors

Master of Arts in Clinical Mental Health Counseling

2023-2024

For training-related questions or concerns, contact:

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Academic Calendar 2023-2024

August 28	First day of fall semester classes Fall Start Practicum Students may begin placement Training agreements signed within 2 weeks of start date Hour log tracking begins
September 4	Labor Day
November 10	Veterans' Day
November 23-24	Thanksgiving Holiday
December 4 December 12 December 17	Fall evaluations due Fall grades due Fall semester ends
December 17- January 7	Winter Break Students must break during this time. Please discuss client schedules and coverage with student in advance of the break.
January 8	First day of spring semester classes Spring Start Practicum students may begin placement
January 15	Martin Luther King Day
February-April	Applications for 2024-2025 Training Year
April 15 April 23 April 28	Spring evaluations are due Spring grades due Spring semester ends
May - July	Interviews Scheduled for 2024-2025 Training Year
June - August	Offers for Placement, 2024-2025 Training Year
May 6	First day of summer semester classes
May 27	Memorial Day Holiday
June 19	Juneteenth
July 4	Independence Day Holiday
August 19 August 21 August 25	Summer Evaluations are due Spring grades due Spring semester ends

Introduction

The Chicago School, Washington, D.C. Campus is pleased to welcome you as one of our Training Partners for the current training year. Your willingness to invite our Masters-level counseling students in the Clinical Mental Health Counseling (CMHC) program for a practicum and/or internship placement at your organization allows them to gain fundamental skills and experience for their professional development as beginning counselors in training. We fully recognize the investment that quality training entails and appreciate your collaboration and service to the profession.

The department has created this manual to provide sites with important information regarding the training of our students. This manual will serve as a guide for training, provide answers to common questions, and outline the responsibilities of the site, the student, and The Chicago School. The training process is a united effort, and we strive for open lines of communication and an enhanced understanding between all parties. The Chicago School welcomes any feedback regarding this manual, questions about clinical training, and concerns regarding our students' performance.

Our campus training programs include: PsyD in Clinical Psychology, Master of Arts in Clinical Mental Health Counseling (CMHC), Master of Arts in Forensic Psychology (MAFO), and Applied Behavioral Analysis (ABA). Although there are specific differences in training across our programs, there are inherent similarities which allow a bridge of information between sites. Specific requirements based on the program will be delineated in a separate area.

At The Chicago School, we use an online training database to help sites and students navigate the various training experiences. The Tevera Database houses the relevant paperwork pertaining to all practicum/internship experiences. The system allows us to streamline the process of communication and evaluation across disciplines making the process of training more efficient and cost effective for those involved.

Practicum and Internship Training Requirements

All students in the CMHC training program must complete the following requirements:

- The combined practicum and internship experience must range between 9-12 months on site.
- Students should spend approximately 16 to no more than 24 hours per week (e.g., 2-3 days/week) at the training site (with the exception of practicum).
- A practicum experience totaling 100 hours minimum; this experience typically occurs for a minimum of three months while the students are concurrently enrolled in a practicum seminar course at The Chicago School. Of the 100 hours, 40 must be spent in direct service to clients. **The direct service hours must include individual and group counseling and may also include family counseling, intake assessments, crisis counseling, and assessment.**
- An internship experience totaling a minimum of 600 hours, 240 must be spent in direct service to clients; this experience typically occurs for 9 months while the students are concurrently enrolled in Internship seminars.
- A minimum of 700 total hours accrued over the course of the entire practicum and internship training experience. 280 hours, or approximately 40-60% of the student's time, must be spent in direct service to clients (individual, group, and/or family counseling; intake assessments; crisis counseling; assessment).
- **Clinical assignments should provide the opportunity to complete audio/video recordings of counseling sessions, which will be reviewed by The Chicago School faculty seminar instructor and the student's peers during live, face-to-face fieldwork course supervision. If a site does not allow recordings, the site is asked to agree to allow the Director of Clinical Training to conduct a live observation of a session.**
- The Chicago School requires sites to provide one hour of individual supervision per week. This supervision must be provided by a clinician with a license granted by the state or district's Department of Professional Regulations at the appropriate level (LPC, LCPC, LCSW, LMFT, Licensed Clinical Psychologist, or Licensed Psychiatrist). Supplemental supervision may be provided by other professionals. Primary site supervisors must have the following qualifications:
 1. A minimum of a Master's Degree in counseling or a related profession.
 2. Relevant certifications and licenses.
 3. A minimum of two years, post master's, pertinent professional experience in the program area in which the student is enrolled.
 4. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
 5. Relevant training in counseling supervision (e.g., Workshop, online course, conference, site specific training, graduate level course).
- A second hour of supervision is also recommended, and may occur in either individual, triadic (one supervisor and two interns), or group supervision.

- Sites are encouraged to provide students with other relevant learning activities such as case conferences/consultations, didactics, professional presentations, program development and grand rounds when appropriate.
- Appendix E provides a sample flowchart of how the practicum and internship experiences may be scoped at a site, offering suggestions about when students might be ready for individual client activity. The Chicago School recognizes that each site will operate according to its own needs and policies; the flowchart is given as a model of a typical clinical training experience.

The Chicago School Practicum and Internship Paperwork

The Chicago School students must complete and submit several training-related documents during each semester of clinical practicum/internship, including the Training Agreement (Appendix A/B/C), and Practicum/Internship Evaluations which includes the Hour Log documentation. The Practicum/Internship Training Agreement and the Practicum/Internship Evaluations are available electronically via the Tevera Database. These documents are to be completed and signed off together to be officially submitted. The Site Supervisor must also complete their Site Supervisor Detail page in the Tevera Database to upload their licensing verification, CV (Curriculum Vitae), and documentation of counselor supervision training. Tevera can be accessed through the link: <https://thechicagoschool.tevera.app/#/login>. A brief orientation of Tevera for site supervisors is located at <https://knowledge.tevera.com/display/OFl>.

Additionally, 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, ensure student safety, and provide additional clarity between The Chicago School and our valued training partners. The MOU will be sent to the site to sign electronically and should be signed before students begin their training experience. If the site has questions about the MOU, please direct those to the Director of Clinical Training.

Should you have any questions regarding this system, please submit a ticket to Tevera's Support Desk. Click the Help button in the upper right-hand corner of your screen, fill out the prompts, and click submit.

1. Click the **Help** button in the upper right hand corner of your database.

- The Support Menu will open in the lower right of your screen.

2. Type a question in the search menu to find a tutorial or support article.

3. If you still have a question, click **Contact Us**.

4. Complete the following required fields:

The screenshot shows the Tevera Home page with sections for Welcome, Student, Timesheets, Assignments, and Site Placements. A red box highlights the Help button in the top right corner of the page. Below the box, a red arrow points to the 'Contact Us' button.

If you continue to have problems, please send an email to opt@thechicagoschool.edu with the following:

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

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

1. **Practicum/Internship Training Agreement:** Students have been instructed to access the Training Agreement from the Tevera Database. This agreement form records the details of a student's training experiences:
 - The duration of the practicum experience
 - The number of weekly hours
 - Supervision schedule
 - Supervision goals

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. Students who are currently utilizing telehealth platforms to serve clients at training sites will also be required to submit the telehealth addendum with the training agreement.**

2. **Practicum/Internship Evaluation and Hour Log:** The Practicum and Internship Evaluation forms will be available through the Tevera Database. Evaluations are completed at multiple points over the course of the year and records a student's growth and development: a final evaluation for each semester. Among other domains, the evaluation captures information about a student's professional comportment; capacity to develop therapeutic relationships; assessment and diagnostic skills; ability to develop relevant and well-timed interventions from a culturally-responsive standpoint; ability to assess the outcome of these interventions and adjust accordingly; use of research, consultation and supervision to further the treatment they provide, as well as their own professional growth and development. The form also documents the student's hour accrual over each semester. It is the student's responsibility to insert the relevant hour information, but the supervisor is required to approve the indicated hours. (Students will also track their hours on a weekly basis through Tevera.)

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

b. Internship Evaluations: An evaluation is due at the end of subsequent semesters of training. A final hour log is due at the conclusion of the student's Internship seminar courses. Students must accurately record all hours accrued up to that point, and the student's and site supervisor's signatures are required for processing.

3. **Informed Consent Form:** Students are required to obtain informed consent (Appendix D) from their clients. The consent form is signed by the appropriate parties and remains in the client's file on site. The verification that consent was obtained is signed by the student and site supervisor and returned to the seminar instructor along with the student's Clinical Competency Examination submission, as a requirement of their seminar course.

Campus Grading Policy

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 compliments the on-site learning process **but is not a substitute for supervision**. The leader and peer group members merely serve as consultants to the cases presented in the seminar. As such, students must always defer to and follow the instructions of their on-site supervisor regarding the implementation of all clinical services on site.

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

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

* * * * *

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

1. Sign and complete Training Agreement in the Tevera database by the second week of the semester;
2. Complete weekly hour logs; and
3. Complete evaluations and hour log by the end of each semester.
4. Complete site evaluation by the end of each semester.
5. Complete a consolidated hours report by the end of each semester.

If any of the above steps are not met, then the student's registration will be placed on hold. The hold will be removed after the steps are completed. If a student does not submit required documentation including an hour log and training agreement by the end of the semester, then the hold will remain on their record, and they will receive an IP (in progress). The IP grade will be changed to an "I" (incomplete) after 6 weeks of student noncompliance. Following 6 weeks of an "I," the grade will revert to an NP (no pass) and the student will be required to repeat the training placement and seminar class. Note that the IP grade may be used for an extended period of time at the discretion of the Office of Placement and Training.

To receive a passing grade for the seminar course, the student must have a passing site supervisor evaluation, passing seminar leader evaluation, completed hour log, survey of site, and passing all course assignments. If a student does not pass the seminar evaluation, the

site evaluation, accrue the required hours, and pass all course assignments then they do not pass the seminar course.

The Chicago School-Based Support for Students on Training

What The Chicago School-based support is available to students on training?

As aforementioned, all students concurrently participate in a seminar course each semester that they engage in clinical training. All seminars are facilitated by The Chicago School faculty who specialize in a particular clinical activity (e.g., assessment), theoretical orientation (e.g., Systems), and/or population (e.g., children and adolescents). Students meet weekly with their practicum seminar leaders to present cases, obtain clinical consultation, and discuss any problems or concerns. These courses provide a small consultation group in which students examine relevant clinical and professional development issues that arise as the result of participation at their practicum. Students frequently present practicum cases to gain mastery in the integration of theory and practice. Case conceptualizations consider rapport development, broad system issues, and areas of diversity and difference. Students are explicitly instructed that this is NOT clinical supervision, but rather a supplemental experience to their practicum.

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

What school-based support is available to practicum sites?

Supervisors are encouraged to 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.

It is a priority of the counseling program to engage in routine site visits. We value this experience as it allows us to have a better sense of where our students are training, what type of supervision they are receiving, and the culture of the training agency. These visits are also a means of facilitating open communication between The Chicago School and training sites. We appreciate all the hard work and valuable training you offer our students and welcome the opportunity to thank you in person. Circumstances may prohibit an in-person site visit at times. When this is the case, efforts will be made to arrange virtual visits with site supervisors and other site staff.

Conflict Resolution Process and Procedures

We anticipate that students will enter their training with the requisite clinical skills, professional comportment, and work ethic to successfully complete their clinical training. Similarly, we expect that sites provide a supportive, professional environment and rigorous supervision to facilitate student development. Articulating clear policies and procedures regarding trainee responsibilities, supervision, evaluation, and remediation at the onset of the training relationship can help sites to prevent potential conflicts. Nevertheless, training issues or

concerns may arise and can only be effectively addressed with open communication between the site and the school. We expect that students and/or site supervisors will contact 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 counseling program offers support to students, site supervisors, and seminar leaders to resolve any conflict. 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 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 should contact the program immediately should any concerns emerge over the course of the training year.

Should a student need remediation, then the site and site supervisor are obligated to follow the three-tier model of remediation. **A site cannot terminate a student without following a due process procedure.** The three-tier model consists of the following:

- Tier 1: The first tier of our conflict resolution model encourages students to think introspectively in regard to their concerns. After doing so, students may feel quite comfortable addressing their concerns directly and thoughtfully with their supervisors. Note: Students should inquire about and be aware of any site-specific grievance policies.
- Tier 2: If issues continue to persist and/or a student feels uncomfortable to address a concern at that time, students move onto the second tier of conflict management, which may include consulting with the program including, the Director of Clinical Training, faculty, or their Practicum Seminar leader. During this level of intervention, the program assists students to identify the problem, clarify expectations, as well as introduce, teach, and role-play skills for handling the conflict. After doing so, it is hoped that students feel empowered to address conflicts as professionals.
- Tier 3: Some situations might require the program to become more immediately and actively involved in the conflict resolution process. This is considered the third tier of intervention. At this point, the program helps to develop and implement a remediation plan that likely involves ongoing consultation with the site, practicum seminar leader, and/or other faculty, as well as advisement of the student. Students are actively informed of the steps in this process, and ongoing dialogue and collaboration is encouraged and expected.

If the site determines that they would like to dismiss the practicum 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. Below is a chart listing the essential skills, knowledge, and attitudes a Clinical Mental Health Trainee should demonstrate during their training experience. This training disposition chart can be useful for a remediation plan. The program encourages sites to contact the Director of 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. In this case, the site supervisor will be asked to provide documentation regarding the nature and progression of the concerns, the feedback provided to the student, the actions taken to intervene, and the student's response or lack thereof to the interventions. This written account will be forwarded to The Chicago School Student Affairs Committee for review.

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

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

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

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

Seminar leaders traditionally contact DCT for a variety of reasons including:

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

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 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.

Appendix A: Example CMHC Course Curriculum Sequence

Fall Year 1

- Introduction to the Counseling Profession and Ethics
- Theories of Counseling and Psychotherapy
- Diagnosis of Mental Health Issues
- Helping Relationships and Skill Development in Counseling
- Practicum Readiness Assessment

Spring Year 1

- Diversity & Multiculturalism
- Assessment in Counseling
- Methods of Research and Program Evaluation
- Group Theories and Processes of Counseling

Summer Year 1

- Lifespan Development
- Treatment Planning
- Couples and Family Counseling
- Addictions and Substance Abuse

Fall Year 2

- Counseling Practicum
- Career Development and Counseling
- Electives

Spring Year 2

- Internship I
- Electives

Summer Year 2

- Internship II
- Capstone

Appendix B: Example Practicum/Internship Training Agreement

Practicum/Internship Type:

Instructions: Student, you will complete MOST of the information in this form. Do not leave any sections blank but instead put 'NA' or 0 (zero) as applicable. You will meet with your site supervisor to complete this information. They have a separate login to sign. Please fill out all sections of this training agreement, which serves as the written contract for the practicum/internship experience. **Do not leave any sections blank.** Students and site supervisor should review and complete this form **within two weeks of the practicum start date.** This form must be submitted via the Tevera Training Database after both the student and supervisor sign electronically. Any changes to this agreement over the course of the year will need to be documented and approved by the site supervisor and Director of Clinical Training.

Placement Guidelines

This agreement is entered into by (the student), The Chicago School, and the Site. The Site agrees to adhere to the Practicum Guidelines of the Chicago School, MA CMHC Program.

The practicum and internship experiences last between 9 and 12 months, for at least 700 training hours, as required by CACREP (Council for Accreditation of Counseling and Related Educational Program). The student must carry a regular caseload of 3 or more long-term clients (2-3 in practicum, 8-10 in internship), with 40% - 60% of the student's training spent providing direct clinical services. The student and primary supervisor will meet weekly for one hour of individual supervision.

This agreement is in effect from (first date of practicum) to (last date of internship)

Site Information

Name of Site:

Address:

City:

State:

ZIP:

Telephone Number:

Training Director Name:

Training Director Email:

Primary Supervisor Name:

Primary Supervisor E-mail:

Secondary Supervisor Name:

Secondary Supervisor Email:

Roles and Responsibilities

The Chicago School Agrees:

1. To assign The Chicago School Director of Office of Placement and Training (DOPT) and the DC Director of Training (DCT) to facilitate communication between The Chicago School, the student, the site, and the University Faculty Seminar Instructor during the fieldwork process. The DOPT and the DCT will also be available throughout the student's placement at the site to serve as a liaison and consultant. The DOPT for MA CMHC program is (DOPT Auto fill). The DOPT can be contacted at (Email auto fill) (email) or (Phone number auto fill) (phone).
2. To provide the site supervisor with an electronic copy of the Training Manual for Site Supervisors prior

to the student commencing at the site.

3. To confirm the student completed a background check at the time of admission into The Chicago School. If any concerns were found, the DCT will disclose such concerns to the site and site supervisor prior to the student commencing at the site.
4. To confirm the student is registered in good standing during training. During all terms of fieldwork placement, the student will be enrolled in practicum and internship courses with the same University Faculty Seminar Instructor. The Chicago School will notify the site should the student withdraw or no longer be qualified to continue at his/her/they fieldwork placement.
5. To provide the site supervisor electronic access to review and download the MA CMHC Practicum and Internship Training Manual, in which all site supervisor requirements, processes, and instructions are thoroughly described.
6. To provide the site supervisor with necessary training-related materials and electronic evaluation forms required to complete formative and summative evaluations of the student's counseling performance and ability to intergrade and apply knowledge throughout clinical training.
7. To provide ongoing consultation on student progress with the site supervisor via email, phone, or secure video conferencing.
8. To notify the student that he/she/they must adhere to the administrative policies, rules, standards, and practices of the site. The CMHC program requires that students be knowledgeable in laws and regulations related to clinical practice and licensure. The CMHC program and site expect students to abide by professional, ethical, and legal standards. These standards are an integral part of coursework and professional practice. The CMHC program abides by the American Counseling Association's 2014 Code of Ethics.
9. To provide immediate consultation with the site supervisor should concerns arise between the student and the site supervisor or site. The CMHC program follows a three-tiered process for conflict resolution, as described at the end of this document.
10. To contact the site supervisor should any problem or change occur in the relation to the student, site, or The Chicago School.
11. To provide professional development opportunities for site supervisors wherein NBCC-approved CE's may be earned.

The Fieldwork Site and/or Site Supervisor Agrees:

1. To assign a site supervisor who have: (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision (CACREP 2016, Standard 3.P.).
2. To complete electronic site supervisor detail prior to student placement, in which the supervisor will provide his/her/they professional training and work experience, counseling supervision training documentation (when able), and accompanying documentation (e.g., copy of license, CV, etc.).
3. To review the CMHC Training Manual prior to the student commencing at the site.
4. To provide opportunities for the student to engage in a variety of activities under supervision that must

include individual and group counseling. Other opportunities include co-counseling, consultation, observation, treatment planning, and training electronic documentation systems. During the first week of each fieldwork course, the site supervisor and student complete a Training Agreement documenting specific, agreed supervision, and placement activities to be completed and signed by each party.

5. To provide the student with clinical assignments with a sufficient caseload wherein the required number of direct contact hours (practicum = 40 hours; Internship I and II = 120 hours each (240 hours); for a total of 280 direct hours) can be earned. Direct contact is inclusive of individual, family, couples, and group counseling, and/or skill training activities (e.g., outreach, intake interviews, etc.).
6. To provide the student with clinical assignments which provide the opportunity to complete counseling session audio/video recordings; the recording will be reviewed by the University Faculty Seminar Instructor and the student's peers during live, face-to-face training course supervision. If the site does not allow recordings the site agrees to allow the Seminar Instructor or DCT to conduct live observation of a session at the site.
7. To provide the student with the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during his/her/they fieldwork.
8. To provide the student with adequate training on site-specific policies and procedures (e.g., crisis protocols, electronic management systems, etc.), as well as workspace, telephone, office supplies, computer access, and staff to conduct appropriate professional fieldwork activities.
9. To provide weekly supervision with the student that averages one hour per week of individual and/or triadic supervision, during which regular feedback to the student on skill development is included. At regular intervals during the placement, skill development feedback will be based on recording review, live, and/or in vivo supervision.
10. To complete timely, electronic, formative and summative assessments of the student's counseling performance and ability to integrate and apply knowledge at established intervals throughout fieldwork using provided evaluations and dispositions assessments.
11. To engage in ongoing consultation including regular feedback on the student's progress with the University Faculty Seminar Instructor and/or the DCT via email, phone, or secure video conferencing.
12. To notify the DCT or University Faculty Seminar Instructor immediately if there are any changes to the contract, including dates, hours, supervision, etc.
13. To provide an alternate site supervisor if the designated site supervisor is unavailable while the student is on site, and to provide the student and University Faculty Seminar Instructor with the alternate supervisor's contact information within two business days.
14. To provide immediate consultation with the student's University Faculty Seminar Instructor or DCT should concerns arise between the student and site supervisor. The CMHC program follows a three-tiered model of conflict resolution as described at the end of this document.
15. To contact the DCT with any concerns related to the student or University Faculty Seminar Instructor that are not being addressed in a professional manner.
16. To not require interns to perform in-home counseling unless accompanied by a licensed clinician AT ALL TIMES.
17. To not require interns to transport clients in their own or in an agency vehicle.

The Practicum/Intern Student Agrees:

1. To complete the electronic student detail prior to placement, in which the student will provide his/her/they contact information.
2. To review the CMHC Practicum and Internship Training Manual prior to commencing at site placement.
3. To agree to abide by and follow the 2014 ACA Code of Ethics. The CMHC program requires that students be knowledgeable in laws and regulations related to clinical practice and licensure. The CMHC program and training fieldwork site expect that trainees abide by professional ethical and legal standards. These standards are an integral part of coursework and professional practice.
4. To appropriately advocate with the site to engage in a variety of activities under supervision offered at the site placement. These include individual and group counseling, co-counseling, consultation, observation, treatment planning, and training in electronic documentation systems. During the first two weeks of the initial placement experience the student will collaborate with the site supervisor to complete the Training Agreement found in the training database.
5. To appropriately advocate for clinical assignments with a sufficient caseload wherein the required number of direct contact hours (practicum = 40; Internship I and II = 120 hours each (240 hours); for a total of 280 direct hours) can be earned. Direct contact is inclusive of individual, family, couples, and group counseling, and/or skill training activities (e.g., outreach, intake interviews, etc.). If you are not progressing with accrual of direct contact hours, it is the student's responsibility to alert the site supervisor, University Faculty Seminar Instructor, and Director of Clinical Training, and to actively engage in finding creative solutions.
6. To actively seek opportunities to become familiar with a variety of professional activities and resources, including technological resources, site-specific policies and procedures (e.g., crisis protocols, electronic management systems, etc.), and professional development opportunities (local and national) during fieldwork.
7. To complete counseling session audio/video recordings, with accompanying permissions completed and submitted; the recordings will be reviewed the University Faculty Seminar Instructor and peers in a secured, HIPAA-compliant thumb drive or online platform during your fieldwork course group supervision. If your site does not allow recordings, you will advocate for the University Supervisor or DCT to conduct a synchronous observation of a counseling session with an actual client utilizing a secured, HIPAA-compliant online platform. If neither of these are allowed at your site, you must notify your University Faculty Seminar Instructor and the DCT in advance and immediately determine an alternate course of action, which will need to be approved and signed by all stakeholders in advance. Your site and University Faculty Seminar Instructor may request students to complete additional recordings at any time.
8. To accurately and thoroughly complete Fieldwork Hours Log on a weekly basis and submit as outlined in each fieldwork course.
9. To actively seek, schedule, and complete weekly interactions with your site supervisor that averages one hour per week of individual and/or triadic supervision, during which you will receive regular feedback on clinical skill development. At regular intervals during the placement, skill development feedback will be based on a recording review or live supervision. It is your responsibility to ensure your logs are signed and/or are reviewed with your site supervisor, and to submit them to your University Faculty

Seminar Instructor for review and final approval.

10. To notify your University Faculty Seminar Instructor or the DCT immediately if there are any changes to the supervision contract, including dates, hours, frequency of supervision, or supervisor.
11. To seek immediate consultation with your Seminar Instructor and DCT should concerns arise between you, the site, and site supervisor. It is incumbent upon you to contact the DCT with any concerns related to the site, site supervisor, or Seminar Instructor that are not being addressed in a professional manner.

MA Clinical Mental Health Counseling Practicum

The Counseling Practicum is completed in the first 100 hours at the internship site. During this experience, students are to complete at least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills. This period of time is designed to provide the student intern with an orientation to the internship site and the services offered. The Practicum hours should include any required specialized training as well as opportunities for the student intern to observe and participate in services offered. *The following two dates should account ONLY for your first 100 hours of practicum.*

Practicum is in effect from (first date of practicum) to (last date of practicum)

Practicum Objectives, Observations and Orientation

Please specify four major learning goals or objectives for this practicum (determined by supervisor and student).

- 1.
- 2.
- 3.
- 4.

MA Clinical Mental Health Counseling Internship

The Counseling Internship I & II includes the 600 hours following the Practicum. This Counseling Internship consists of 2 parts. Internship in Counseling I and Internship in Counseling II. During this portion, students are to complete at least 240 clock hours of direct service (for a total of 280 direct hours in all training phases).

During the Internship portion of the experience the student begins to do more direct work with clients providing services that include intakes; screening; case management; individual, couples, and group counseling; and psychoeducation, as well as other activities assigned by the internship site. The Counseling Internship is a distinctly defined, post-practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills, and integrates and authenticates professional knowledge and skills appropriate to his or her program and initial postgraduate professional placement.

The following two dates should account ONLY for the remaining 600+ of Internship.

Practicum is in effect from (first date of internship) to (last date of internship)

Internship Training Goals

Please specify four major learning goals or objectives for this internship (determined by supervisor and student).

- 1.
- 2.
- 3.
- 4.

Estimated Practicum/Internship Hours

Students are expected to be on-site between 16 and 24 hours per week. All students are required to perform 100 Practicum hours and a **minimum** of 600 internship hours. At least **280 of these hours must be worked in direct clinical service.**

Total Hours per week on site:

Days/Times required by the site:

Vacation/sick time:

Total estimated hours:

Supervision Requirements

The Chicago School and the MA CMHC Program require sites to provide at least **one hour** of individual supervision per week, focused on the student's clinical work. This supervision must be provided by a clinician with a license granted by the state in which the supervisor practices. Supplemental supervision may be provided by other professionals. Site supervisors must have the following qualifications:

1. A minimum of a Master's Degree, preferably in counseling, or a related profession.
2. Relevant certifications and/or licenses.
3. A minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled.
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
5. Relevant training in counseling supervision

Supervision Information

Primary Supervisor:

Degree:

Type of License:

License Number:

License State:

License Expiration Date:

Type of Supervision: Individual

Hours Per Week:

Secondary Supervisor:

Degree:

Type of License:

License Number:

License State:

License Expiration Date:

Type of Supervision:

Hours Per Week:

Emergency Supervision

Plan for emergency coverage when supervisor is not on site:

Expected Training Activities and Hours

I.	Direct Clinical Services: interaction with clients that includes the face-to-face application of
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	counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum/internship students working directly with clients.	
		Average Hours/Week
	1. Intake/Interview	
	2. Individual Counseling	
	3. Marital/Family Counseling	
	4. Group Counseling	
	5. Case Management	
	6. Other:	
II.	Administrative Tasks: Includes those activities required by the site such as site-specific forms, trainings, team meetings, and/or the completion of clinical paperwork.	
		Average Hours/Week
	1. Charting/Case notes	
	2. Completing Administrative forms	
	3. Team/Training Meetings	
	4. Other:	
III.	Supervision: This is a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum/internship and facilitates the associated learning and skill-development experiences. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.	
		Average Hours/Week
	1. Individual (<i>1 hour required p/week</i>)	
	2. Group	
	3. Training Sessions/Didactics	
	4. Case Staffing/Presentations	
	5. Other:	

IV.	Professional Development: Any activities that further a students' development as a professional outside of structured coursework. These activities include reading books on specific types of interventions as they relate to clinical work, attendance at seminars and colloquia on identified topics.	
		Average Hours/Week
	Seminars, Readings, Other:	
V.	Consultation and Education: Any work primarily with other professionals or community resources providing information and education around specific populations and/or services. This may include meeting with a group of teachers to review services provided by the agency and/or education persons in the community on a specific topic.	
		Average Hours/Week
	1. Individual	
	2. Group	
	3. Other:	
VI.	Research and Evaluation	
		Average Hours/Week
	1. Participating in/Conducting research	
	2. Program Evaluation	
	3. Other:	
	Total Average Hours per week (must be between 16-24 hours)	

Additional Learning Activities and Evaluation Forms

I. List any case conferences, didactics, grand rounds, etc. Please specify frequency and duration:

II. List any evaluation forms the site may use in addition to the evaluation forms required by Tevera:

Site Consent for Release of Case Information

The student will be allowed to present psychological assessment data obtained at the site for course work requirements and will be able to present clinical case material, which may include client audio or video tapes, in program coursework. The student assumes full responsibility for presenting this material to the site supervisor for review in a timely manner so that there is time to discuss the purposes of the use of the material, who will have access to the material, the final disposition of the material, and the initiation of appropriate release(s) of information. The student assumes full and final responsibility for disguising clinical information in

order to protect confidentiality. The student also assumes full and final responsibility for ensuring that appropriate release(s) of information are obtained based on informed consent from the client/legal guardian.

This agreement is between the Chicago School, the student, and the Site.

Feedback and Conflict Resolution for Students

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

- *Tier 1: The first tier of our conflict resolution model encourages students to think introspectively in regard to their concerns. After doing so, students may feel quite comfortable addressing their concerns directly and thoughtfully with their supervisors. Note: Students should inquire about and be aware of any site-specific grievance policies.*
- *Tier 2: If issues continue to persist and/or a student feels uncomfortable to address a concern at that time, students move onto the second tier of conflict management, which may include consulting with OPT, faculty, or their Practicum Seminar leader. During this level of intervention, OPT 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 OPT to become more immediately and actively involved in the conflict resolution process. This is considered the third tier of intervention. At this point, OPT helps to develop and implement a remediation plan that likely involves ongoing consultation with the site, practicum seminar leader, and/or other faculty, as well as advisement of the student. Students are actively informed of the steps in this process, and ongoing dialogue and collaboration is encouraged and expected.*

If the site determines that they would like to dismiss the practicum 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.

Student Acknowledgement

*By signing, I understand that I am training under my supervisor's license. I will act in compliance with the **ACA Code of Ethics (2014, ACA)**, including accurately recording all training hours and activities, accurately maintaining clinical records, and acting under the guiding principles of beneficence and non-maleficence. Additionally, when I am unsure of my ethical and professional responsibilities, I will communicate my concerns to my site supervisors, seminar instructor, and Director of Clinical Training, always practicing good judgment and consulting as needed.*

Student Education Record: *The Chicago School of Professional Psychology has the right to disclose a student's education record, as set forth in the Family Educational Rights and Privacy Act of 1974 (FERPA), to training site representative(s) where necessary related to training goals. The education record includes but is not limited to academic grades, academic standing, programmatic standing, and disciplinary action. The training site representative(s) is responsible for maintaining the confidentiality of a student's education record as defined by FERPA and is prohibited from redisclosing the student's education record except as required by law or authorized by The Chicago School in writing.*

Site Acknowledgement

By signing, I agree that the student's experience will be performed pursuant to my order, control, and full professional responsibility as a supervisor. As a supervising clinician, I will adhere to the ACA Code of Ethics, the laws and ethics stipulated by my state's licensure board and agree that the above stated clinical activities are within my competence to supervise. I agree to adhere to the Practicum Guidelines of The Chicago School, Clinical Mental Health Counseling Program. I agree to discuss concerns about the student's performance with the student and with the student's seminar instructor and Director of Clinical Training, if indicated. I also agree to the Student Evaluation conditions listed above and will complete, in full, evaluations at the end of practicum, Internship I, and Internship II in a timely manner. In support of the Chicago School's CACREP accreditation, I have uploaded my current Resume/CV and license to the Tevera Database.

This agreement is intended to specify the intern's or trainee's planned educational/internship program details. A separate Memorandum of Understanding shall be executed that defines the relationship and specifies the legal obligations of the training site and The Chicago School of Professional Psychology.

Student Education Record: *The Chicago School has the right to disclose a student's education record, as set forth in the Family Educational Rights and Privacy Act of 1974 (FERPA), to training site representative(s) where necessary related to training goals. The education record includes but is not limited to academic grades, academic standing, programmatic standing, and disciplinary action. The training site representative(s) is responsible for maintaining the confidentiality of a student's education record as defined by FERPA and is prohibited from redisclosing the student's education record except as required by law or authorized by The Chicago School in writing.*

License Number:

Primary Supervisor (Site) Date

The Chicago School Acknowledgement

The Office of Placement and Training has reviewed the above training agreement and agrees to support the training activities outlined in this training agreement.

Office of Placement and Training Date



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

Office of Placement & Training (OPT)'s Training Manual Policies & Procedures:

1. Ethical responsibilities:

Students are expected to engage in professional and ethical behavior at all times and to follow the ethical guidelines set forth by their discipline's regulating body. Failure to adhere to professional codes of ethics, standards of practice, and state laws may result in disciplinary action up to and including dismissal from the program.

TCSPS policies are available for review in the Academic Catalog and Student Handbook available [here](#). Discipline-specific codes of ethics are available below:

[American Counseling Association \(ACA\)](#)
[American Psychological Association \(APA\)](#)
[American Public Health Association \(APHA\)](#)
[Behavioral Analyst Certification Board \(BACB\)](#)
[Board of Certified Behavior Analyst \(BCBA\)](#)
[Council for the Accreditation of Counseling and Related Educational Programs \(CACREP\)](#)
[Canadian Psychological Association \(CPA\)](#)
[American Association for Marriage and Family Therapy \(AAMFT\)](#)
[National Association of School Psychologists \(NASP\)](#)
[Society for Industrial Organizational Psychology \(SIOP\)](#)

2. Liability Insurance & Background Clearance:

The Chicago School of Professional Psychology (TCSPS) provides all enrolled students with professional liability insurance. The certificate of insurance is available on the Office of Training & Placement's (OPT) databases. As long as students remain active, i.e. enrolled in training seminar or extension courses, they are covered by the school's liability insurance. Students may also be required by their academic department and/or training site to maintain their own professional liability insurance. This liability insurance would be separate and distinct from the policy provided as a part of a student's matriculation at TCSPS. Departments will inform students of the cost for this coverage prior to beginning training. Additionally, training sites may require a student to submit to and pass an additional background check. Of note, TCSPS cannot share the results previously obtained in the new student process. Students who might reasonably anticipate that issues will arise on a background check, even if it does not appear on the TCSPS background check, are required to consult with their program's Director of Clinical Training or Associate Director of Training prior to the practicum or internship search process.

3. Vaccination Requirements:

The Chicago School's Office of Placement & Training (OPT) defers to the practicum and internship training site's policies and procedures regarding background checks, training and certifications, and drug testing requirements. OPT further defers to practicum and internship training site's policies and procedures regarding immunization and vaccination requirements (collectively "Health Standards") as they relate to COVID-19 or any other communicable disease. Students should therefore familiarize themselves with the training site's requirements prior to accepting a training offer to see if the site is a good fit.

Please note that accommodations granted by the Chicago School through the Accessibility Accommodations Request form may not be honored by a practicum or internship training site. Students therefore seeking accommodation(s), including without limitation, an accommodation to the Health Standards must follow the practicum or internship training site's accommodation application procedures.

4. Site Vetting:

The Office of Placement & Training (OPT) vets all sites prior to placing students and/or allowing students to begin training. This is done by the Director of Clinical Training (DCT) or Associate Director of Clinical Training (ADOT). The OPT representative meets with the site representative(s) to vet the site and to ensure the following:

- Site meets programmatic requirements;
 - Number of hours
 - Supervision
 - Documentation
 - Follow compliance in HIPAA compliant documentation
 - Other program specific needs
- Site is able to adhere to documentation requirements and associated database platform;
- Site agrees to follow the national OPT policies and timelines; and
- If program requires, site agrees to terms of the Memorandum of Understanding (MOU).
- **If the site is approved, they will be provided with:**
 - MOU to review and sign
 - Site Information Form
 - Site Supervisor Manual (Revisited)
 - Invitation from Tevera
 - Certificate of Liability Insurance (If Requested)

This site vetting process differs for our doctoral internship programs. These programs utilize Association of Postdoctoral and Internship Centers (APPIC) and California Psychology Internship Council (CAPIC) when engaging students in site placements. APPIC and CAPIC have their own application and site vetting process to evaluate the suitability of sites and approve membership to their organizations.

Our Applied Clinical Psychology (ACP) program utilizes APPIC and CAPIC as well as are able to develop a psychological associate position. These sites will utilize the site vetting process described above.

5. Site Visits:

All new sites must undergo a site visit as a part of the vetting process. Additionally, the Office of Placement & Training (OPT) in each department will review students survey of site form at each grading period. During these review periods, each department will develop a plan to visit the sites that students have rated low or identified as challenging. Departments should strive to visit all sites bi-annually. Site visits do occur on an as needed basis due to training concerns or to help students and site supervisors navigate training challenges.

6. Site Placement Review:

Office of Placement & Training (OPT) routinely reviews practicum and non-doctoral internship sites in order to ensure that training sites provide experiences consistent with the goals and philosophies of the university and programmatic requirements. Information for this on-going assessment comes from:

- Student's general feedback and evaluation of site at each grading period;
- Interactions between OPT and site personnel;

- OPT site visits;
- Feedback from seminar leaders;
- Timeliness of submission of required paperwork;
- Management of training concerns and communication with OPT related to these concerns;
- OPT's internal consultation through formal and informal meetings regarding student experience on site; and
- Ensure that all documentation associated with the site is up to date.

Training sites are required to update their site information on an annual basis and to keep their information current. If a site's training goals change after a training agreement has been made, it is expected that the site will make such changes known to OPT which will then determine if the site remains eligible to train our TCSPP students. If a practicum/internship site substantively changes its training program any time after a student accepts their offer, they must contact OPT in a timely manner.

7. Memorandum of Understanding:

All newly developed sites must have a fully executed Memorandum of Understanding (MOU) prior to students beginning clinical training on site. The Office of Placement & Training should identify active MOUs that need renewal on an annual basis.

8. Monetary Compensation for Supervision and Training:

Supervision: Students at The Chicago School are not permitted to pay for supervision at their clinical training site. Due to the ethical conflict of interest, students should not pay an individual who has evaluative authority over their professional outcome.

Training: Students are able to receive a stipend for their clinical training hours, however, are not permitted to receive hourly and/or salary pay. This is dependent on the site and their availability of funding and not determined by The Chicago School. Students in some departments may also be employees of their site and receive a salary and/or hourly pay. If your site does offer you a stipend, please contact your DCT/ADOT prior to accepting this compensation.

9. Driving:

Students at The Chicago School are not permitted to transport clients at any time and under any conditions. If a site requests that you transport a client, please consult with your Director of Clinical Training.

10. In-Home Treatment of Clients:

Students are allowed to provide services to clients in the client's home, however this must be done under the following conditions:

1. First, they must shadow a seasoned clinician executing this type of treatment;
2. Second, the student must feel ready to engage in this type of service, as determined by the supervisor, and comfortable to do it on their own;
3. Third, the supervisor must be available, by phone or in person, if an emergency arises or to consult with if the student has a question or concern; and
4. Finally, if your site allows for providing services within the community, the student needs to ensure that they are meeting the confidentiality requirements of the training site.

11. Professional Comportment Related to the Interview Process:

Responding to Interview Offers and Expected Conduct During the Interview Process:

Students will engage in the site placement interview and placement process according to their program's policies and procedures. The Office of Placement & Training (OPT) requires that when you are called and offered an interview that you accept it graciously. If you have applied to a site and are offered an interview, you must attend the interview, unless you have accepted another offer with the approval of your Director of Clinical Training (DCT). Each interview will provide you with another chance to practice and hone your interviewing skills, learn about the current professional market, and develop professional relationships. When scheduling interviews, be sure to confirm the date, time, and location of your interview. Ask about special parking instructions or directions to the location of the interview.

If OPT learns that you failed to show for or cancelled an interview, consequences could include you being referred to the Student Affairs Committee-Professional Comportment (SAC-PC) or being placed on an Academic Development Plan (ADP). However, and in some instances, such as illness or emergency, it may be necessary to reschedule an interview. Please consult with your OPT program liaison to further discuss how to address these situations.

Responding to Offers:

After accepting an offer refer to your program's policies and procedures around updating your placement information. Once you verbally, or in writing, accept an offer, you are bound to that "match/placement." Under NO circumstance can you accept another offer. Rather, you should inform every other site at which you interviewed or have an interview scheduled and notify them that you are no longer a candidate for their position. Please remember that you are an ambassador of the Chicago School, thus your actions in the practicum search process reflect not only upon yourself, but the Chicago School and your peers. 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. Because your verbal acceptance is a binding agreement between you and the site, you should immediately contact the DCT. If you withdraw your acceptance of an offer, consequences could include you being referred to the Student Affairs Committee-Professional Comportment (SAC-PC) or being placed on an Academic Development Plan (ADP).

If you accept an offer at a practicum site and still have interviews scheduled at other sites, you should discuss ways to proceed with the DCT. You will be required to professionally cancel your scheduled interview to be mindful of the time of site supervisors and their commitment to clinical work. Together with the DCT, the student will determine the best way to communicate with the site that the interview will be cancelled.

Scheduling & Attendance:

Students are expected to maintain an agreed-upon training schedule with minimal changes or disruptions. Students are expected to provide adequate notice of absence from training, where possible. Students should report absences due to illness to the site supervisor and/or the Director of Clinical Training at least 48 hours in advance, where possible.

If the student requires an extended leave of absence from the site due to injury, serious illness, pregnancy or related conditions, or other reason, they should immediately notify the site's Director of Clinical Training as well as the Office of Placement & Training (OPT). In the instance that any of the above occur after accepting a site, but prior to starting a practicum, the student must contact OPT promptly to discuss immediate and/or future accommodations. The University's Accommodations policy can be found [here](#). While on site, you will need to seek accommodations from your site as well as from the school.

Students are required to maintain contact with the OPT throughout their training experiences to ensure that they are meeting program requirements. If students are not meeting their hour requirement or anticipate that this will be a problem in the future, they must contact their Director of Clinical Training or Associate Director of Training in a timely manner. If there is any change to the student's active status while enrolled at The Chicago School (i.e., dismissal, LOA, etc.), they must notify their DCT immediately. If your status is inactive for any reason, you are no longer allowed to engage in training of any kind and must work with your DCT to create an exit plan from your training site. If you have reenrolled at The Chicago School, following an inactive status, you must reengage with your DCT to determine training status and next steps.

Termination from Training Site:

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 above, it is at the department and OPT's discretion to determine the most appropriate course of action.

12. Confidentiality:

Confidentiality:

Confidentiality is important in any class, but especially in an experiential class, in which students might disclose personal information in discussions with the class or instructor, or in their class writing. For respect, safety, and integrity we must maintain the utmost of confidentiality regarding what is communicated in class. Without risk, learning may not take place. It is hard to risk without feeling one's privacy will be held in confidence. Exceptions to confidentiality include any information regarding potential harm to yourself or others, particularly to children. As a licensed psychologist, the instructor is a mandated reporter and therefore is required to report threats to an individual, be they self-inflicted or caused by others.

Additionally, in this class, at times the instructor and students may discuss details of clinical work or review client case materials as examples of course concepts. In accordance with the American Psychological Association's Ethical Principles of Psychologists and Code of Conduct, reasonable precautions must be taken to protect confidential information. "Psychologists do not disclose in their writings, lectures, or other public media confidential, personally identifiable information concerning their client/patients, students, research participants, organizational clients, or other recipients of their services that they obtained during the course of their work, unless 1) they take reasonable steps to disguise the person or organization, 2) the person or organization has consented in writing, or 3) there is legal authorization for doing so (APA Ethics Code 2002, 4.07). As a result, in their discussions and course materials, instructors will remove or alter any details that could identify actual clients. Students also at times may bring to class real world and work experiences in order to enhance their own and others' learning. Students are similarly expected to protect the privacy and confidentiality of such information and materials. All students are expected to maintain all related notes and handouts from such classes in a professional manner. Failure to do so may result in a referral to the Student Affairs Committee.

13. HIPAA Compliant Zoom Account:

All students and faculty in programs that require professional training will be issued a Health Insurance Portability and Accountability Act of 1996 (HIPAA) compliant Zoom account. These accounts are strictly for students' educational use and are not permitted to be used for clinical/counseling purposes.

14. Training Documentation: Clinical/Counseling/ABA/School:

Students and training sites are expected to abide by all conditions detailed in the training agreement that is established within the first two weeks of training. Students must receive direct supervision by qualified site supervisors for all clinical or supervisory activities that take place at a training site. Students who experience disruption in their supervision or activities specified in their training agreement must contact their Director of Clinical Training or Associate Director of Training.

- Training Agreement
 - Completed by student with input/review from site supervisor
 - Due within two weeks of starting practicum
 - If it is not completed, training is suspended

The Office of Placement & Training (OPT) expects sites to provide clear and timely feedback about performance to students. Students who are placed on a formal or informal remediation plan, on "warning," or a performance improvement plan, by their training site, must contact their Director of Clinical Training or Associate Director of Training immediately so that the program may support the student in meeting site expectations. If a student is placed on a performance improvement plan, the site is required to provide the Director of Clinical Training or Associate Director of Training with the proper documentation for the student's training record.

The following documentation is required for successful completion of non-doctoral training experiences, due dates are program specific and can be found in training manuals.

- Site Supervisor Evaluation of Student Forms
- Seminar Leader Evaluation of Student Forms
- Student Hour Log
- Student's Evaluation of Site Forms
- Consolidated Report (Tevera Users Only)
- Additional documentation as specified by program

15. Training Documentation: I/O and Public Health:

Students and training sites are expected to abide by all conditions detailed in the training agreement that is established within the first two weeks of training. Students must receive direct supervision by qualified site supervisors for all clinical or supervisory activities that take place at a training site. Students who experience disruption in their supervision or activities specified in their training agreement must contact their Director of Clinical Training or Associate Director of Training.

- Training Agreement
 - Completed by student with input/review from site supervisor
 - Due within two weeks of starting practicum
 - If it is not completed, training is suspended

The Office of Placement & Training (OPT) expects sites to provide clear and timely feedback about performance to students. Students who are placed on a formal or informal remediation plan,

on “warning,” or a performance improvement plan must contact their Director of Clinical Training or Associate Director of Training immediately so that the program may support the student in meeting site expectations. If a student is placed on a performance improvement plan, the site is required to provide the Director of Clinical Training or Associate Director of Training with the proper documentation for the student’s training record.

The following documentation is required for successful completion of the training experience, due dates are program specific and can be found in training manuals.

- Training Agreement
 - Completed by student with input/review from site supervisor
 - Due within two weeks of starting practicum
 - If it is not completed, training is suspended
- Supervisor Evaluation Form
 - A supervisor evaluation is completed once at the end of the semester in which the training/internship was taken.
- Student Evaluation of Site Form
 - Completed by student at the conclusion of the first semester and at the end of the placement experience. This form must be completed in order to receive a grade.

16. Conflict resolution:

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.

17. Remediation:

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 Office of Placement & Training (OPT) 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 OPT prior to initiating a remediation plan and engage with OPT throughout the process, including if the requirements of the plan have been met. This process should be a collaborative one, including OPT, the site and the student. If the student does not successfully meet these expectations of the remediation plan, the site must inform OPT prior to terminating the student.

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.

18. Supplemental practicum for certification or license seeking students:

Some students gain additional experience by completing supplemental training experiences. Supplemental training experiences are similar to other practicums or internships but may be a few months to a year or have a lesser weekly time commitment than the required practicum or internship. For example, a site at which you previously trained may welcome you back for a few months over the summer to gain additional training in testing. A supplemental practicum can only occur when a student is concurrently engaged in a full practicum experience, enrolled in a Practicum Seminar and approved by the Office of Placement & Training (OPT). Prior to commencing this supplemental training experience, a student must consult with OPT's Director of Clinical Training to review the nature of the experience and receive approval. Within two weeks of their start date, students must complete a Supplemental Training Agreement. Note that the student and supervisor will submit practicum evaluations and hour logs just as they would for a required training experience. Students must submit all forms for their primary and supplemental training experiences, with passing marks for their supervisors and seminar leaders to successfully receive credit for the training experiences.

Appendix E: 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"> Upon the student review, the Director of Clinical Training, will issue a determination on advancement to practicum/internship, remediation, or denial.
<input type="checkbox"/>	Fall-Spring /Year 1	<ul style="list-style-type: none"> Resume/CV Development in CM 604 Practicum Readiness Assessment Overview of the Tevera Database Cover Letter Creation in CM 604 Practicum Readiness Assessment <ul style="list-style-type: none"> Create a Cover Letter tailored to a site of interest (that you found in the Tevera database) Recommendation Letter Request in CM 604 Practicum Readiness Assessment <ul style="list-style-type: none"> 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.
<input type="checkbox"/>	Year 1	Clinical Training Informational Workshop <ul style="list-style-type: none"> Students receive and review training manual. Overview of the Tevera Database Attendance is mandatory
<input type="checkbox"/>	Fall-Spring/Year 1	Clinical Training Site Fair Allows you to learn more about potential sites. Attendance is mandatory. <ul style="list-style-type: none"> This is an opportunity to meet site supervisors and gather information about possible practicum/internship sites. Bring hard copies of your resume/CV to offer site supervisors First impressions are important remember to wear appropriate interview attire
<input type="checkbox"/>	Year 2	Practicum Application Submissions <ul style="list-style-type: none"> Send out applications via email to sites to which you were approved to apply.
<input type="checkbox"/>	Year 1 or 2	Interviewing Workshop Attendance is mandatory
<input type="checkbox"/>	Year 2	<ul style="list-style-type: none"> Attend additional mandatory workshops Schedule and attend interviews at sites. Accept placement (via verbal agreement and email) and email the Director of Clinical Training. Be sure to complete site specific requests for any clearances, fingerprinting, and background checks prior to start of training.

<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	Complete your Training Agreement 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)	Training Evaluation(s) and Hour Log and Site Evaluation and Consolidated Report 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)	Training Evaluation(s) and Hour Log and Site Evaluation and Consolidated Report 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)	Training Evaluation(s) and Hour Log and Site Evaluation and Consolidated Report 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.

Required Tevera Documents	Required Signatures
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.