



COUNSELING PROGRAM

CMHC

Professional Practice

Student Handbook

(CACREP 4.G)

2025 – 2026

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Congratulations!

Moving into Professional Practice is a big step in your counseling career. Your CMHC faculty are here to support and encourage you in this new adventure. We've been there and understand how dicey it can feel at times.

Contact us any time!

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Clinical Coordinator Responsibilities (CACREP 1.GG)

The Clinical Coordinator is responsible for the coordination of practicum and internship experiences in CMHC practice areas and is responsible for responding to inquiries regarding practicums and internship.

All MA in School Counseling and MA in Clinical Mental Health Counseling students are expected to read, follow, and stay current with the policies and procedures of the Graduate School and Adult Learning (GSAL) which are included in the Graduate Catalog, as well as the information included in the Student Handbook, this handbook, and any other Counseling Programs manuals and publications.

Northwestern College (NWC) reserves the right to change any policies, procedures, and provisions at any time without prior or other notice to any person or entity. Changes will be shared through the College's communication channels.

Mandatory Professional Practice Orientation

CMHC students are required attend the mandatory Professional Practice Orientation which is held two semesters (typically early fall) prior to the start of Practicum. Information on the orientation will be disseminated to students via email and the Counseling Program Blackboard Learning Community. The orientation provides students with critical information on the Professional Practice Experience, requirements that must be met related to the Professional Practice Experience, deadlines, and tips/best practices for searching for a Practicum/Internship site. If for any reason a student cannot attend, the student must communicate their conflict in advance to the Clinical Coordinator and proactively make other arrangements for an alternate method of orientation. After students have attended the orientation, they may officially engage with a site to contract for their professional practice experience.

On-Going Support to Help Students Find a Site (CACREP 4.A; L)

Students are provided information on Practicum and Internship processes early in their program to provide ample time for preparation and for seeking a professional practice site. All students are ultimately responsible for identifying and acquiring their own sites. Practicum and Internship sites must be approved, however, by the Counseling Program's Clinical Coordinator. Students should contact the Clinical Coordinator with questions throughout the process of securing a site.

Students are also able to utilize Tevera as a resource for finding a professional practice site. They are able to review sites utilized by other students and reach out to them for potential placement. Should a student run into trouble securing a site, he should let core faculty know immediately. In this case, the clinical coordinator, as well as core faculty, work with a student individually to brain storm possible placements and to connect students in same geographic area to share introductions at possible sites. With the goal of successful placement, the career center on campus works is available to work with students to refine resumes and practice interviewing skills.

Students are encouraged to begin looking for possible sites and given tips on how to approach this professionally beginning in New Student Orientation. This process is reinforced during Professional Practice Orientation.

Students are given an opportunity to evaluate their experience with the practicum and internship placement process during Internship II. They will receive and email with a link to a Qualtrics survey. This is very important information for the program to receive in making sure we are continually improving our processes. (CACREP 4.L)

Deadlines

CMHC students need to have a site located and all paperwork submitted via Tevera during the first four weeks of their fourth semester in the program. This is the semester prior to starting Practicum.

What to look for in a site

Successful sites allow students to practice counseling alone with clients. They support the student in building a caseload. The site arranges regularly scheduled supervision. They allow the

students to record clients for skill building. The site supervisor fully understands her role and is happy to complete all paperwork and tasks that go with their role.

Previously Used Sites & Supervisors

Students are able to access Tevera to view all the sites students have used while completing Professional Practice Courses in the CMHC program.

Evaluating Placement Process

Students are given an opportunity to evaluate their experience with the practicum and internship placement process during Internship II when they complete final paperwork for the semester. They receive an email with a link to a Qualtrics survey. This is very important information for the program to receive in making sure we are continually improving our processes.

Students evaluate the following:

Assistance received from the program in identifying and screening potential sites

Clarity of information received from program regarding when and how to secure a site

Recommended improvements in Professional Practice Orientation

Recommended improvements in assistance

The data gathered from student evaluations is utilized for program evaluation. This valuable information also informs changes made to processes.

Professional Practice Liability Insurance (CACREP 4.B)

Students enrolled in their Professional Practice Experience are required to obtain professional liability insurance for counselors for the duration of their Professional Practice placements. A copy of the Liability Insurance Face Page must be submitted via Tevera as part of the Professional Practice Application Process and then as a syllabus assignment for each Professional Practice course. Students must maintain the liability insurance coverage throughout their Professional Practice Experience. Students are responsible uploading a copy of the updated policy in Tevera each time the policy is renewed.

Students without liability insurance coverage cannot meet with clients until coverage is obtained or renewed verified by the Clinical Coordinator. Professional Practice hours accumulated during a lapse in coverage will not be counted toward a student's Practicum or Internship requirements. NWC requires counseling students to purchase liability coverage in the amount of \$1,000,000 per claim and \$3,000,000 aggregate (minimum) annually.

Maintaining Privacy and Confidentiality of All Protected Health Information of Clients (CACREP 1.X)

Students must carefully follow the guidelines of their site placement, NWC CMHC Program, state, federal and international privacy requirements regarding protected health information of clients. The program has built policies pertaining based on:

- NIST (National Institute of Standards and Technology) Guidelines: Utilizing NIST cybersecurity frameworks to implement appropriate technical safeguards for data storage and transmission.

- Electronic Communications Privacy Act (ECPA): Complying with regulations regarding interception of electronic communications when recording client interactions.

Our program adheres to Health Insurance Portability and Accountability Act (HIPAA) regulations by implementing strict access controls to client records, using HIPAA-compliant data storage systems, and only disclosing client information with appropriate authorization.

Students are responsible for knowing State Privacy Laws: Adhering to specific state regulations regarding client confidentiality, particularly in areas like mental health practice.

Students are responsible for knowing the state's Professional Licensing Standards: Following ethical guidelines set by relevant professional associations regarding supervision practices, recording client sessions, and data retention.

To assure our program stays current with regulations the following procedures are followed:
Regular Review: Regularly update policies and procedures to reflect changes in relevant laws and best practices.

Training: Ensure all staff involved in data handling are adequately trained on privacy and security protocols.

Incident Response Plan: [NWC Incident Management Policy](#)

If you have questions or concerns about this policy, please contact your faculty supervisor

Audio and Recording Policy (CACREP 4.C)

As part of practicum and internship, it is necessary for students to obtain recordings of sessions with clients. Students must carefully follow the guidelines of their site placement, NWC CMHC Program, state, federal and international privacy requirements regarding recorded sessions.

To comply with above mentioned regulatory bodies, the CHMC Program provides the following guidelines for students in this process:

- Counseling sessions may be recorded only for the purpose of supervision, intern application of practice theory, and skill competence.
- The client must consent both verbally and in writing. The written consent should be added to the client file at the applicable agency and submitted via Tevera to faculty instructor.
- The recording of minors necessitates obtaining parent/guardian consent both verbally and in writing. The written consent should be added to the client file at the applicable agency and submitted via Tevera to faculty instructor.
- The client is informed that the counseling session is being recorded and the client consents to the recording. Ideally, consent to the recording should be given verbally on the recording.
- The recording device is not to be concealed from the client during the session.
- Students are to upload recordings to Tevera within 8 hours if not sooner.
- Students are required to delete recordings from their devices immediately following Tevera upload.

- The recording is kept separate from the client's medical record. All recordings will be kept in lockable files and password protected on an encrypted device prior to Tevera upload.
- It is the students' responsibility to keep sensitive client information double locked and password protected at all times.

Acceptable Recording/Storage Devices

- Students can use their phone, electronic tablet, or computer for recording if the device is password protected. Prior to recording, the student should first consult their site. Their site supervisor will inform students of any specific agency requirements involving recording.
- Any recording device must be digital. Passwords are required on any device.
- Encryption must be turned on.
- All client documents (including recordings) must be double locked at all times.
- Students are responsible for ensuring the privacy and confidentiality of their recorded sessions.

Supervised Practicum and Internships (CACREP 4.G.1)

Supervision (CACREP 4.N; O; P)

CMHC Faculty (N)

CMHC core faculty and adjunct faculty members serving as faculty supervisors for Practicum and Internship have:

- relevant certifications and/or licenses,
- relevant training for in-person and/or distance counseling supervision, and
- relevant training in the technology utilized for supervision. (CACREP 4.N)

Doctoral Students (O)

Doctoral students serving as group practicum/internship supervisors for students have:

- have completed entry-level counseling degree requirements consistent with CACREP standards;
- have completed or are receiving preparation in counseling supervision, including instruction for in-person and/or distance supervision; and
- be under supervision on a regular schedule that averages one hour a week from a qualified core or affiliate counselor education program faculty supervisor. (CACREP 4.O)

Site supervisors (P)

Site supervisors have:

- a minimum of a master's degree, preferably in counseling or a related profession;
- active certifications and/or licenses in the geographic location where the student is placed, preferably in counseling or a related profession;
- a minimum of two years post-master's professional experience relevant to CMHC work;
- relevant training for in-person and/or distance counseling supervision;
- relevant training in the technology utilized for supervision; and

- knowledge of the program's expectations, requirements, and evaluation procedures for students.

The site supervisor should clearly indicate the modality used for supervision (in-person and/or distance). If supervision is conducted in either modality, then that modality should be indicated as being used by that site supervisor. For example, a site supervisor might typically meet in their office face to face with student interns, but also use Zoom periodically when circumstances prevent an in-person supervision session. In such a case, the program expects such a site supervisor to have relevant training to provide supervision in either format.

Definitions

Relevant training for distance supervision is defined as a course taken for CEU's.

Relevant training for technology is defined as education provided by agency or by the producer of the technology.

Co-Leading Counseling or Psychoeducational Group (CACREP 4.E)

Students are required to co-lead a counseling or psychoeducational group a minimum of three clock hours per semester of professional practice course work.

Practicum (CACREP 4.Q; R; S; T; U)

Students complete supervised counseling practicum experiences that total a minimum of 100 hours over a full academic term that is consistent with NWC's academic calendar. (Q)

Practicum students complete at least 40 hours of direct service with actual clients that contributes to the development of counseling skills. (R)

Throughout the duration of the practicum, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. (S)

Throughout the semester, each student receives group supervision regularly during scheduled synchronous class facilitated by the faculty supervisor that averages 1 ½ hours per week. (T)

Students must record (audio or visual) three client sessions to be reviewed by the site supervisor and the faculty supervisor. (CACREP 4.C)

Students are prohibited from carrying extra Practicum hours over into Internship. (Q)

After successful completion of the practicum, students complete 600 hours of a supervised counseling internship in roles and settings with actual clients relevant to CMHC. (U)

Internship (CACREP 4.V; W; X)

Internship students complete a minimum of 240 hours of direct service with actual clients. (V)

Students must record (audio or visual) three client sessions each semester of Internship to be reviewed by the site supervisor and the faculty supervisor. (CACREP 4.C)

Throughout the duration of the internship, each student receives individual and/or triadic supervision on a regular schedule that averages one hour a week and is provided by a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement. (W)

Throughout the duration of the internship, each student receives supervision regularly during scheduled synchronous class that averages 1½ hours per week and is provided by a CMHC program faculty supervisor or a doctoral student supervisor who is under the supervision of a CMHC faculty member. (X)

Professional Practice Course Size (CACREP 4.Z; AA; BB)

Individual/Triadic supervision is provided solely by the site supervisor. Therefore, program faculty or doctoral students only provide group supervision. Each practicum or internship course shall not exceed a 1:12 faculty: student ratio. Thus, classes for practicum or internship are not to exceed 12 students. (Z; BB)

Practicum and internship students are not combined for group supervision. (AA)

Definitions (CACREP 4.G.1; P.4; S.3)

The 2024 CACREP standards define supervision as a tutorial and mentoring relationship between a counseling professional and a counseling student or students:

Clinical Coordinator	The CMHC faculty member who provides information to sites and students related to placement and nature of field experiences approves sites, and coordinates student placements.
Direct Service	Supervised use of counseling, consultation, or related professional skills <u>with actual clients</u> (individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: <ul style="list-style-type: none"> (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.
Faculty Supervisor	The faculty member serving as the instructor for the practicum or internship course and who provides individual/triadic and/or group supervision.
Group Supervision	A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.

Indirect Service	Time spent in field-related activities that do not involve direct interaction with clients. The following would be considered indirect service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision (pp class), and (5) role plays.
Individual Supervision	A tutorial and mentoring relationship between a member of the counseling profession and one counseling student.
Live Supervision	Direct observation of the counseling session with in-vivo communication from the supervisor influencing the work of the supervisee during the session.
Site	The physical location (i.e., clinic) where you complete your field experience.
Site Supervisor	The counselor at the practicum or internship site who provides individual supervision and oversees your work. Site supervisors are required to have a minimum of two years of experience and possess a minimum of a master's degree.
Triadic Supervision	A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

Supervision Agreement (CACREP 4.G.2)

Section 1: Professional Practice Supervision Agreement (CACREP 4.H)

This Professional Practice Supervision Agreement is based on the CACREP 2024 Standards. If student intern needs to make changes to this agreement, they must work with their site, faculty supervisor, and Clinical Coordinator. Student interns are monitored closely during this experience to assist their development of basic skills, and to determine if they are a good fit for the counseling profession.

Practicum

- Involves 100 total hours of work completed over a full academic term (14-16 weeks). (CAREP 4.Q.)
- A minimum of 40 hours of direct service work with actual clients contributing to the development of counseling skills: individual, marital and family counseling, intakes, crisis intervention, assessment, and technology. (CACREP 4.D., Q., R.)
- Co-lead a counseling or psychoeducational group a minimum of three clock hours per semester of professional practice course work. (CACREP 4.E.)

- d) Includes a minimum of one (1) hour per week of regularly scheduled individual/triadic supervision by approved site supervisor. (CACREP 4.S., W.)
- e) Includes formative and summative evaluation of the student intern's performance during professional practice coursework by the site supervisor and the faculty supervisor. (CACREP 4.F.)
- f) Student interns, as per CACREP Standards, are prohibited from carrying over hours from practicum to internship. (CACREP A.2.f.)

Internship

- a) After successful completion of the practicum, involves 600 total hours of work completed over a minimum of two full academic terms (14-16 weeks each). (CACREP 4.U.)
- b) A minimum of 240 hours of direct service work with actual clients contributing to the development of counseling skills: individual, marital and family counseling, intakes, crisis intervention, assessment, and technology. (CACREP 4.D., Q., R., V.)
- c) Includes all the experiences outlined above in Practicum “c-e.”

Section 2: Expectations of Site Supervisor (CACREP 4.H)

- Participate in orientation to NWC Professional Practice by reading Site Supervisor Handbook, reviewing mandatory trainings, and course syllabi. (CACREP 4.G., I., K.)
- Within first week provide student intern with a complete orientation to the staff, facility, rules, regulations and procedures of the agency.
- Assure student intern has a client caseload commensurate with the requirements for Professional Practice experiences:
 - Practicum: minimum of 6 clients
 - Internship: minimum of 15 clients
- Review recordings, intake processes, documentation, and other related materials.
- Provide an hour of regularly scheduled individual/triadic supervision (14-16 hours depending on length of semester). (CACREP 4.S.)
- Allow the student intern to video or audio record a minimum of 3 client sessions after securing client consent for review by the faculty supervisor.
- Assure secure audio or video recordings comply with applicable institutional, state, federal, and international privacy requirements. (CACREP 4.C)
- Provide setting to conduct individual and group counseling sessions with appropriate privacy and sufficient space.
- Provide necessary experiences as outlined in Section 1a.-e. (CACREP 4.D)
- Complete required paperwork and review with student intern.

Section 3: Expectations of the Student Intern

- Know and adhere to the information contained in the NWC Counseling Program Professional Practice Handbook, Student Handbook, and Graduate Catalog. (CACREP 4.G.)
- Carry individual professional counseling liability insurance while enrolled in professional practice courses. (CACREP 4.B.)
- Inform the site supervisor of information regarding professional practice experience.

- Be involved as follows: (CACREP 4.D., Q., R., U., V.)
 - *Practicum*: 5 to 15 hours per week over one semester,
 - *Internship*: 15-20 hours per week (over two semesters)
- Be punctual, responsible, and professional at all times.
- Adhere to American Counseling Association (ACA) Code of Ethics and applicable state laws and rules.
- Abide by HIPAA standards.
- Meet with site supervisor for regularly scheduled individual/triadic supervision one hour each week (14-16 hours depending on length of semester). (CACREP 4.S.)
- Inform the faculty supervisor of any breach in this agreement.
- Evaluate site supervisor and site at specified times as per syllabi.(CACREP 4.M.)
- Demonstrate basic level of counseling skills, knowledge, and dispositions in addition to completing the course requirements.

Section 4: Emergency Procedure (CACREP 4.H)

Any situation involving a client that is of a serious nature requiring immediate medical or psychotherapeutic attention constitutes an emergency; for example,

- Imminent suicide attempt
- Drug overdose
- Aggressive reaction (present or imminent)
- Physical illness or adverse physical reactions requiring immediate medical attention
- Psychotic reaction or other serious psychological disturbance
- Report of child abuse
- Severe depression, anxiety, etc.

Agency Policy: (What is the agency policy about a student intern managing a client crisis such as those listed above?)

Emergency Procedures:

During Field Placement Hours:

Who is the student intern to contact in case of an emergency situation?

Name: _____ Phone: _____

If this person is not available, who else can the counselor trainee contact?

Name: _____
Phone: _____

Outside of Field Placement Hours: If the student intern is concerned about clients and need to contact a supervisor outside of regular field placement hours, what procedures should be followed?

Student is to contact faculty supervisor to notify of emergency situation.

Section 5: Modality Used for Supervision and Training (CACREP 4.N. 2., 3.; P.4., 5.)

Please indicate the modality used for supervision

- In-Person
- Distance
- Both In-Person and Distance

The Program provides a training to all site supervisors about in-person supervision and distance supervision which suffices for relevant training. If you have received additional training, please upload that proof of training. Please upload proof of training for technology used for supervision.

Relevant training for in-person supervision:

Relevant training for distance supervision:

Technology used for distance supervision:

Relevant training for technology used:

Section 5: Consultation between Faculty Supervisor and Site Supervisor (CACREP 4.H.3; J; S.3.)

Assessment is a key part of the on-going learning experience for the student intern and the supervisors. If difficulties arise at any time, the faculty supervisor should be contacted as soon as possible so that the issues can be resolved. In addition to these as-needed contacts, NWC has several points of Formal Consultation with the faculty supervisor:

- Formal Consultation
 - Practicum: Conducted between 15 to 25 clock hours of the student intern's experience.
 - Internship: Conducted between 100-150 and 400-450 clock hours of the student intern's experience.
 - Conference call to "meet" with site supervisor and student intern.
 - Faculty Supervisor completes the Consultation Form during the meeting.
 - Form completed via Tevera, sent to all parties for signature, and housed in student intern's dashboard.

Retention Policy (CACREP 4.G)

If a faculty member, site supervisor, or other professional placed in an evaluator role for students in the Counseling program has a concern about a student's progress and/or behavior, they may request that a faculty member take steps with the student toward remediation.

**The complete Gatekeeping and Retention Policy is located in the Site Supervisor Handbook.*

Section 7: Agreement - Dates and Hours

This agreement is made on (Date): 00/00/0000 between (Professional Practice Site): _____ and the Counseling Program at Northwestern College. The agreement will be in effect from* (Starting Date): 00/00/0000 to* (Ending Date): 00/00/0000 for (Student Intern): _____

Agreement dates must coincide with NWC's semesters.

Agreed upon number of hours per week for Practicum:

Agreed upon number of hours per week for Internship:

Agreed upon number of Supervision Hours:

IMPORTANT: Students must observe the breaks that fall outside of the semester. The student intern and site supervisor are expected to coordinate care for clients that allows the student intern to take time off between the semesters. The site supervisor and student intern will need to plan ahead. It is the student intern's responsibility to remind the site supervisor of deadlines and end-of-semester dates. The university supervisor will also stress the semester dates and the need to observe the breaks in the email communication with the site supervisor throughout the semester. Any break that falls within the semester, i.e. the winter break in late December/early January, is exempt from this policy as student interns who are actively enrolled in Practicum or Internship are entitled to work at their respective sites during that time.

Student Intern's Information and Signature

Student Intern's Name:

Student Intern's Phone:

Email:

Date:

Site Supervisor Information and Signature

Site Supervisor's Name:

Phone:

Email:

Type of License(s):

License Number:

Date First Licensed:

License Expiration Date:

Site Supervisor's Signature:

Date

Section 8: Professional Practice Site Information

Please sign below that you acknowledge and agree to the information in this agreement:

Site Name:

Site Street Address:

City:

State:

Zip:

Type of Site:

Site Statement of Agreement

I agree to provide a professional practice experience for Northwestern College MA in Clinical Mental Health Counseling student intern, (Student Intern's Name): _____ according to the dates and requirements set forth in this agreement. The student intern has my permission to receive supervision from the above named licensed professional to include assigned client

caseload, discussion of clinical cases, video/audio recordings from this agency as long as client consent is obtained.

Authorized Agency Contact

Name:

Title:

Phone:

Email:

Authorized Agency Contact's Signature:

Date:

Section 9: Faculty Supervisor Roles and Responsibilities

- Identify a qualified faculty supervisor to coordinate the practicum experience. The faculty supervisor will be available for consultation with the site supervisor regarding student intern progress.
- Throughout the semester, provide weekly group supervision during scheduled class facilitated by the faculty supervisor that averages 1 ½ hours per week. (CACREP 4.T., X.)
- Collaborate with the field placement site regarding placement procedures and concerns. The designated contact person in the counseling program is the Clinical Coordinator.
- Require the student intern to provide liability insurance. (CACREP 4.B)
- Assure secure audio or video recordings of student intern's interactions with clients that comply with applicable institutional, state, federal, and international privacy requirements. (CACREP 4.C)
- Initiate Consultation points with site supervisor as outlined in Section 2.
- Enforce Retention Policy outlined in Section 2.

Faculty Supervisor

Name:

Phone:

Email:

Date:

Professional Activities and Resources (CACREP 4.D)

Students in our fully online program, have become familiar with the required activities by the time they reach professional practice courses.

These are:

- Blackboard
- Tevera
- Teams
- Outlook
- Recording equipment:
 - computers
 - phones
 - tablets

The CMHC program believe students should be exposed to professional activities and resources at their fieldwork sites thus the faculty have determined the following are important and appropriate:

- staff meetings
- professional development
- online and in person seminars/trainings
- Use of formal assessments
- digital note and record keeping platforms
- systems or software used for telehealth counseling

The program screens sites to ensure appropriate activities are available to students via the Site Supervisor Agreement, The Professional Practice Site Supervisor Handbook, and during the site eVisit. These activities are tracked in Tevera via the weekly hour log. The program is able to pull reports from this data to monitor student participation.

Evaluation Procedures and Requirements (CACREP 4.F; G.3; M)

The program provides students with feedback addressing knowledge and skills throughout their Professional Practice experience. The program recognizes the importance of giving feedback in a manner that allows students to adjust over time and assess their outcomes in relation to the program's learning goals. The program has designed formative and summative evaluations to empower both students and faculty to identify areas of strengths and growths to discern if learning goals have been reached.

- **Formative evaluation** examines the development of professional competencies with a focus on identifying strengths and deficiencies and corresponding learning interventions.
- **Summative evaluation** focuses on outcomes and is used to assess whether desired learning goals are achieved consistently with a professional standard.

Assignments Completed by Student:

- Attend site visit (practicum only if site doesn't change)
- Submit Proof of Insurance in Tevera
- Approved Hours Summary Logged in Tevera
- Written Case Conceptualization(s)
- Case Conceptualization Presentation(s)
- SWOT
- Journals and Faith Based Papers
- Recordings of Counseling Sessions
- Completed and Signed CCS-R Evaluations (from Tevera)
- Student Evaluation of the Site Supervisor (from Tevera) (CACREP 4.M)
- Student Evaluation of the Professional Practice Site (from Tevera) (CACREP 4.M)

Evaluations Completed by the Faculty Supervisor:

- Site eVisit
- Site Consultation Visits
- The student's attendance and participation in Practicum and Internship synchronous classes (Dyad role plays, client conceptualizations, discussions)
- Session Recordings Reviews (3) each semester
- The student's written summaries, reports, logs, reflections, and journal assignments
- The student's written and verbal presentation of case conceptualizations
- The faculty member's communications with the student's site supervisor
- End of semester meeting with student to go over all evaluations

Evaluations Completed by the Site Supervisor:

- Attend site eVisit
- Attend Site Consultation Visit
- Session Recording Review Form (3) each semester
- Completed and signed CCS-R submitted at mid-term and end of each Professional Practice semester via Tevera
- Communications with the student's faculty supervisor

Formal Evaluation of Site and Site Supervisor

Students formally evaluate their site and site supervisors at the end of each semester of professional practice courses (Practicum, Internship I, and Internship II). Students are assigned the evaluation in their assignments that are in Tevera for each course.

The program faculty utilize the data to inform program processes and placements.

Site eVisit

The site eVisit is scheduled by the faculty supervisor of the course. The visit includes the student, the Site Supervisor, and the Faculty Supervisor. The visit is conducted via Teams. It is scheduled in the second month of the semester. This visit is designed for all parties to meet and have a chance to answer questions. Once completed, the faculty supervisor completes the Site eVisit form via Tevera it is housed confidentially in Tevera.

Consultation between Faculty Supervisor and Site Supervisor (CACREP 4.G.3; H.3; J; S.3.)

Assessment is a key part of the on-going learning experience for the student intern and the supervisors. If difficulties arise at any time, the faculty supervisor should be contacted as soon as possible so that the issues can be resolved. In addition to these as-needed contacts, NWC has several points of Formal Consultation with the faculty supervisor:

- Formal Consultation
 - Practicum: Conducted between 15 to 25 clock hours of the student intern's experience.
 - Internship: Conducted between 100-150 and 400-450 clock hours of the student intern's experience.
 - Conference call to "meet" with site supervisor and student intern.

- Faculty Supervisor completes the Consultation Form during the meeting.
- Form completed via Tevera, sent to all parties for signature, and housed in student intern's dashboard.

Student Retention, Remediation, & Dismissal from the Program (CACREP 4.G.4)

A student's acceptance into one of Northwestern CMHC program does not ensure a right to remain in the program. Students must show consistent scholastic, professional, and personal progress and continue to demonstrate growth toward the clinical skills and dispositions identified below. Academic progress involves not only coursework, but also development of professional and interpersonal dispositions and skills that will impact a student's performance as a clinical mental health counselor. Assessment of these skills and dispositions necessarily involves subjective academic judgment by faculty members, site supervisors, and others placed in an evaluator role for students.

Based on ongoing evaluation and assessment of students in the Counseling programs, it may be determined that a student needs additional support in order to continue successfully in their program, or that the remediation process is warranted. The purpose of the remediation process is to support student growth and professional development.

If a faculty member, site supervisor, or other professional placed in an evaluator role for students in the Counseling programs has a concern about a student's progress and/or behavior, they may request that a faculty member take steps with the student toward remediation. These steps may include: talking one on one with the student to discuss the concerns, offering written and/or verbal feedback on a student's video sessions, documenting the concerns on a Professional Concern Form (PCF), or other appropriate steps. Documentation of concerns on a PCF is a more formal means of documenting concerns about a student and PCFs are the foundation of the Formal Remediation Process, outlined below.

The **Formal Remediation Process** is designed to document and track information on concerns regarding a student, to document agreements made between the student and the Counseling Program regarding changes the student must make in order to remain in their program, to document student progress toward remediation, and, when necessary, to affect a student's dismissal from the Counseling Program. The Formal Remediation Process is overseen by the Student Support and Remediation Committee (SSRC; see below). The remediation process may include (but is not limited to):

- Report of a concern on a Professional Concern Form (PCF)
- Documentation of the concern on a Remediation Growth Plan
- Evaluation and academic counseling of the student by faculty members and/or supervisors
- Requiring a student to repeat courses associated with specific clinical competencies
- Recommending that the student seek professional counseling to address any personal concerns that may be affecting the student's performance and competencies
- Requiring the student to take a leave of absence from the program until the problem area(s) is/are appropriately and sufficiently addressed
- Dismissal from the Clinical Mental Health Counseling program

In circumstances where a student falls into one of more of the categories described above and requires intervention and remediation:

- The program will make every effort to protect the student's confidentiality and records as described in the Graduate Catalog and in compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA)
- No student will be discriminated against on the basis of disability, and reasonable accommodation will be made in accordance with Northwestern policy as described in the Graduate Catalog.

A **Professional Concern Form (PCF)** should be completed any time a faculty member, site supervisor, exempt staff member, or other professional or staff member in an evaluator role over a student wants or needs to document student behavior that is clearly outside the generally accepted standards of the counseling profession. Whenever possible, documentation of concerning behaviors should be tied to a standard from the ACA Code of Ethics, the Northwestern Graduate Catalog, this Student Handbook, a course syllabus, the Counselor Competencies Scale – Revised (CCS-R), or another applicable standard.

There are a wide range of **behaviors that might warrant a PCF**. These behaviors include, but are not limited to:

- Failure to uphold federal, state, and local laws related to the practice of counseling
- Behaviors that can reasonably be predictive of unsatisfactory future professional functioning, such as a consistent pattern of lateness and tardiness
- Inability to be accountable when tasks, assignments, appointments, etc. are not completed in a timely manner
- Lack of insight into the negative consequences of the student's own behavior
- Failure to maintain confidentiality of clients, practice clients, and/or role play clients
- Inability to exercise sound clinical judgment
- Inaccuracy in client recordkeeping
- Noncompliance with supervisory requirements
- Consistent inability to exercise adequate interpersonal skills
- Inability or unwillingness to acquire or manifest professional skills at an acceptable level of competency based on the student's current level of development and progress in the Counseling program in which they are enrolled
- Inability to receive and apply constructive feedback or supervision
- Inability to tolerate different and/or diverse points of view
- Frequent blaming of others for failures
- Pervasive interpersonal problems which impact the student's performance, or others' performance in the Counseling programs
- Dishonest academic practices, including but not limited to plagiarism, cheating, fabrication, aiding and abetting deception or dishonesty, and the falsification of records or official documents
- Threatening behavior
- Violations of professional standards of ethical conduct

Based on the specific behavior in question, or if a student refuses to comply with a Remediation Growth Plan, the Student Support and Remediation Committee (SSRC; see below) may recommend to the appropriate Northwestern College administrative offices that a student be immediately sanctioned. Immediate sanctions may include probation, suspension, dismissal, or expulsion.

PCFs are received and reviewed by the **Student Support and Remediation Committee (SSRC)**. The SSRC:

- Makes determinations as to if a formal remediation agreement (Remediation Growth Plan) is necessary for a particular student and situation
- Monitors information on all students discussed in the SSRC regardless of whether or not the student progresses to a formal remediation agreement
- Assigns a faculty member to work directly with a student regarding the remediation agreement
- Receives regular updates from the assigned faculty member regarding the student's progress or lack of progress toward meeting the requirements of the remediation agreement
- Makes determinations as to if the student is making satisfactory progress toward the identified behavioral changes specified in the Remediation Growth Plan within the timelines specified in the Remediation Growth Plan
- When necessary, makes recommendations for dismissal from the student's Counseling program on the basis of the student failing to meet the obligations set forth in the Remediation Growth Plan

Remediation and Dismissal Appeal Policies: The SSRC makes decisions on remediation plans up to actions involving suspending students from courses and dismissing students from the Counseling Program. The SSRC committee makes recommendations on student suspensions and dismissals to the Dean of the Graduate School and Adult Learning. The Dean of the Graduate and Professional Studies Programs (GPSP) makes decisions regarding suspensions and dismissals.

Students will receive notification of remediation or dismissal via email from the Counseling Program Director. A student may appeal a remediation decision by filing a written appeal with the Dean of the GPSP within three days of the date of the remediation email. If a student wishes to appeal the decision of the Dean of the GPSP, the student may appeal the Dean's decision to the Vice President of Academic Affairs within three days of the date of the Dean's decision. The ruling of the Vice President of Academic Affairs is final. A student appealing a dismissal decision may remain in classes until all appeals have been exhausted except in the case of experiential coursework (Practicum, Internship I, Internship II, Internship III), and except in the case of immediate sanction as discussed above.

Tevera

The CMHC program utilizes Tevera in the following manner:

- This online HIPAA compliant system enables the student, the Site Supervisor, the CMHC faculty, and the Clinical Coordinator to view the student's progress through the

Practicum/Internship experience and to have that official paperwork archived in Tevera for future use.

- Students track their Professional Practice hours through Tevera.
- Students use the system to facilitate finding a Professional Practice Site.
- The CMHC program uses Tevera to facilitate completion of Professional Practice paperwork between program faculty, Professional Practice Sites, and students.
- Students post client recordings so faculty supervisors and site supervisors can review them and provide feedback.
- The program utilizes Tevera to access the Counselor Competencies Scale – Revised (CCS-R) and other evaluation materials the site and student complete for summative and formal evaluation.
- All recordings in Tevera are destroyed after one hundred twenty days if not sooner.
- Students in need of assistance with the Tevera system contact Tevera Support

First Step

Make sure you're an active member of Tevera.

You will see four areas of interest to you:

- **“Welcome, Student”**
 - contains a brief video that will introduce you to the Tevera site.
- **“Timesheets”**
 - will show you how you will be able to keep track of your completed direct/indirect hours for Practicum/Internships sites.
- **“Assignments”**
 - will show you how assignments such as your evaluation of your site, your time sheet, your site supervisor's evaluation of you, etc. will be set up within your Practicum/Internship class and electronically signed by you and the associated supervisor/faculty/Clinical Coordinator.
- **“Site Placements”**
 - will be the place for you to begin when you are ready to find a Practicum or Internship site.

You will see your initials in a circle up in the right-hand corner. Look through this area and experiment. You can insert a picture of yourself, change your password, enter more detailed information about yourself, and alter the colors/theme of your particular Tevera site.

You will also see a question mark icon (?), which is Tevera Help. If you have particular questions, or technical issues, related to the Tevera program you can submit a question to their support staff. However, if your question is specific to NWC CMHC program, you will need to contact the Clinical Coordinator.

Helpful Tevera Videos and Articles

Articles

[Account Setup](#)

[Time Sheets](#)

[Assignments](#)

[Submitting a Support Request](#)

Videos

[Student Overview Webinar](#)

[Adding Your Site](#)

Help

[Tevera Support](#)

Professional Practice Application Process

The Professional Practice Application Process consists of two parts. All documents for each part must be submitted via Tevera. Be aware, incomplete applications cause the Tevera system to not allow students to access areas needed for the courses which could cause them to be dropped from the course roster and delay graduation. Incomplete or missing documents cannot be processed and will have to be resubmitted.

Part 1: Due by the 2nd week of your 4th semester in the program

- Proof of Student Liability Insurance
- Individual Counseling Verification Form
- Professional Practice Site Summary

Once your documents have been approved by the Clinical Coordinator, you are able to proceed with Part 2 of your Professional Practice Application.

Part 2: Due by 4th week of your 4th semester in the program

- New Site Form (if site not in Tevera)
- Professional Practice Site Contract (signed by you, site supervisor, and clinical coordinator)
- Copy of site supervisor's résumé/CV (uploaded by site supervisor)
- Copy of site supervisor's license (uploaded by site supervisor)
- Copy of relevant supervision training (uploaded by site supervisor)

Once these documents are completed and signed by the Clinical Coordinator you will be able to access all the documents needed for the courses.

Adding an Additional Professional Practice Site

Students may add an additional site at any time. Students need to discuss this with their faculty supervisor prior to adding a site. The process for adding an additional Professional Practice Site consists of the same two parts outlined above.

You may not begin seeing clients at the new site until Part 2 of your Professional Practice Application has been signed by your faculty supervisor. If you serve at multiple sites, you must obtain a minimum of biweekly supervision with each supervisor at each site.

Professional Practice Policies

Policy on Environment for Professional Practice Synchronous Courses

Much of what occurs in a counseling class is highly confidential. This is especially true when you're in your Professional Practice courses. When you're attending group supervision, you need to make sure the following conditions are met:

- **Your camera must be on at all times during class**
- Be in a quiet area
- Make sure no family or friends can hear the class
- Make sure you're in a confidential area, not a public place
- Know what to do if any materials trigger you
- It is highly recommended for you to use a headset to protect students and clients being staffed
- You are responsible for knowing the profession's code of ethics

Adding or Changing Site Supervisors

If you are adding a site supervisor, or changing site supervisors at your current site, contact your faculty supervisor. Once approved, follow the procedures for Part 2 in Application Process and submit the information for the new site supervisor via Tevera.

Early Termination of a Professional Practice Contract

The CMHC Program takes early termination of a Professional Practice Contract very seriously and as such, students should not consider this step lightly. If a student needs to break a contract for any reason, the student must immediately contact the Clinical Coordinator to begin the formal process.

Providing Services Over Breaks

Students may only accrue hours toward their Professional Practice requirements during the academic semesters. For instance, they may accrue hours during spring break. However, they may not accrue hours during Christmas break. This is a CACREP policy as well as CMHC program policy.

Current Employment Site as Professional Practice Site

This is acceptable. However certain ethical standards must be met. Contact the Clinical Coordinator for approval and to understand the specific requirements. Also note that having your site supervisor be the same person as your employment supervisor may represent a problematic dual relationship. Students should strongly consider finding a different person at their employment site to serve as their site supervisor and at times, this may be required.

Missing Application Deadline

The application deadline is important. Students should make looking for a Practicum site one of their top priorities once they begin the program. **If a student is not able to secure a site by the deadline, the student will not be able to take Practicum and will have to take the class in a**

later semester. This will result in the student having to push back their graduation date by at least one year.

Not having a Site Secured

A student **MUST** have a site secured and an approved Professional Practice Contract on file in order to begin their Practicum or Internship class.

When can I begin accruing hours?

Students may begin accruing Indirect Hours on the first day of the Practicum/Internship academic semester. Students may not begin accruing Direct Hours until they have attended their first synchronous class of the semester.

Taking More Than One Semester to Finish the Required 100 Practicum Hours

A student can request an Incomplete for the course if there are extenuating circumstances. Students should consult with their Enrollment Counselor and the Clinical Coordinator regarding this situation. Students who receive an Incomplete in one of the Professional Practice courses may not be able to continue forward in their course progression because completion of the prior course is a prerequisite for moving forward in the Professional Practice Experience.

Staying Same Site and supervisor for Internship

You do not need to do anything, unless your contract's end date needs to be updated.

Require More than Two Semesters to Finish the Required 600 Internship Hours

Students who do not complete the required 600 Internship hours in two semesters can register for Internship III and use the third full semester of Internship to complete the Professional Practice Experience. Consult with your Enrollment Counselor and the Clinical Coordinator if you feel you are going to be in this situation.

Can I Do Internship in One Semester?

No, CACREP requires the Professional Practice Experience to be designed as a Practicum semester followed by two consecutive Internship semesters (and a third Internship semester if needed). Students who accrue 600 hours in their Internship I semester are still required to complete Internship II and abide by the contract they signed with their Professional Practice Site. They will simply gain more experience in their Professional Practice Experience than some other students do.

Incomplete Grade Policy

Students who experience unexpected life circumstances may request an incomplete by following the Incomplete Grade Policy located in the Graduate Catalog. If an incomplete is given in Practicum, Internship I, Internship II, or Internship III, students are required to maintain weekly individual site supervision and faculty supervision while they work to complete the course. Students who are awarded an incomplete in Practicum, Internship I, or Internship II may be ineligible to move forward into the next course in their progression as completion of the prior course is a prerequisite for moving forward in the Professional Practice Experience. Questions about the impact of an Incomplete in the Professional Practice Experience should be directed to the Enrollment Counselor and the Clinical Coordinator.

Earning a Failing Grade

A student may earn a failing grade in a Professional Practice course if/when:

- The student misses more than six hours of scheduled synchronous class meeting time of CMHC/SCO 610 – Practicum, CMHC/SCO 615 – Internship I, CMHC/SCO 620 – Internship II, or CMHC/SCO 625 – Internship III per semester.
- The student fails to have all of the required Professional Practice forms signed by all the required parties and submitted appropriately in Tevera by the required deadline for each form. Deadlines for forms are clearly communicated in Tevera.
- The student submits an inadequate, incomplete, or unacceptable case conceptualization paper and/or presentation in a Professional Practice course as determined by the faculty supervisor.
- The student exhibits unprofessional/unethical conduct at the Professional Practice Site or in the classroom and/or fails to comply with directions and consultation given by either the site supervisor or the faculty supervisor. All disciplinary/behavioral issues will be documented on a Professional Concern Form (PCF) and reported to the Student Support and Remediation Committee (SSRC) as part of the NWC CMHC Program’s Formal Remediation Process (see the Student Handbook for additional information).
- The student fails to comply with site or agency policies and procedures (i.e. unexcused absences, breaking the terms of the Professional Practice agreement, etc.).
- The faculty supervisor determines that the student’s current emotional, mental, or physical state compromises the integrity of the Professional Practice Experience or potentially places the student or others in harm’s way or in an unduly vulnerable position. All such cases will be brought to the attention of the Counseling Program Director and the Dean Graduate and Professional Studies (see the Student Handbook for additional information).
- Program faculty, staff, and/or site supervisors have a concern regarding a student’s competency as discussed in the Student Handbook.
- The student loses their Professional Practice Site at any point. This may cause the student to become ineligible to finish the course and may result in a failing grade for the course.

Appendices

Consultation Form (CACREP 4.H.3, 4.J)

[Consultation Form CACREP 4.H.3 4.J.pdf](#)

Counselor Competencies Scale-Revised (CCS-R)

[Counselor Competencies Scales \(CCS-R\).pdf](#)

Individual Counseling Verification Form

[Individual Counseling Verification Form.pdf](#)

Recording Client Consent Form

[Recording-Consent_Form_NWC.pdf](#)

Session Recording Form

[Session Recording Fillable Form.pdf](#)