



WHEATON
COLLEGE
GRADUATE SCHOOL
For Christ & His Kingdom

Master of Arts Program in Clinical Mental Health Counseling

2023 – 2025 Cohort Student Clinical Training Handbook



The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a specialized accrediting body recognized by the Council for Higher Education Accreditation (CHEA), has granted accreditation to the Clinical Mental Health Counseling (M.A.) at Wheaton College through October 31, 2024.

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WHEATON COLLEGE CLINICAL TRAINING PHILOSOPHY

Overview

This handbook is intended to provide Wheaton College graduate students enrolled in the Clinical Mental Health Counseling (CMHC) program with the details and information needed to successfully guide them through their clinical training experiences while in the program. The policies and procedures described herein may be periodically revised, and updates will be communicated to students as appropriate. In the event of conflicting information or interpretation, the Wheaton College catalog takes precedence over the graduate and CMHC program handbooks. *Students are required to become familiar with the entirety of this handbook*; however, the Clinical Training Coordinator is available to assist with any difficulties in either the interpretation or application of materials.

The philosophy of our clinical training flows from the servant-practitioner-scholar model described in our CMHC Handbook. During graduate study, the student forms the foundation upon which all later clinical development will occur. The experiences that students receive in their practicum and internship training are central to their development. Habits and skills will be formed which will limit or enhance the student's subsequent professional development. In light of their importance, it is imperative that the clinical training experience be directed by the faculty who also oversee the other aspects of the students' training.

At the core of our program's identity is our commitment to Christian distinctiveness. The assignment to Practicum and Internship faculty supervision groups (described later in this handbook) ensures that each student receives oversight from doctoral level Christian mental health professionals during the early formative years of their professional development.

The general philosophy of training entails a process of gradually introducing the student into the responsibilities of the professional clinical mental health counselor. As greater knowledge and skill are developed, a greater level of responsibility and autonomy are given. While those outside of the CMHC program have substantial input into the students' training through clinical supervision, the oversight and final responsibility of that training must remain with the CMHC program faculty.

Definitions

Clinical Training Coordinator (CTC): The CTC is the primary liaison between the CMHC academic program, the student, and training sites. The CTC prepares students for and guides them through the Practicum and Internship application process. If problems arise between a student and site supervisor, *students should first contact their faculty supervisor for assistance in resolving the issue.* If the site supervisor issue cannot be resolved with the faculty supervisor, or if a problem arises between a student and a faculty supervisor, the CTC is the primary contact.

Direct Hours: Direct/Face2Face hours involves interaction with clients that include the application of counseling. In general, the term is used to refer to time spent by practicum or internship students working directly with clients. Experiences such as the following can be included as direct client hours: Clinical interviews, individual, group, couples/marital, and family counseling, intakes, crisis intervention, on-call coverage, and phone calls with clients.

Grading and Degree Dates: After a student's final evaluation meeting with the Practicum/ Internship faculty supervisor, at the end of each semester of clinical training, students must ensure that all paperwork has been submitted to the faculty supervisor in order to receive credit for the class. Each student cannot receive a "Practicum or Internship Complete" designation until all original paperwork is submitted. Thereafter, a grade will be assigned for either CMHC 692 (Practicum) or CMHC 696 (Internship). Students who do not complete necessary paperwork may jeopardize their date of graduation.

Students are most likely to complete all degree requirements either in May or August of the year of program completion. *All students earning a degree in May or August are eligible to participate in the Commencement ceremony in May.*

Please refer to the table below for deadlines regarding internship, grading and degree dates.

Complete internship by:	Submit all paperwork by:	Eligible to earn degree date:
May 2, 2025	May 2, 2025	May 10, 2025
August 8, 2025	August 8, 2025	August 31, 2025

INDIRECT/OTHER HOURS

This category includes activities that students perform in association with direct service activities. There are activities indirectly related to client care. This category can also include activities that relate to educational or training activities that students may participate in as part of their fieldwork experiences. The following categories are included as Indirect Hours:

Research: This time may include researching a client's medical or mental health condition. It could also include investigation into potential resources for a client.

Correspondence/Report writing: This activity includes any and all correspondence or formal report writing related to the client's life.

Staffing/Meeting: This category includes meetings where several professionals are present to discuss one or more clients.

Case management: This category may include activities related to overseeing a client's case. It may include phone calls, case note documentation, scheduling arrangements, etc.

Training/observation: This includes any activity where formal training is provided (e.g., orientation) or when a student is in the learning or observing phase of a new activity. Training in this code is related specifically to the job duties to be performed.

In-service: This category includes brief training experiences that are offered to professionals at a site from time to time. It might relate to a new treatment, a resource, or professional development.

Conference/workshop: This category includes a mental health counseling training that a site/program may allow the student to participate.

Other (Specify): This category can include activities when an indirect service is being provided that is not being captured by the above descriptions.

Supervision: This category includes group/individual/triadic supervision.

Internship: A more extensive clinical training experience that students complete following the Practicum. The clinical experience gained through Internship must reach a minimum duration of 600 hours over the course of two semesters (240 direct hours). The clinical experience will be supervised by a licensed site supervisor (i.e. LCPC, LCSW, Licensed Psychologist). In addition, the Internship faculty supervisor, a department appointed faculty member, will also meet with the student to provide general oversight and feedback. Students begin their Internship after successfully completing a Practicum. Internship will last at least two semesters. Many sites, however, may require students to make a 12-month internship commitment to provide continuity of services at the site. Students are responsible for understanding the agency's requirements and abiding by them. Vacation days are negotiated with the site supervisor while completing Wheaton's learning contract. Internship experiences typically consist of 16-22 hours per week, of which about one third will be comprised of intensive individual and group supervision.

Practicum: An introductory supervised field experience that provides students with the opportunity to observe CMHC professionals as they function and to develop primary level mental health service provision skills. Students must obtain 100 hours of practicum experience over the course of one semester. This introductory experience will be supervised either by a credentialed site supervisor (i.e. LCPC, LCSW, Licensed Psychologist) or by a Wheaton faculty member. In addition, the Practicum faculty supervisor, a department appointed faculty member, will also meet with the student to provide general oversight and feedback. Most students begin their Practicum in the summer semester, following completion of their first year in the program. In some cases, students will begin their Practicum during the fall semester of their second year in the program. The practicum experience must be at least one semester in duration. If a student delays Practicum until the fall semester of the second year, the student will need to complete Internship during the spring and summer semesters of the second year.

Practicum and Internship Faculty Supervisor: In light of the program's commitment to oversight of the students' training experience, the department provides oversight of the students' Practicum and Internship training, through the work of the faculty supervisor. Oversight by the faculty supervisor is achieved through group supervision (averaging 90 minutes weekly). Students register for their Practicum or Internship seminar group during the registration period before each semester.

Practicum Biweekly Consultation: At the outset of the student's Practicum 100 hours of clinical training, communication between the site supervisor and faculty supervisor is essential because the student is developing primary level counseling skills. Biweekly communication between the site and faculty supervisors regarding student progress during the 100-hour Practicum experience is required (Please Note: This biweekly communication is not required during the 600 hours Internship). The communication occurs between the Practicum site supervisor and the Practicum faculty supervisor via a brief electronic survey at least every other week, throughout the student practicum experience.

Site Supervisor: Site supervisors are at minimum master's level, licensed mental health professionals (LCPC, LCSW, or licensed Psychologist) who are responsible for overseeing the student's clinical learning experiences while at the training site. The site supervisor has full legal and professional responsibility for the care of clients with whom the student has contact, and assists the College in evaluating the learning and performance of participating students. It is expected that students will receive a minimum of one continuous hour of supervision per week by the supervisor at their Practicum and Internship training sites.

Supervision: A tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and 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.

Individual Supervision: A tutorial and mentoring relationship between a member of the counseling profession and a counseling student.

Triadic Supervision: A tutorial and mentoring relationship between a member of the counseling profession and two counseling students.

Group Supervision: A tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.

Student Problematic Behaviors: A student's behaviors, attitudes, or characteristics that may require attention, but are not perceived as excessive or unexpected for students in training. For example, discomfort with diverse lifestyles and ethnic backgrounds, performance anxiety, and lack of appreciation for agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment.

CLINICAL TRAINING: PRACTICUM AND INTERNSHIP

Students work together with the Clinical Training Coordinator to secure training experiences in facilities that are a good fit for both the student and the agency. This process is facilitated through a series of communications and events in which the student is expected to participate. Information on approved clinical training sites is available upon request, and will soon be uploaded to a digital resource folder for your convenience. These resource folders will have pertinent documents of Practicum & Internship.

CMHC Clinical Training Calendar

The procedure, with corresponding times, has been outlined below.

Fall Semester

September 11 <i>mandatory mtg</i>	<i>Walk-through and mini tutorial on Tevera to sign the Student Handbook. Students need to review handbook prior to this date.</i>
September 15	<i>Student Handbook Signature Due by noon on this date in Tevera.</i>
September 18 <i>mandatory mtg</i>	<i>Personal Growth and Development Counseling Informational meeting.</i>
October 2 12-12:45 pm <i>mandatory mtg</i>	<i>Resume writing and interviewing training</i>
October 18-25	<i>Students complete Candidacy Forms due and submit to faculty supervisors for review.</i>
October 30 11:30 am-1:00 pm <i>mandatory mtg</i>	<i>Annual CMHC Pre-PIE Speed Site Selection Celebration: This is an opportunity for first-year students to meet second-year students and learn first-hand about sites where the second-year students are currently completing their clinical training.</i>
October until Placement confirmation	<i>Network! Talk to students about their clinical training experiences to gain more insight about particular sites of interest. Review current information on potential training sites will be emailed to students and is available upon request.</i>
	<i>Collect application materials. Each site varies as to its application requirements. Make sure to look carefully at each site information sheet that is located on the clinical training web page. If it is unclear, assume that the site is only expecting a cover letter and résumé. If the site requires a transcript, you can order your transcript through the Wheaton College portal (Banner Self Service)>Student Services>Student Records>Request Official Transcript). Some students will be at the same site for both their Practicum and Internship placement. Other students will have two different placements, one for Practicum and one for Internship. Students who procure two different sites should be aware that the application process for both Practicum and Internship may occur at the same time, even though students must complete Practicum before beginning Internship.</i>
	<i>Recommendation Letters. If recommendation letters are required for a Practicum or Internship site where you would like to apply, please</i>

make all faculty requests as soon as possible. Due to the large volume of faculty letter of recommendation requests, it is essential that students follow procedures carefully. First, ask faculty whether s/he is willing to write the letter. Please ask the faculty member regarding the information they would like in order to write a letter on your behalf. Note that letters of recommendation are usually confidential.

Interview at Practicum sites; receive and accept offers.

November 6-17

Mock interviews with faculty members. Students will schedule an interview with faculty during these 2 weeks.

December 8

PIE day

1:30-3:00 pm

mandatory mtg

Spring Semester

January 22

International Students meet with the Director of Graduate Student Life about clinical internship

12:00-1:00

mandatory mtg

January 29

Internship and Practicum Q&A with Clinical Training Coordinator

12:00-1:00

mandatory mtg

March 18

Applications for Practicum/Internship and Permission to Release Information documents due

12:00-1:00

mandatory mtg

March 25

*The Program Administrator will review the "Application for Practicum" and approve the placement as indicated by signature. Via email, each student will submit the top three preferences for a Practicum faculty supervisor to the CTC Assistant. The CTC will review submissions and attempt to give the ranking order preference. The Program Administrator will then register students; **students are not able to register for Practicum on their own.***

Registration for Practicum and Internship

May 11

*The Personal Growth and Development counseling requirement must be complete (see Student Handbook for complete details), and all paperwork turned in. **Note:** Students may not start their Practicum until this requirement is met.*

May 13

Mandatory Practicum Orientation. First day of Practicum supervision group with faculty supervisors. This orientation will cover all clinical paperwork requirements and assignment requirements for summer practicum.

mandatory mtg

Delayed Placement

If the student has not obtained a Practicum placement by the summer pre-registration period, continue to keep the CTC apprised of your

placement status until you have obtained a Practicum by June 1. If the student has not obtained an Internship placement by this date, the student will need to complete Practicum during the fall semester, Internship I during the spring semester, and Internship II during the summer session.

In general, students should begin to think about and plan for their clinical training experience about six to eight months prior to the beginning of that training year. Students with special needs, such as restrictions on travel distance, limited days able to work due to other commitments and constraints, or special clinical interests (forensic, child, etc.) may need to allow even more time to find a suitable placement and to work out all the details in consultation with the CTC.

Practicum/Internship for International Students Policy

For students enrolled in the CMHC program who do not have U.S. Citizenship, once a practicum placement has been procured, students must register their placement as Curricular Practical Training (CPT) with the Graduate Student Care Office. The U.S. Government considers practicum work a form of employment for international students and, as such, proper documentation of employment must be recorded with the college. The Graduate Student Care Office can be reached by calling 630-752-7084, by emailing graduate.student.care@wheaton.edu or in person at BGC 228.

MA – International Clinical Experience Scholarship (MA-ICE)

In the spirit of our department mission to serve the underserved, a limited number of scholarships are available to students who are interested in completing their Practicum or Internship clinical training experience at an international mental health facility. Funds are awarded to provide a portion of travel expenses, room and board, and/or supervision costs for students for a minimum ten-week placement. International clinical experiences must meet all training requirements as outlined in this manual, including length of placement and supervision provided by both site and faculty supervisors. Students who wish to apply for the MA-ICE scholarship should write a one-page essay indicating their desire to complete an international Practicum or Internship and how international clinical training would contribute to their personal and professional development. The application essay and a copy of the student's resume should be submitted to the CTC after the student has secured an international placement but prior to the student's departure for the international clinical training experience. Funds are awarded at the discretion of the Graduate Training Council, in consultation with the CMHC program director. Students who are awarded funds must submit an expense report along with detailed receipts indicating how the funds were used. Any unused or unreceipted funds must be returned to the MA-ICE scholarship fund.

International Clinical Experience Requirements

Any Wheaton College student who will be completing an international clinical experience needs to be registered on Global (Wheaton's registration system for international experiences) even if the travel is to the student's home country. Students will need to complete the following requirements:

- Complete a Psychology International Internship/Practicum application

- Submit a copy of the Application for Practicum that students submitted to the Clinical Training Office
- Make an appointment with Student Health Services to complete an international travel consultation
- Attend a Pre-Departure Health and Safety Meeting
- Attend the Intercultural Orientation Session

In order to begin this process, students need to contact the Center for Global and Experiential Learning to complete the above requirements.

Additionally, a student who would like to complete an international clinical experience needs to ensure that the student liability insurance under consideration provides coverage outside the United States. Verification of the coverage needs to be submitted to the Clinical Training Director.

Student Liability Insurance during International Clinical Placements

All students obtaining a clinical experience (e.g., practicum/internship) outside the US will need to obtain specialized student liability insurance coverage that would provide liability coverage for the duration of their clinical experience. While Wheaton College does not endorse specific insurance companies, Lockton Insurance provides personalized quotes at www.professionalliabilityinsurance.info for this specialized insurance. Students can complete the application and pay for 1,000,000/3,000,000 student liability insurance coverage outside the US. Students are required to have a valid U.S. Mailing address and a U.S. based credit card or checking account. If the country of the student's international clinical placement requires liability insurance within that country, the student is responsible for finding and securing liability insurance that meets the standards of the country.

Clinical Activities

Practicum and Internship opportunities are available at a wide range of sites, including community mental health centers, private practices, hospitals, prison facilities, residential facilities, churches, and college counseling centers. Students may have the opportunity to participate in didactic seminars, group staffings that address the ethics and legalities of professional counseling practice as well as clinical issues, case management, record keeping, the administrative structure and responsibilities of a particular setting. These activities are available depending on sites, and are beyond the more generally emphasized clinical activities, which include the following:

- **Individual/Family/Couples Counseling:** Students will have opportunity to engage in counseling from varied therapeutic modalities depending on site population. Training sites may offer long-term and/or short-term counseling approaches.
- **Group Counseling:** Students are *required* to function as a group leader during their Internship placement. With increasing experience, students may be encouraged to develop and facilitate groups of their own.

- **Social Systems Interventions:** Students may have the opportunity to gain exposure to working with a variety of social systems including families, educational institutions, social welfare, and the legal system. This work may include working with smaller systems such as families, or larger systems such as organizations.
- **Other activities:** Other possible activities for students to engage in are program development, research, program evaluation, specialized assessment, consultation, etc.

Practicum Requirements

1. Prerequisites for Practicum: Prior to beginning Practicum, each student must have the approval of the Clinical Training Coordinator, and must have completed 25 hours of successful course work (i.e., a minimum of C (74%) in all courses) (with transfer credit as applicable) including: *Research and Program Evaluation (CMHC 618), Issues and Ethics in Professional Practice (CMHC 624), Foundations of Integration I (CMHC 611), Counseling Skills and Techniques/ Basic Counseling Skills Lab (CMHC 621/621L), Counseling Theories & Practice (CMHC 625), Group Counseling/ Group Counseling Lab (CMHC 614/614L), Psychopathology (CMHC 642), and Introduction to Trauma and Crisis Counseling (TRMA 632)*. Exceptions may be granted by approval of the Clinical Training Coordinator and Program Director. Additionally, each student must have completed eight hours of Professional Growth and Development counseling, as outlined in the CMHC Program Handbook by **May 11** (prior to beginning internship).
2. Time The *minimum* requirement of 100 hours is usually completed over the summer semester following the first year of academic coursework. At least 40 hours must be obtained in face-to-face direct client contact. Students are encouraged to exceed the minimum required hours of experience whenever possible. Practicum must last *a full academic semester*.
3. Direct Experience with Clients Experiences such as the following can be included as direct client contact: clinical interviews; individual, group, couples/marital, and family counseling; intakes; crisis intervention; on-call coverage; and phone calls with clients or collateral contact. Upon completion of Practicum, students should have a minimum of 40 hours of direct service with clients. Students must abide by confidential practices when recording and transporting recordings (See Instructions for Recording on Teams & Storing Recordings on Teams document.) In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group for a minimum of one hour.
4. Ethical Practice It is critical and expected that both training sites and students adhere to the guidelines set forth by the American Counseling Association found at <http://www.counseling.org/resources/aca-code-of-ethics.pdf>. It is also important for both sites and students to be aware of state laws and regulations and practice in accordance with them.
5. Documentation Students are expected to keep and submit accurate records of all clinical experiences encountered while in training. At the completion of practicum, completed and signed hour log must be submitted by the due date.

6. Semester Clinical Hours Students who wish to complete additional hours between semesters (e.g., December/January, August) and have permission from their site supervisor to complete these hours at the site (as indicated in the Learning Contract), must keep the On-Call faculty supervisor apprised of any ethical, legal, or crisis situation during the break.

Internship Requirements

1. Prerequisites for Internship Prior to beginning Internship, each student must have the approval of the Clinical Training Coordinator, and must have completed a Practicum. There is no exception to this requirement.
2. Time The *minimum* requirement of 600 hours is usually completed over the fall and spring semesters of the second year of the program. Some students may need to extend their Internship into the summer following the second year to complete their required hours. At least 240 hours must be obtained in face-to-face direct client contact and 360 other/indirect hours. Students are encouraged to exceed the minimum required hours of experience whenever possible. Internship will last *at least two semesters*. Students who delay their Practicum until the fall of the second year will be expected to complete two semesters of Internship in the Spring and Summer of their second year in the program. These students will have an August 31 (rather than a May) graduation date. Many sites may require students to make a 12-month commitment to provide continuity of services at the site. Students are responsible for understanding the agency's requirements and abiding by them.
3. Direct Experience with Clients Experiences such as the following can be included as direct client contact: clinical interviews; individual, group, couples/marital, and family counseling; intakes; crisis intervention; on-call coverage; and phone calls with clients or collateral contact. Upon completion of internship, students should have a minimum of 240 hours in direct service and 360 other/indirect hours. All internship students must gain some experience leading groups. Students must abide by confidential practices when recording and transporting recordings (See Instructions for Recording on Teams & Storing Recordings on Teams document.) In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group for a minimum of one hour.
4. Ethical Practice It is critical and expected that both training sites and students adhere to the guidelines set forth by the American Counseling Association found at <http://www.counseling.org/resources/aca-code-of-ethics.pdf>. It is also important for both sites and students to be aware of state laws and regulations and practice in accordance with them.
7. Documentation Students are expected to keep and submit accurate records of all clinical experiences encountered while in training. See syllabus for requirement details.
8. Between Semester Clinical Hours Students who wish to complete additional hours between semesters (e.g., August, December/January) and have permission from their site supervisor to complete these hours at the site, must complete the Between Semester Notification form with

required signatures and submit the form to the On-Call faculty supervisor (included in the Learning Contract).

Criteria for Site Selection

Students work together with the Clinical Training Coordinator to secure training experiences in facilities that are a good fit for both the student and the agency. Information on approved practicum/internship sites is available upon request, and will soon be uploaded to a digital resource folder for your convenience.

Supervisor Criteria:

Clinical Supervisors of Master's students must be appropriately licensed masters, or doctoral level clinicians (LCPC, LCSW, Ph.D., Psy.D.).

Suitable practicum and internship training sites are selected from counseling agencies in the greater Chicago area according to the following criteria. They shall be:

1. High-quality facilities in terms of service provision and integrity;
2. Service-focused, with training as one of its major functions;
3. Conforming in practice to all relevant ACA standards and guidelines;
4. Able to provide quality supervision by licensed mental health professionals;
5. Able to provide adequate, suitable clinical counseling experience situations* for participating students;
6. Able to designate appropriate personnel to coordinate the student's clinical learning experience;
7. Willing and able to abide by all other terms as stipulated in the Affiliation Agreement and Learning Contract; and
8. Responsive to the needs of the people residing in that geographical area.

*Adequate, suitable clinical counseling experience situations" (number 5 above) include clinical interviews, individual, couples, group and family counseling, intakes, crisis intervention, and on-call coverage. Other acceptable training experiences will be activities such as case conferences and presentations, supervisory sessions, writing reports and progress notes, and case management. Related experiences such as research opportunities, workshop or seminar presentations, and staff training may also be acceptable; however, the majority of a student's clinical counseling experience should come from clinical interviews and counseling. Any questions regarding what constitutes clinical counseling experience should be directed to the CTC.

Special emphasis will continue to be placed upon securing sites both within the city of Chicago and in its outlying suburbs which "emphasize and model a commitment to professional practice as service, especially to the Body of Christ, the Church, and also to those persons who have been marginalized and wounded by our society on the basis of racial or ethnic identification, age, socioeconomic status, or gender" (CMHC Program Mission Statement).

Students are encouraged to facilitate their training experiences by investigating new or unique training possibilities, and by providing the names of qualified, potential training sites to the College through the CT Office Coordinator. All leads will be followed up, sites and supervisors screened, and, *if*

appropriate, Affiliation Agreements negotiated through the Clinical Training Office on behalf of the College and the CMHC program.

Learning Contract

The Learning Contract is a functional document that allows clear expectations to be laid out regarding the training experience between a student and a training site. It outlines the student's learning objectives, expectations for performance and tasks, procedure for remediation, and logistical issues (e.g., vacations, sick days). This form is necessary to complete at the beginning of both the Practicum and the Internship as it provides the outline and structure of the clinical training experience, and shapes the direction of the student's learning. It also provides a basis for any conflict in expectations that may arise during the training experience. Finally, the Learning Contract includes the Between Semester Supervisor Notification form that is required to be completed if students are going to work at their sites between semesters. Listed below are some examples of learning objectives that a student may utilize:

- Increase clinical interviewing skills
- Initiate, maintain, and terminate clinical relationships with clients
- Increase practical understanding of diagnosis and treatment planning.
- Develop cohesive and precise written case presentation planning.
- Exposure and experience in community consultation
- Participate in a program evaluation
- Increase experience in counseling couples (or families, individuals, adolescents, etc.)
- Develop in-depth case conceptualization

Recording *or* Observation of Sessions

On a regular and selective basis, with the informed consent of the client or guardian, and with the approval of the site supervisor, the student will be allowed to present client audio or video recordings to CMHC faculty supervisors and during class group supervision, for purposes of professional training and examination. The site will provide recording consents that students are to use, and these consents will be maintained client in the client documentation at the site. The site will determine the process for obtaining the recording informed consent.

Wheaton College has a Business Associates Agreement (BAA) with Microsoft that covers Teams, which allows the use of Teams for HIPAA-covered tele-medicine or tele-counseling. Students will record and store either audio or video sessions on Teams in a folder for designated for the student and the faculty supervisor on Teams. If there is no ethical or legal mandate to keep the recording after playing the recording during supervision, each student is required to delete the recording on Teams.

Confidentiality of written case reports will be protected by not including names (clients), or dates of birth, and these case reports will be shredded after case presentations are completed

Recording or Observation of Sessions

The review of session recordings by both faculty and site supervisors helps to provide optimal care to clients and assist supervisory feedback with students. CACREP requires either the review of a session recording *or* live supervision of a client session. Students are required to submit a total of 6 recordings (2 during Practicum and 4 recordings during Internship I and II) to their faculty supervisor for review. If the training site does not allow the recording of client sessions, see *Non-Recording Site: Site Supervisor Observation of Student* policy. Clients may be recorded only in accordance with the procedures listed below and in accordance with the ACA Ethics Code guidelines.

1. Students must obtain site written recording consents from clients (or parents/guardians if clients are under the age of 18) prior to recording (ACA 2014 Code of Ethics B.6.c. and B.6.d.)
2. Students are required to use password-protected devices for recording sessions
3. Students are to follow the directions for recording and storing recordings in the *Recording on Teams & Storing Recordings on Teams* document
4. Client recordings are used only for specified educational supervision purposes
5. Recordings are stored securely on Teams until deleted following their use for specified purposes

Non-Recording Site: Site Supervisor Observation of Student Policy

If the training site does not allow recording of client sessions, students may have their site supervisors observe their live session and complete the *Supervisor Live Observation* form in Tevera (see Appendix E), which will be submitted to the faculty supervisor in lieu of a recording. Clients may be observed by their supervisor only in accordance with the procedures listed below and in accordance with the ACA Ethics Code guidelines.

1. A student must obtain written permission of the client (or parent/guardian if the client is under the age of 18) prior to supervision of live sessions (ACA 2014 Code of Ethics B.6.d.)
2. Students are required to use password protection for digital files related to the client
3. Students must abide by confidential practices when sharing client information either electronically or physically

PROBLEMS OF PROFESSIONAL COMPETENCE

Because professional counselors are usually in human service positions, professional competence of each student enrolled in the CMHC program is a concern of the clinical faculty. The purpose of this section is to clarify the areas of competence and professional behavior expected of all students, and to explain the procedures for identifying and addressing impairment, incompetence, ethical misconduct, or problematic behaviors that arise while students are in the program.

Definitions

Ethical Misconduct occurs when the CMHC student does not follow the ACA Code of Ethics. The ACA Code is intended to provide general principles and rules to cover most situations encountered by students in their professional activities. It has as its primary goal the welfare and protection of the individuals and groups with whom students work. It is the individual responsibility of each student to aspire to the highest possible standard of conduct. Students in the CMHC program respect and protect human dignity and civil rights, and do not knowingly participate in or condone unfair discriminatory practices. It is assumed that unethical behavior and impairment are overlapping concepts, in that all unethical behaviors are reflective of

impairment. However, problematic behaviors may involve other aspects of professional behavior that may or may not result in unethical behavior.

Incompetence is defined as a lack of ability, either academically or related to professional and interpersonal skills.

Impairment is defined as a problem in professional functioning that occurs in one or more of the following ways:

- Inability or unwillingness to acquire professional skills at an accepted level of competency
- Inability to control personal stress, psychological dysfunction, or emotional reactions that affect professional functioning
- Inability or unwillingness to integrate standards of the profession into one's professional behavior

Problematic Behaviors refers to a student's behaviors, attitudes, or characteristics that may require attention, but are not perceived as excessive or unexpected for students in training. For example, discomfort with diverse lifestyles and ethnic backgrounds, performance anxiety, and lack of appreciation for agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into impairment.

Identification of Problems Requiring Remediation

It is clear that the conduct of professional counselors and counseling trainees affects the public perception of counseling as a discipline, and professional responsibility requires faculty to monitor the conduct of students. Impairment, incompetence, ethical misconduct, and problematic behaviors may be identified in a variety of ways.

Student Self-Identification of Problems

When the student's ability to deliver clinical services is compromised, the student should take steps to assure clients receive the best possible services in accordance with the ACA Code of Ethics. This principle holds true whether or not faculty or clinical supervisors have noticed any problems of professional competence. Sometimes problems of professional competence will be related to stressful situations in a student's life. Other times, students may enter the program without adequate awareness of personal problems, biases, or values that detract from their ability to provide competent clinical services. The CMHC faculty seek to encourage voluntary awareness of problems of professional competency and to facilitate professional growth. This may include referrals to appropriate professional personnel off-campus, assisting the student or colleague in reassigning clinical work, and helping the student or colleague assess the nature and extent of problems of professional competency. Students cannot be assured of confidentiality when they discuss any problems with faculty members or their clinical supervisors if it is deemed there may be a risk of harm to self or others.

**Please note: Serious violation of the ACA Code of Ethics and/or the Wheaton College Student Handbook can result in a dismissal from the site and/or program.*

Informal Identification of Problems

Any faculty member, clinical training supervisor, or student may raise an issue at any time. Clinical training supervisors should initially discuss their concerns with the Clinical Training Coordinator, who will gather additional information and raise the issue at the next scheduled CMHC program meeting. Students who have a concern about a fellow student's professional competence should first discuss the issue with their

own advisor, who will then raise the issue with the CMHC program faculty. Advisors and faculty members will protect the confidentiality of the student reporting the potential problem, but they may request the student meet with them to provide additional information. The CMHC faculty will briefly discuss the potential problem, and if necessary the advisor of the student concerned will gather additional data and will report to the CMHC faculty within one week. Faculty strive to ensure that the student involved remains informed and consulted when any problems arise. Faculty members are committed to respect students' privacy. If the concern appears valid, a referral is made to the Student Review Committee in order to provide assistance or remediation in consultation with the student.

The referral is made by the CMHC program administrator or the student's faculty advisor using the *Notification of Referral to the Student Review Committee* form and sent to the student via email. The goal is to restore the student to a level of personal functioning that assures clinical competence. SRC referrals are maintained in the student's portfolio.

FOR INFORMATION REGARDING THE STUDENT REVIEW COMMITTEE (SRC), POLICY ON ACADEMIC HONESTY, STUDENT EVALUATION, RESPONSIBILITY FOR DISCIPLINARY ACTION, PROGRAM EVALUATION, AND GRIEVANCE PROCEDURE, PLEASE REFER TO YOUR "CMHC STUDENT HANDBOOK."

ENDORSEMENT POLICY

Students and graduates may request an endorsement (i.e., a verbal or written recommendation) from program faculty in order to gain employment or credentials. Students and graduates should seek an endorsement only for employment and credentials that are appropriate given their training, coursework, and supervised experience. Students and graduates may be endorsed by counseling faculty only for positions or credentials for which they have been adequately prepared. Faculty will verify student records (e.g., GPA, program requirements, graduation status) as needed to ensure that students and graduates are only endorsed for employment or credentials for which they have been adequately trained.

RIGHTS AND RESPONSIBILITIES

Relationship between the CMHC Program and Training Sites

The procedure for matching or selecting students for training sites and for maintaining the training relationship is a three-fold process of responsibility, accountability, and choice on the part of the students, training sites, and the College.

Accountability will be maintained across the three areas (College, sites, and students) through regular communication and record keeping. The College will supply documents and schedule periodic contacts with participating sites to assist in tracking and evaluating Practicum and Internship experiences received by the students. Students and supervisors need to complete and return clinical documents in a timely fashion, and to give additional verbal feedback regarding any changes, difficulties, or extraordinary occurrences as they might arise during the course of the placement. It is our hope that all three levels of participants - student, training site, and program will benefit from the regular communication and evaluation process.

The College, training sites, and students all maintain their right to choose throughout the matching, selection and training processes. The College may accept or reject potential training sites based on the site

selection criteria outlined below. A contract may also be terminated at any time if for any reason the training facility is unable or unwilling to fulfill its contract obligations. Training sites may interview and accept or reject students based upon their needs and special selection criteria as referenced in their "Practicum and Internship Site Information Sheet." In addition, the College or any training facility may terminate a student from placement during any training experience with proper notice and following an appropriate course of action focused toward attempting to resolve the situation. In situations involving a serious ethical violation, immediate termination may be warranted. Students may accept or reject an offer from any given training site, and with due cause and process, may terminate a placement during the Practicum or Internship training experience with proper notice and following the completion of the grievance procedure as outlined in Section Five of the M.A. in Clinical Mental Health Counseling Student Handbook.

Wheaton College CMHC Program

Oversight Responsibilities

It is the College's responsibility to screen agencies and supervisors to determine their appropriateness as potential training sites for its CMHC students. In addition, the College is responsible for making available information about the approved training sites, negotiating contracts with the sites, and overseeing, tracking, and evaluating students' experiences while in training.

In light of the commitment of the program to oversight of the students' training experience, the department will also provide oversight of the student Practicum and Internship training within the context of the training facilities through the work of the Practicum/ Internship faculty supervisor. While the Practicum and/or Internship agency will provide a Supervisor, assign clients, maintain record-keeping, bill clients, and carry out all administrative aspects of the clinic, the CMHC Program will set the minimum number of hours required of the student, the minimum number of hours of supervision, and the general range of experiences that will be provided for each student. In general, students must meet or exceed the standards established by CACREP as well as the state of Illinois's requirements for LCPC licensure. Clinical supervision will be the responsibility of the professional staff of the training site. Faculty of the Wheaton College program will retain final evaluative responsibility for the overall training experience and professional development of the student.

Practicum and Internship Faculty Supervisor

The Practicum/ Internship faculty supervisor takes direct responsibility for the professional development of the student, but does not assume direct professional responsibility for the clinical work being performed. Students should take feedback from their Practicum/ Internship seminar to their supervisor before utilizing it in treatment. Oversight by the Practicum/ Internship faculty supervisor is achieved through regularly scheduled group meetings. Individual meetings are usually one hour and internship seminar group meetings average one and one half hours per week. During the Practicum experience, faculty supervisors take a direct role in the student's clinical training by maintaining bi-weekly contact with the student's site supervisor. During the Internship experience, faculty supervisors remain involved with site supervisors as needed in order to ensure oversight of the student's training experience.

Clinical Training Sites

Site Supervisor

The Site Supervisor, who is under the employment of the training agency, takes direct clinical responsibility for the clinical work of the student and the welfare of the client/patient under the care of the student. In some limited cases, program faculty may serve as site supervisors, especially during Practicum placements. Faculty will not serve as Supervisors of master's students when there is a conflict of interest.

It is the responsibility of the training sites to provide accurate information to the College about the types of experiences that are available, and any specific needs, restrictions, and/or requirements that the agency may have that could influence their selection criteria. It is also the responsibility of the training sites to provide adequate, suitable clinical experiences, including supervision, for participating students to assist the College in the evaluation of the learning and performance of participating students. Sites should comply with agreed upon interview and selection procedures to the best of their ability.

Students

Students carry the ultimate responsibility for pursuing, securing, and completing their training experiences. They prepare the documents necessary for application, arrange an interview with potential placements, establish learning contracts with their chosen Practicum and Internship sites, and fulfill all clinical training responsibilities in a timely and professional manner. They are also expected to obtain professional liability insurance prior to the beginning of Practicum training and submit a copy of the Certificate of Insurance to their Practicum faculty supervisor *before beginning Practicum*.

Ethical Practice

Students are at all times to conduct themselves as professionals. Specifically, students will be expected to adhere to the following guidelines while engaged in their clinical training experiences:

1. To follow the administrative policies, standards and practices of the Facility when in the Facility.
2. To report to the Facility on time and to follow all established regulations during the regularly scheduled operating hours of the Facility.
3. To conform to the standards and practices established by the College while training at the Facility.
4. To keep in confidence all medical and health information pertaining to particular clients unless otherwise indicated.
5. To inform clients of his or her status as a student, and give specific information as to his or her qualifications and functions.
6. To inform clients of the possibility of periodic meetings with the supervising mental health professional at the client's, the service provider's, or the supervisor's request.
7. To review with the Supervisor all written reports and clinical communications, including documentation of training experiences, for consultation and approval.
8. To fully read and abide by the ACA ethical code.
9. To dress in a professionally appropriate manner according to the dress codes of the Facility. Students should exercise sound judgment in choosing modest clothing.

LIABILITY INSURANCE

Every student is required to obtain student liability insurance when on any Practicum or Internship placement. The minimum coverage required is *\$1,000,000 for each incident/\$5,000,000 annual aggregate*. Proof of liability insurance is required in the student portfolio before the student begins a Practicum placement and should cover the student through the duration of both the Practicum and Internship. *A copy*

of the current insurance policy (page showing dates and amounts) should be uploaded on Tevera and kept current throughout clinical experiences.

To help students get started, listed are some carriers used by previous cohorts.

- **American Counseling Association (Healthcare Providers Service Organization)**

www.counseling.org/Students

Insurance offered through HPSO (www.hpsso.com) is available as a complimentary benefit to all student members of ACA. It is recommended that students first join ACA via their website. We encourage students to become members of ACA, as there are many benefits of membership in addition to liability insurance. Students are required to ensure the appropriate minimum coverage of **\$1,000,000 for each incident/\$5,000,000 annual aggregate** is obtained. Master's students may also be covered for telebehavioral health sessions if the criteria are met.

- **The American Professional Agency, Inc.**

www.americanprofessional.com/student/index.htm

This policy provides coverage to individual students who are working towards a degree in the Mental Health field for duties performed as part of their school curriculum, including field placement. Please ensure the appropriate minimum coverage of **\$1,000,000 for each incident/\$5,000,000 annual aggregate** is obtained.

- **Lockton Risk Services, Inc.**

https://locktonmedicalliabilityinsurance.com/coverage/counselors-and-therapists-liability-insurance/?_ga=2.169900327.605431389.1617040709-840175673.1617040709

There may be an additional cost to be covered by the Illinois liability insurance limits. Please ensure the appropriate minimum coverage of **\$1,000,000 for each incident/\$5,000,000 annual aggregate** is obtained.

Student Liability Insurance during International Clinical Placements:

All students obtaining a clinical experience (e.g., practicum/internship) outside the US will need to obtain specialized student liability insurance coverage that would provide liability coverage for the duration of their clinical experience. Students are required to have a valid US Mailing address and a US-based credit card or checking account. If the country of the student's international clinical placement requires liability insurance within that country, the student is responsible for finding and securing liability insurance that meets the standards of the country.

LICENSING AND CERTIFICATION

Overview

Students come to our program with many diverse plans and goals for their professional futures. Many desire to become licensed and practice as professional counselors. The CMHC faculty and staff are committed to providing the appropriate coursework and clinical requirements to enable students to obtain licensure and certification as professional counselors. All students must understand from the beginning of their training, however, that becoming informed about, applying for, and obtaining a professional license or certificate is solely the responsibility of the student. Each state defines its own license and requirements. It is important that students attempt to anticipate their future licensing needs. If you know of a state or several states where you are likely to want to move after completion of the program, your research into the licensure requirements in those states must begin in your first semester of the program (if not before). On several occasions, students have discovered that a state's licensure requirements may differ from the department's graduation requirements in such areas as courses, Practicum and Internship hours, type of supervisor, etc. It is difficult to correct such problems after graduation. **NOTE: It is very important to keep copies of all your syllabi and clinical training records as they may be needed to verify the content of the curriculum or the Practicum/Internship experience to various licensing agencies.**

Resources

Since the licenses in all of the states (and other countries) are always changing it is not possible for faculty to monitor the situation in states other than Illinois. Websites that are helpful in locating the various boards and licensing information are:

American Counseling Association	www.counseling.org
IL Counseling Association	www.ilcounseling.org
IL Department of Professional Regulations	www.ildpr.com
IL Mental Health Counselors Association	www.imhca.org
National Board for Certified Counselors	www.nbcc.org

A copy of the current edition of *Licensure Requirements for Professional Counselors: A State by State Report*, which outlines the counseling licensure requirements in all fifty states, is available in the Psychology Department office. Students may wish to photocopy the pages pertaining to the state or states where they intend to pursue licensure.

We do monitor the requirements of the LCPC license in Illinois and provide students with information that is as current as possible on obtaining licensure as a Clinical Professional. However, the State Licensing Boards ultimately determine eligibility, thus taking the recommended curriculum at Wheaton is not a guarantee of licensure. The most current licensure information should be found on the state web-site under the department of professional regulation.

There are two levels of licensure in Illinois of which students should be aware:

Level One:

Licensed Professional Counselor (LPC): a temporary, master's level license that requires a master's degree and expires after five years. The LPC is required to work under direct supervision and cannot engage in independent practice. Most students obtain the LPC first and then work to acquire the clinical hours necessary for the permanent LCPC license. The required exam (National Counselor's Exam) consists of 200 multiple-choice questions.

Level Two:

Licensed Clinical Professional Counselor (LCPC): an independent practitioner's license that requires a master's degree *as well as 3,360 post-degree* supervised hours. In addition to the NCE, you must also pass the NCMHCE (National Clinical Mental Health Counseling Examination). This exam consists of case studies in order to assess a professional counselor's diagnostic and conceptualization abilities. Study guides and free practice exams for the NCMHCE can be found online.

Requirements for Masters-level Mental Health Licenses in Illinois

LCPC=Licensed Clinical Professional Counselor

(See [Professional Counselor \(illinois.gov\)](http://www.professionalcounselor.illinois.gov) for complete up-to-date details and Application Forms.)

	LCPC
Educational Requirements	Required courses in the following domains: (1) human growth and development, (2) counseling theories, (3) counseling techniques, (4) group counseling, (5) individual appraisal, (6) research and evaluation, (7) legal and ethical responsibilities, (8) social and cultural foundations, (9) lifestyle and career development, (10) practicum/ internship, (11) psychopathology, (12) substance abuse, (13) family dynamics.
Experience Requirements	2 years of post-degree professional experience 3360 total hours of professional experience 1920 hours of face-to-face counseling
Clinical Supervision Requirements	104 hours of post-degree clinical supervision required. Supervisor must be LCPC, LCSW, Licensed Psychologist, or Psychiatrist.
Examinations	Two exams: the National Counseling Examination (NCE) of the National Board for Clinical Counselors (NBCC) <u>AND</u> the National Clinical Mental Health Counseling Examination (NCMHCE) or the Examination of Clinical Counselor Practice (ECCP).

Course Recommendations for Illinois LCPC Requirements

Required in Illinois for LCPC	Recommended Wheaton Courses
Human Growth & Development	CMHC 631 – Lifespan Development
Counseling Theory	CMHC 625 – Counseling Theories and Practice
Counseling Techniques	CMHC 621 – Counseling Skills & Techniques CMHC 621 L – Basic Counseling Skills Lab
Group Dynamics	CMHC 614 – Group Counseling CMHC 614L – Group Counseling Lab
Appraisal of Individuals	CMHC 641 – Assessment in Counseling
Research & Evaluation	CMHC 618 – Clinical Research & Design
Professional, Legal, & Ethical Responsibilities	CMHC 624 – Issues & Ethics in Professional Practice
Social and Cultural Foundations	CMHC 648 – Multicultural Issues & Social Advocacy
Lifestyle and Career Development	CMHC 653 – Lifestyle and Career Development
Practicum / Internship	CMHC 692 – Practicum CMHC 696 – Internship
Psychopathology	CMHC 642 – Psychopathology
Substance Abuse	CMHC 651 – Substance Abuse & Addictions
Family Dynamics	CMHC 636 – Family Counseling

CMHC Clinical Paperwork

Application for Practicum/Internship

- Link: <https://form.jotform.com/200935142313040>

Client Recording Informed Consent Verification – (Tevera)

Faculty Supervisor Evaluation – Practicum (Tevera)

- Link: <https://form.jotform.com/201285356553153>

Faculty Supervisor Evaluation – Internship (Tevera)

- Link: <https://form.jotform.com/201534500812139>

Faculty Supervisor Evaluation – Internship II (Tevera)

- Link: <https://form.jotform.com/201075229454149>

Learning Contract (Tevera)

- Link: <https://form.jotform.com/201255342510037>

Permission to Release Educational Record Information (Tevera)

- Link: <https://form.jotform.com/200995490003048>

Post Placement Site Evaluation (Tevera)

- Link: <https://form.jotform.com/201075834508050>

Site Supervisor Evaluation – Practicum (Tevera)

- Link: <https://form.jotform.com/201284619733154>

Site Supervisor Evaluation – Internship (Tevera)

- Link: <https://form.jotform.com/201533988187163>

Site Supervisor Evaluation – Internship II (Tevera)

- Link: <https://form.jotform.com/201074877601050>