

Clinical Mental Health Counseling Program

Clinical Fieldwork Handbook

National University

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The Clinical Fieldwork Handbook

The following pages contain the Clinical Fieldwork Handbook (FH) for the Master of Science in Clinical Mental Health Counseling (MSCMHC) program. The FH includes Council for Accreditation of Counseling and Related Educational Programs (CACREP) 2024-aligned definitions and requirements for practicum and internship experiences; supervision roles and qualifications; supervision agreements; student and site supervisor responsibilities; evaluation procedures; clinical hour requirements; policies governing recording and live supervision; and program policies related to retention, remediation, and dismissal. (National University's Clinical Mental Health Program is not currently CACREP accredited, and in the process of seeking CACREP Accreditation.)

This handbook serves as a comprehensive resource for the student fieldwork experience (FE), and site/local supervisors as they navigate the fieldwork component of counselors in training. Information regarding the FE can be found in this FH. If you have additional questions, email CMHCtraining@nu.edu.

CACREP 2024 related items can be found on pages:

- I. definitions and requirements for practicum and internship experiences
 - a. Pages 6-7, 11-16, and 23-32
 - b. Appendix M and N
- II. supervision roles and qualifications
 - a. Pages 14-15, 21-22
 - b. Appendices I and J
- III. supervision agreements
 - a. Page 20
 - b. Appendices M and N
- IV. student and site supervisor responsibilities
 - a. Pages 20-22
- V. evaluation procedures;
 - a. Page 27-32
 - b. Appendix C
- VI. clinical hour requirements;
 - a. Pages 23-27
 - b. Appendix P, Q
- VII. policies governing recording and live supervision; and
 - a. Page 30
 - b. Appendix S, T, U
- VIII. program policies related to retention, remediation, and dismissal
 - a. Pages 27-32
 - b. Appendix B, C, R

This handbook is organized into three main sections:

- I. Introduction to the Fieldwork Experience

- a. Section I contains an overview of Practicum and Internships and resources available to support the experience in advance and during the fieldwork experience.
- II. Preparing for Fieldwork
 - a. Section II covers pre-course requirements, pre-application processes in the Experiential Learning Cloud (ELC), NU's CMHC fieldwork experience management platform, including a clinical experience timeline and site / site supervisor selection information.
- III. Participating in Fieldwork Experiences
 - a. Section III shares information on required activities that pertain to participating in the clinical experience, including completing coursework in D2L Brightspace, NU's learning management system, and completing required documentation in ELC. It also contains information related to retention remediation and dismissal.

It is important to note that moving forward to practicum and into a role interacting directly with the public as a representative of your program is not guaranteed. There are various elements that faculty consider before a student is approved for practicum, most notably (but not exclusively):

- *The student's completion of all required pre-practicum and vetting tasks*
- *The student's ability to pass a placement site's interview process*
- *The student's clinical development and interpersonal skill*
- *The student's prior behavior and adherence to program behavioral standards*

Faculty take all the above, and other relevant information, into account when deciding whether to approve a student starting a practicum placement. Violations or other issues with the elements listed prior can result in delay of practicum and/or creation of a remediation plan that must be satisfactorily completed before the student starts practicum. Remediation plans cannot be appealed. In cases of severe violations of the behavioral standards or ethics of the program, university, or profession, the faculty reserve the right to dismiss the student from the program.

Fieldwork Handbook Acknowledgement of Receipt and Understanding

This handbook is designed to ensure that both students and site supervisors are fully informed and equipped to provide a successful, enriching fieldwork experience. Students and site supervisors are expected to acknowledge that they have read and understand all policies and procedures outlined in this FH prior to commencing the fieldwork experience. This process will occur during the preapplication process in the Experiential Learning Cloud, described in section II of this FH. The counselor education program is committed to fostering professional growth and development at every stage of the training process. We look forward to supporting you as you embark on this critical part of your counseling career.

The Clinical Mental Health Counseling Program establishes and enforces program-specific policies and procedures reflected in this Handbook, which may differ in language, scope, or application from University-level policies and procedures. Students are expected to comply with both University and Program requirements; however, for all program-related matters—including training, professional standards, evaluation, and progression—the policies outlined in this Handbook govern.

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Introduction to the Fieldwork Experience

Welcome to the Master of Science in Clinical Mental Health Counseling (MSCMHC) fieldwork experience at National University. Fieldwork (Practicum, Internship I, and Internship II) is a vital component of counselor preparation and provides structured, supervised opportunities to apply counseling theory, develop clinical skills, and meet licensure and certification requirements.

Overview of Practicum and Internship

The clinical fieldwork experience consists of one practicum and two internship courses, completed under the supervision of both a faculty supervisor and a qualified site supervisor. Students must complete a minimum of 700 total hours (100 practicum hours and 600 internship hours) across at least 36 weeks, including required individual and group experiences in accordance with CACREP (2024) standards. These experiences represent the culmination of academic training and prepare students for professional counseling roles.

Practicum (COUN 6050)

Practicum is the initial fieldwork experience. It focuses on developing foundational counseling skills, integrating academic knowledge, and applying basic techniques in a supervised clinical setting.

Internship (COUN 6051 & COUN 6052)

Internship builds on practicum and offers deeper, more authentic clinical engagement. Students refine their counseling skills, take on responsibilities like those of practicing counselors, and receive ongoing feedback on their work with diverse client populations. The goal is to support the transition from student to competent professional counselor.

Objectives of Practicum and Internship

Fieldwork is designed to help students develop competence as professional counselors. Throughout the experience, students will:

1. Build effective counseling relationships.
2. Demonstrate a coherent counseling approach aligned with professional and theoretical principles.
3. Identify client concerns accurately.
4. Assess clients through a multicultural lens.
5. Use assessment instruments appropriately and understand their validity and reliability.

6. Interpret client data for diagnosis and treatment planning.
7. Demonstrate working knowledge of the DSM-5-TR.
8. Develop counseling plans and make data-informed recommendations.
9. Provide individual and group counseling from intake through termination.
10. Deliver presentations, workshops, or guidance programming as appropriate to the site.
11. (For school-based sites) Contribute to developmental guidance programming.
12. Evaluate their own professional effectiveness.
13. Adhere to legal and ethical standards, including the ACA (2014) Code of Ethics.
14. Communicate clearly and professionally with colleagues.
15. Participate in consultation and interdisciplinary collaboration.
16. Educate clients on relevant life skills and support services.
17. Make effective referrals and collaborate with external providers.
18. Complete professional documentation, including progress notes and records.
19. Use essential technology for documentation and communication.
20. Communicate with other professionals using appropriate clinical and counseling terminology.

Clinical experiences are a central component of the MSCMHC program and a key requirement of the 2024 CACREP accreditation standards.

Support Resources for Students

The following resources and supports are available to students throughout their time in the program and are specifically referenced in this handbook to support all aspects of clinical fieldwork program from start to finish.

The Fieldwork Handbook

This handbook outlines the standards, expectations, policies and procedures that are integral to a successful fieldwork experience. This handbook serves as a comprehensive resource for the student fieldwork experience (FE), and for site/local supervisors. Many questions regarding the FE can be found in this Fieldwork Handbook (FH).

Program Administration: Overview of Roles and Responsibilities

The **Clinical Administrative Team** plays a vital role in guiding students through practicum and internship experiences. Our faculty provide mentorship, supervision, and support in alignment with [CACREP 2024 standards](#) and the development of counselors who demonstrate ethical practice, cultural responsiveness, and professional competence.

Dr. Kelly Smith, LPC — Associate Professor & Director of Clinical Training Dr. Smith provides leadership for the clinical training component of the program, oversees practicum and internship operations, and works collaboratively with students, site supervisors, and faculty to ensure successful fieldwork experiences.

Ms. Rachel Butterfras, M.MFT — Director of Professional Training Ms. Butterfras manages professional training operations, supports student preparation for fieldwork, and collaborates with clinical sites to foster meaningful learning opportunities.

Ms. LaKisha Wheeler, LPC — Clinical Training Coordinator Ms. Wheeler coordinates the placement process, manages documentation requirements, and assists students in navigating the fieldwork experience.

Dr. Cassandra Lettenberger-Klein, LMFT — Senior Director of Clinical Training Dr. Lettenberger-Klein provides oversight and strategic direction for fieldwork programming and supervises training systems that support student and supervisor success.

Ms. Lindsey Sweetnam, LMFT — Director of Training Outreach Ms. Sweetnam oversees site outreach and development, fostering strong community partnerships to support diverse and inclusive fieldwork opportunities.

Below is a Brief Overview of Other Important Roles

- **CMHC Faculty** — Provide oversight, ensure alignment with learning outcomes, and evaluate student progress.
- **CMHC University Faculty Group Supervisor** — Leads group supervision and integrates academic learning with clinical practice for clinical courses (Practicum, Internship I and Internship II).
- **Site Supervisor** — Provides on-site clinical supervision, guidance, performance feedback, and professional modeling.
- **Counseling Student Trainee** — Engages actively in supervision and site work, adheres to ethical standards, and maintains accurate documentation.

MSCMHC Support Page

For student trainees, this handbook, and many other supporting resources, can be located on the MSCMHC Support Page listed with all other courses in D2L Brightspace:

CMHCTraining@nu.edu

Use this email address to reach members of the Clinical Administrative Team. This email is checked frequently and is one of the quickest ways to receive a response related to all aspects of the fieldwork experience.

Experiential Learning Cloud

National University uses the Experiential Learning Cloud (ELC) as the fieldwork experience management platform. Students will complete FE preapplication tasks, timesheets and hours reports, and all evaluations in ELC. Students gain access to ELC by emailing CMHCtraining@nu.edu. Students can do this any time after completing their third course in the program and will be prompted to access ELC in an assignment in COUN 6103A. Students can access ELC assistance sessions, provided by the Clinical Training Coordinator, by accessing:

[https://generalappointmentscheduling.as.me/schedule/3fb2ae54/?appointmentTypelds\[\]=57982873](https://generalappointmentscheduling.as.me/schedule/3fb2ae54/?appointmentTypelds[]=57982873).

Learn more about ELC tasks in Section II of this FH in the subsection entitled: [Practicum Preparation Tasks Completed in the Experiential Learning Cloud](#).

CMHC Program Newsletter

Students will receive reminders and information regarding preparing for FE in a CMHC Program Newsletter sent monthly via email to students.

Fieldwork Information Meetings

Fieldwork Information Meetings are held once per month over zoom. Students are invited to these meetings via the MSCMHC Support Page, the CMHC Program Newsletter, postings in the Commons, and via email (an email invitation is sent to all students within one year of their current listed practicum start date). Students are invited to attend as many information sessions as needed. Materials for information sessions are prepared in advance and are available on the MSCMHC Support page. Time is set aside during each information session to address individual student questions.

Preparing for Fieldwork

Students are encouraged to begin preparing for fieldwork one year to six months in advance of their practicum start date. The preparation timeline and checklist below can also be found in [Appendix A](#) of this FH.

Preparation Timeline and Checklist

	Task	Done
Immediately	Engage with local CMHC community by attending events, joining email listservs, etc.	
	Connect with your advisor (advisingservices@nu.edu) to determine the potential start date of your first clinical course, Practicum COUN 6050	
12-9 months before anticipated start of Practicum I	Review Welcome section in the Practicum and Internship Folder on the MSCMHC Support Page	
	Review the module: Pre-Clinical Fieldwork Preparation resource in the Practicum and Internship Folder on the MSCMHC Support Page	
	Review the CMHC Clinical Fieldwork Handbook resource in the Practicum and Internship Folder on the MSCMHC Support Page	
9-6 months before anticipated start of COUN 6050	Continue to review the CMHC Clinical Fieldwork Handbook resource in the Practicum and Internship Folder on the MSCMHC Support Page	
	Review entire submodules in Pre-Clinical Fieldwork Preparation resource in the Practicum and Internship Folder on the MSCMHC Support Page	
	Complete the Pre-Application tasks in ELC (after you have registered for ELC in COUN 6103A Advanced Counseling and Psychotherapeutic Techniques).	

	Create site/supervisor tracking sheet for contacts (located in submodules mentioned above.)	
	Start connecting with potential sites/supervisors and tracking contacts.	
6-3 months before anticipated start of COUN 6050	Continue to connect with potential sites/supervisors and tracking contacts	
	Move on to items listed below in the “3 - 1.5 months before anticipated start of COUN 6050” if ready.	
3-1.5 months before anticipated start of COUN 6050	Complete all Site Application tasks in ELC when you have a <u>confirmed site</u> : - Refer to the CMHC Student ELC Guide in the Pre-Clinical Fieldwork Preparation MSCMHC Support Course Page submodule. - Check with site if they have their own Memorandum of Understanding (MOU) or Affiliation Agreement (AA) – send the CMHC Site Agreement through ELC to Authorized Site Representative (ASR) if they don’t have their own MOU or AA	
	Complete all Supervisor Application tasks in ELC when you have a <u>confirmed supervisor</u> : Refer to the CMHC Student ELC Guide in the Pre-Clinical Fieldwork Preparation MSCMHC Support Course Page submodule.	
	Complete final tasks in the clinical tracking system, ELC: Refer to the CMHC Student ELC Guide in the Pre-Clinical Fieldwork Preparation MSCMHC Support Course Page submodule.	
*Please note that ANY deviation from your schedule (extensions, leaves of absences, grade appeals, etc.), may delay the start of your clinical experience and your anticipated graduation date. Connect with your advisor (advisingservices@nu.edu) to determine how your schedule is impacted if any change occurs in your degree plan. All tasks must be completed the week before students are scheduled to start COUN 6050. Students may NOT start COUN 6050 the same week they finish all tasks in the clinical tracking system. Students may NOT see clients unless they are enrolled in a fieldwork course.		

Student Readiness and Eligibility Criteria

Students must meet academic, professional, and developmental readiness criteria before beginning clinical fieldwork (Practicum). These criteria include:

Disposition and Remediation Requirements

- Maintaining professional disposition ([Appendix B](#)) standards throughout the program.
- Avoiding remediation or completing any remediation processes requested, if applicable (see CMHC Professional Standards and Expectations Document [Appendix C](#)).

Academic Requirements

- Maintaining a minimum 3.0 cumulative GPA throughout the program and being in good academic standing.
- Successfully completing core courses prior to enrolling in Practicum. Students preapproved by the CMHC Director of Clinical Training can enroll in elective courses concurrently with clinical courses. See [Appendix D](#) for the JotForm: Request to Overlap CMHC Elective Courses with Clinical Fieldwork Courses.

Required Core Coursework (In parentheses are the comportment and evaluation rubric used throughout the program. Learn more in [Appendix B](#) and [C](#) and [Section III](#)):

- COUN 6000 – Orientation and Foundations of Clinical Mental Health Counseling (Comportment Rubric/Program Dispositions)
- COUN 6101 – Ethical and Legal Issues in Counseling (Comportment Rubric/Program Dispositions)
- COUN 6107 – Human Growth and Development
- COUN 6104 – Social and Cultural Diversity in Counseling (Comportment Rubric/Program Dispositions)
- COUN 6100 – Theories and Models of Counseling
- COUN 6103 – Counseling and Psychotherapeutic Techniques
- COUN 6103A– Advanced Counseling and Psychotherapeutic Techniques. (Comportment Rubric/Program Dispositions)
- COUN 6111 – Career Development and Counseling
- COUN 6112 – Research Methods and Program Evaluation in Counseling
- COUN 6115 – Group Counseling (Comportment Rubric/Program Dispositions)
- COUN 6105 – Assessment, Tests, and Measurements in Counseling
- COUN 6110 – Psychopathology
- COUN 6114 – Clinical Assessment, Diagnosis, and Treatment
- COUN 6109 – Abuse, Crisis, and Trauma Counseling

Elective Courses That May Be Taken Concurrently with Clinical Training if Approved ([Appendix D](#)):

- COUN 6050 – Practicum (12-week) (Counseling Competency Scale-Revised)

- COUN 6116 – California Specialization: Contemporary Issues in Counseling
- COUN 6051 – Internship I (12-week) (Counseling Competency Scale-Revised)
- COUN 6102 – Substance Use Disorders and Addictions Counseling
- COUN 6113 – Psychopharmacology
- COUN 6052 – Internship II (12-week) (Counseling Competency Scale-Revised)
- COUN 6106 – Human Sexuality

Additional Requirements for Students Pursuing Licensure in California:*

- COUN 6106 – Human Sexuality
- COUN 6108 – Marriage and Family Systems
- COUN 6113 – Psychopharmacology
- COUN 6116 – Contemporary Issues in Counseling

Additional Requirements for Students Pursuing Licensure in Texas:*

- COUN-6117 – Advanced Ethical Practice and Record Management

*State requirements are subject to change at any time. Find the most updated information in the [CMHC State Specific Information JotForm \(Appendix E\)](#).

Practicum Preparation Tasks Completed in Coursework

Identifying sites. In Orientation and Foundations of Clinical Mental Health Counseling (COUN 6000) students are asked to identify potential sites for the practicum and internship experience. Students can use ELC to discover affiliation agreements National University already has with potential sites in their state. (More information on securing a site can be found in the FH subsection entitled: [Securing a Site Placement](#).)

Background checks. Although students are asked to complete a background check history form to gain admittance to the CMHC program, students also complete a background check in the Ethical and Legal Issues in Counseling (COUN 6101) course. Flagged results are reviewed by the Clinical Administrative Team, and students are contacted for further discussion as needed. Background checks can determine eligibility for practice at site placements and for licensure and credentialing in your state. (Instructions for completing the Background Check can be found in [Appendix F](#) and on the [MSCMHC Support page in Brightspace](#).)

Accessing ELC, the fieldwork management platform. An assignment in Advanced Counseling and Psychotherapeutic Techniques (COUN 6103A) requires students to register for ELC. Once students have an account and have registered for ELC, the pre-application assignments can be accessed via ELC. All pre-application tasks in ELC need to be completed and approved by the Clinical Training Team in ELC prior to enrolling in Practicum (COUN 6050). Any questions that you have regarding the application process can be directed to CMHCTraining@nu.edu. The CMHC Student ELC Guide, in [Appendix G](#),

helps students through each task with screenshots. This Guide can also be found in the [MSCMHC Support page](#).

Practicum Preparation Tasks Completed in the Experiential Learning Cloud

Before students may enroll in Practicum, count hours, and begin direct counseling work with clients, all Experiential Learning Cloud (ELC) requirements must be completed and approved. These tasks ensure readiness for clinical engagement, alignment with ethical and legal practice standards, and verification of site and supervisor qualifications.

These tasks can be started in ELC after you register in ELC during the COUN 6103A Advanced Counseling and Psychotherapeutic Techniques course and by emailing a request for access to CMHCtraining@nu.edu.

All tasks are located in ELC and are grouped into three sections: Pre-application Tasks, Site Application Tasks, Local Clinical Supervision Application Tasks. Detailed step-by-step instructions are available by selecting the (+) expand icons in ELC.

A CMHC Student ELC Guide with screenshots can be found in [Appendix G](#). Find complete list of each task with descriptions in [Appendix H](#).

Practicum Preparation for Securing a Site Placement and Site Supervisor

This section describes information and support for completing the ELC required Site Application Tasks and Local Clinical Supervisor Application Tasks.

Selecting a site and site supervisor is an important process. It will shape the field experience and help students make decisions about their identity and goals as a future professional counselor.

Students should carefully consider their professional goals, interests, needs, and expectations for their clinical/field experiences. Students should aim for a site placement that represents a “good fit” with their personal and professional needs, values, interests while meeting program requirements and post-graduation licensure/certification requirements.

Fieldwork site placements should reflect a diversity of experiences within different sites, agencies, and activities whenever possible. These experiences provide supervised learning that meets the professional needs and goals of students while providing a service to schools, organizations, and agencies. Additionally, sometimes the fieldwork experience can lead directly to employment. Therefore, selecting appropriate sites requires careful thought and research.

Considerations for selecting a site supervisor

A general guideline is that Fieldwork site supervisors have (your state’s requirements will need to be checked, [Appendix E](#)):

- 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 (and clients are being seen), preferably in counseling or a related profession
- A minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled
- Relevant training for in-person and/or distance counseling supervision (distance (telehealth) supervision must be approved by the APD or DCT.)
- Relevant training in the technology utilized for supervision; and knowledge of the program's expectations, requirements, and evaluation procedures for the clinical experience.
- Additionally, the site supervisor must be able to commit to observation of the student's skills for at least 4 hours for the practicum experience and at least 6 hours for each internship experience. These observations can take place physically or through a recording.
- Supervisors must meet with the student trainee at least one hour per week for individual or triadic supervision while they are collecting hours.
- Supervisors must complete all time sheets and required evaluations in the online fieldwork management platform, ELC, in a timely manner.
- Supervisors must complete a virtual check in meeting with the faculty (minimum 15 minutes) at least once per fieldwork course.

Resources for finding a site supervisor

The vast majority of site placements will provide qualified site supervisors. However, if you are at a site that meets all other requirements, but they do not have a qualified individual available to provide supervision, students can have a discussion with the site to determine if they can reach out to third party qualified supervisors to meet the site supervision requirements. If this is agreeable to the site, students can seek out their own qualified supervisor. One way students can find supervisors is using third party sites, like Motivo (motivohealth.com). Your site supervisor cannot be someone with whom you have a dual relationship.

Considerations for selecting a site

When to start: Begin searching for possible sites a year in advance. This means if you think you will begin your first field experience in October 2028, you should begin your search October 2027. Many sites take new interns based on traditional fall and spring semesters which differs from National University's 1:1 setup. You want to be sure that a supervisor will be available when you are ready to start your Practicum.

Setting Preference: Students should select a site that closely resembles the setting that they envision working in as a professional counselor. The advantages are twofold: discovering if one wants to work in such a setting, and if so, making important career contacts.

Timeliness: Select a site early to avoid last minute, unsatisfactory placement which will also reduce the risk of not meeting program approval. In addition, some sites require

interviews and background checks that may take time to be completed so plan early; begin exploring site possibilities before the pre-application process in Advanced Counseling and Psychotherapeutic Techniques (COUN 6103A). You will be prompted to start this process in COUN 6000 Orientation and Foundations of Clinical Mental Health Counseling.

Site Population: Consider the following questions when selecting a site.

- Will I be exposed to a culturally diverse group of people?
- Will my clients be of varied socioeconomic and cultural backgrounds?
- Will I be able to work with client populations with varied presenting problems?
- Will I be allowed to choose with whom I wish to work, or will I be assigned clients?

Facilities: When selecting a site, students should also ponder what type of facilities the site has to offer. Some minimum standards could include the following:

- The site has office space that allows for counseling privacy and the ability to record each session onsite.
- The office should be located within the center or the institution for easy client access as well as easy access for you (parking, main location, front door access, etc.).
- Additional facilities and equipment (such as recording machines, observation rooms, computer availability) may also be site selection considerations.

Virtual Site Options: Telemental health therapy (TMH) is mental health counseling, and all aspects related, performed using synchronous interactive video- and audio-based technology. In order for students to engage in telemental health therapy at a site, the telemental health guidelines outlined in [Appendix W](#) must be followed.

Site Placement Examples:

The following types of agencies can provide suitable placement experiences:

- Community Mental Health Centers
- Hospital Based Rehabilitation Units
- Psychiatric Treatment Centers
- Residential Rehabilitation Programs
- Schools & Universities
- Private Practice
- Substance Abuse Programs Intensive Outpatient Programs University Based Clinics

If you already work where you desire a site placement: If you select a site where you already hold employment, your duties as a practicum or internship student at the site must be different and separate from the duties that you are required to complete as an employee at that site.

Resources for finding a site

There are several resources for students specifically for assisting in the site procurement process. You can also find resources and templates used for finding and securing a site on MSCMHC Support page in D2L Brightspace.

Terms and Definitions. This sheet provides a brief overview of the hours required for Practicum, Internship I and Internship II and describes the requirements of the site supervisor. It is meant to serve as a reference sheet as students have contacts with sites. ([Appendix I](#))

CMHC Flyer for Supervisors and Sites. This is a PDF flyer that you can choose to attach to your email outreaches that describes basic expectations of sites and site supervisors. ([Appendix J](#))

CMHC Student ELC Guide. The CMHC Student ELC Guide ([Appendix G](#)) describes the process for locating sites that have Affiliation Agreements with National University within a designated distance from a selected zip code.

Search State Counseling branch websites. For example, if you live in Louisiana, search for the Louisiana Counseling Association. They may list internship opportunities on their website or social media platforms.

Google Search. If you have a specific population in mind (women, men, children, etc.) or setting (prison, hospital, university, etc.), consider conducting a Google search for relevant opportunities.

NU MSCMHC Draft Outreach Email. A subject line and draft email template are provided on the MSCMHC Support Page. Students can use this to reach out to potential site placements. ([Appendix K](#))

Site and Supervisor Reach Out Tracking Sheet. This excel spreadsheet can be used to keep track of student outreaches to potential sites. ([Appendix L](#))

NU Career Services. Work with career services to develop your cover letter and resume to best reflect your skills and interests. Contact Career Coach, Matt Vaartstra at mvaartstra@nu.edu for help. Here is the link to connect with the CMHC career coach via Handshake: <https://careerservices.nu.edu/s/1843/bp23/home.aspx?gid=2&pgid=542>

Common Challenges and Solutions for Finding a Site.

It would not be unusual to find a site without any issues; however, if there is a challenge, the list below shares the most common ones and offers some solutions:

Sites don't return my calls/emails. We always recommend reaching out 2-3 times, using at least two different methods of outreach. If your first outreach was via email, try reaching out with a phone call the next time and vice versa. Many people are more responsive to one method or another and this helps capture people's preferred methods of communication.

Sites are saying they can't provide me with enough hours. Ask sites if they'd be willing to take you on "part-time". Taking into account any state and program regulations, consider if it's possible for you to secure more than one clinical training site. It can work out well for some students to have multiple sites to ensure they're able to meet the minimum number and type of hours required for graduation.

Sites aren't offering clinical training during the hours I'm available. Many sites host trainees during traditional "business hours". Consider how you may be able to adjust your schedule, when possible.

- If you typically work during business hours, is it possible to work longer on some days to free up time on others?
- If you have other caregiving responsibilities such as picking kids up from school, can you set up a carpool for days you need to be at a training site?
- If you're not able to adjust your own schedule, focus on securing a site that has broader availability. Common examples include:
 - Residential Treatment Centers
 - Hospitals
 - Telehealth, when allowable by program and state regulations

The sites I'm interested in don't have any open positions/ the sites with open positions are with populations I'm not interested in working with. Over the course of the thousands of clinical hours you will gain between your first clinical training experience and licensure, it is often recommended that you work with a variety of different populations and in a variety of different settings. Diverse experiences are invaluable to your growth as a clinician, and this is just the first of several training opportunities you will have. While you may have a dream population/setting to work in, it's also important to keep an open mind. New clinicians often discover a previously unrealized passion for a particular type of work. Consider applying to sites that you may have ruled out at first glance because they didn't fit exactly what you think you want to do. This is your chance to explore new possibilities with a relatively short-term commitment!

I can't find a site that pays. Paid training experiences are unfortunately limited in availability and in high demand for all professions. Additionally, state law varies regarding if and how you are permitted to be paid as a student. In some cases, if you are already working in a relevant professional setting, it may be possible to have this site approved within your program so that you can continue working there while getting paid during your clinical training. Reach out to CMHCtraining@nu.edu to determine if your setting may be eligible.

Site doesn't offer interview or interviews you, but doesn't offer position. While there are often more applicants than positions available, and highly qualified, strong applicants aren't always offered positions, it's always worth considering what more you can do to make your application as strong as possible. Check out NU career services below!

- If you find that sites are stating that they're accepting resumes but do not offer you an interview, you may want to consider having someone review your resume to see if there are adjustments you can make to make it more appealing to prospective sites.
- If you are going on interviews but haven't been offered a position, you may want to consider practicing your interview skills to help identify common challenges and how you can plan to work through them.

Sites cannot provide me with the supervision required. Even if a site cannot provide you with supervision, it may still be possible to complete your clinical training with this site. First, confirm your situation by emailing CMHCtraining@nu.edu that "off-site supervision" is allowable within your program. Second, verify that "off-site supervision" during clinical training is allowable within your state regulations. Third, check with the site where you would like to complete your clinical training to see if they will allow you to work with an "off-site supervisor". If the answer to any of these questions is no, you will need to identify another site for your clinical training.

Site(s) need a contract/agreement in order to work with students from my program. This is a built-in part of the Site Placement Process in ELC. If the site is unable to accept our standard agreement, you will be given instructions on how to proceed. Prepare yourself that the contract negotiations can take a minimum of 60-90 days to complete. While we strive to have these agreements completed within one month; the ability to do this heavily depends on how long it takes to come to terms. If you need to start your placement within the next 90 days, it is recommended that you explore another site that can be used as a "back-up." This is also advised, as it is possible that NU's Legal team and the site will not be able to come to terms.

After Receiving Site Approval:

The key to a successful field placement is involvement with clients, staff, supervisors, and peers. This is an opportunity for professional growth and experimentation while under intensive and expert supervision. Gains are directly proportional to the amount of work that is put into the field experience. Once the site has been approved, it is recommended that students consider the following:

Reach out to the site supervisor. Learn whether there are additional requirements of the site outside of the university requirements such as start and end dates, supervisor preferences, site documentation, additional deadlines, attire, background checks, screenings, vaccinations, etc.

Professional appearance and behavior. Students must dress appropriately and in accordance with their selected sites dress codes. Students should also follow site attendance policies and have the courtesy to call sites if they will be late or absent. Students should be on time for meetings with clients, staff, and the site in general. Students will want to review the site policies and procedures for dress and behavior. Consider that dress and behavior reflect not only on student counselors, but also upon the university and future students.

Ask questions and observe. Take advantage and the initiative in making the best use of co-workers' expertise; coworkers provide built-in resources.

Become involved in a variety of onsite activities. For example, running groups, organizing career days, participating in staff development workshops, or training sessions are all unique learning opportunities that provide valuable experiences and provide a chance to broaden knowledge and experience in the counseling profession.

Understanding Fieldwork Experience Roles and Responsibilities

Students, faculty group supervisors, and site supervisors all have key roles to play in the clinical experience. Students should be aware that the field experience requires a significant demand on their time. Because of the substantial time commitment, students should be fully aware the impact these requirements will have on their family, friends, hobbies, and abilities to meet fieldwork requirements.

Documents completed in the ELC Preapplication Tasks include a Clinical Placement Agreement (CPA) ([Appendix M](#)) and the Clinical Site Agreement (CSA) ([Appendix N](#)). The CPA names the involved parties, describes the scope of clinical training, addresses types of supervision, and the responsibilities of National University's CMHC program, the site and the authorized site representative, the local clinical supervisor, and the CMHC Student. The CPA is signed by the CMHC Student, the authorized site representative, the local clinical supervisor, and the Director of Clinical Training or the Academic Program Director. The CSA describes the responsibilities of the University, responsibilities of the Clinical Site, and the responsibilities of Local Clinical Supervisors and is signed by the authorized site representative and the Director of Clinical Training or the Academic Program Director.

Student, site and offsite (as applicable) supervisor, faculty group supervisor, and the DCT roles and responsibilities are listed below.

Practicum/Internship Students

1. Check NU email account regularly.
2. Select potential fieldwork site(s) in consultation with the clinical team, Academic Program Director (APD) or Director of Clinical Training (DCT).
3. Schedule and complete interviews with potential Site Supervisor(s).
4. Be able to provide direct counseling services (i.e. individual and group) at the chosen site.
5. Be able to record sessions with clients (i.e. minimum of 1 hour per week).
6. Receive individual or triadic supervision at sites at a scheduled time every week for at least one hour.
7. Receive an orientation to the site that includes information related to how to handle a crisis situation at the site.
8. Select a site that is compatible with your emphasis area (e.g. clinical mental health counseling).
9. Submit required pre-application and documents in ELC.
10. Discuss with the DCT or APD client services or other requirements that are available at the site that may be outside the usual range of counseling services (case management, drug testing, etc.).
11. Attend all required site and faculty group supervision sessions.
12. Perform all site responsibilities in a professional manner as if a paid employee.
13. Complete all required clinical direct and indirect hours.

14. Complete and submit required recordings/critiques, logs, evaluations, paperwork, projects, presentations, etc. by the deadlines.
15. Notify the APD or DCT of any concerns related to your field experience.

Site Supervisors

1. Be on site (accessible) whenever a student is on site (completing FE hours).
2. Review the FH and sign and date if students are approved.
3. Negotiate with students regarding starting and ending dates, hours, responsibilities, etc.
4. Provide students with an orientation to the site and suitable work environment.
5. Meet students for individual supervision with a minimum of one hour each week students earn hours at the site.
6. Sign and date students' weekly log sheet using ELC, verifying direct and indirect hours gained at the site.
7. Complete students' evaluations at the midpoint and at the endpoint of each semester.
8. Consult with the faculty group supervisor/Director of Clinical Training on a regular schedule to discuss students clinical work and development.
9. Ensure students are treated like employed counselors are treated at the site.
10. Include students in staff meetings to the extent possible.
11. Ensure students have the opportunity to accumulate the required number of client direct contact hours and indirect hours.
12. Commit to observation of the student's skills for at least 4 hours for the practicum experience and at least 6 hours for each internship experience. Provide feedback using the observation JotForm ([Appendix Q](#)).
13. Provide information on how students should handle crisis situations at the site (i.e., crisis intervention protocol).
14. Inform students about services provided at the site outside the normal counseling duties.
15. Ensure students have opportunities for individual and group counseling with clients.
16. Provide site strategies for developing new groups and leading existing ones.
17. Provide written and verbal communication with faculty group supervisors and satellite supervisors (if applicable) regarding students' development when necessary.
18. Notify university supervisors of any concerns regarding students.

Off Site Supervisors

1. It is recommended that students working at Offsite locations have an approved Offsite Supervisor ([same CACREP eligibility requirements for a Site Supervisor](#)) on site (accessible) at all times students are at the location (completing FE hours).

2. Students will continue to be provided with one-hour of individual or triadic site supervision each week by the Site Supervisor (primary supervisor). Weekly individual or triadic supervision by the Offsite Supervisor is not required.
3. Offsite Supervisor should be in regular contact with the Site Supervisor about students' work and development at the satellite location.
4. Approval of Offsite locations and supervisors is up to the discretion of the APD or DCT.

Faculty Group Supervisors (National University)

1. Provide one and one-half hours of faculty group supervision (class) for each assigned group of FE master's level students each week.
2. Provide an evaluation for each student at the midpoint and the endpoint of each course to be uploaded via ELC.
3. Under unusual circumstances when faculty group supervision meetings must be canceled, notify students in advance and provide a telephone number for emergency consultation, if necessary. (If a supervisee misses a group meeting, notify the APD or DCT through CMHCtraining@nu.edu).
4. Be familiar with the FH to answer all questions supervisees may have concerning FE paperwork, hours, etc.
5. Review and assist students with all university FE documentation requirements for midpoint and endpoint of each semester (logs, evaluations, etc.).
19. Faculty group supervisors should consult with the Site Supervisor on a regular schedule to discuss students clinical work and development.

Director of Clinical Training

1. Maintains and follows CACREP 2024 accreditation standards.
2. Updates the Fieldwork Handbook (Practicum and Internship Manual).
3. Collects and maintains applications for Practicum and Internship Faculty Group Supervisors.
4. Supports operations team to inform students approval/denial of FE applications.
5. Works with operations team, Clinical Training Team, FE faculty, and ELC to collect all required documentation, including liability insurance forms, evaluations, time reports, etc.
6. Meets with students per request and helps students understand the FE process and requirements.
7. Support the Director of Training Outreach efforts to develop new CMHC sites regularly for the site directory.
8. Resolve any FE issues that occur with APD final approval.

Participating in Fieldwork Experiences

Fieldwork experiences (FEs) require an investment of time, effort and energy. Although acquiring hours is part of the FE requirement, engaging in faculty- and site-supervision, demonstrating professional dispositions, attainment of skills and competencies is a developmental process that also occurs over the course of the experience.

During the FE, students are expected to abide by the established policies and procedures of the National University Clinical Mental Health Counseling Program, ethical standards of the American Counseling Association (2014 ACA Code of Ethics), and site regulations.

Note that students desiring a change (i.e. changing a site or supervisor or geographical location) should communicate as far in advance as possible with their faculty supervisor during their practicum or internship course, and the DCT and Clinical Training Team by emailing CMHCtraining@nu.edu. All site supervisors and sites need to be entered into ELC and approved by the Clinical Training Team prior to commencing hours obtainment.

Fieldwork Hour Requirements

As required by CACREP (2024) accreditation and university policies, collection and documentation of FE must begin and end on dates when the students are registered for the FE courses. Fieldwork required hours are minimums. Obtaining the minimum number of hours does not automatically complete the requirements of the class or terminate students' obligation to the fieldwork sites.

The FE includes a minimum of 100-hour practicum and minimum two 300-hour internships (600 hours) in which students practice the skills they have developed under the supervision of faculty and approved site supervisors. The Practicum course is a prerequisite for Internship I and must be completed before the student can enroll in the internship experience. Fieldwork hours must be completed before successful completion of the course and graduation from the program.

The FE requires students to earn direct service hours as defined below.

Direct Service Hours

CACREP 2024 defines direct service hours as “the supervised use of counseling, consultation, or related professional skills with actual clients (can be individuals, couples, families, or groups) for the purpose of fostering social, cognitive, behavioral, and/or affective change. These activities must involve interaction with others and may include: (1) assessment, (2) counseling, (3) psycho-educational activities, and (4) consultation.

In addition to individual counseling skills, CACREP 2024 requires that during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group. Students are required to complete a minimum of 10 direct service hours involving active (co)facilitation of a group with actual clients during their fieldwork experience. These

hours count toward the required direct service hours for practicum or internship, depending on the student's enrollment at the time the hours are accrued.

Active group (co)facilitation requires that student trainees directly engage group members using counseling or psychoeducational group skills. Qualifying activities include, but are not limited to, opening or closing group sessions, establishing group norms, delivering psychoeducational content, facilitating structured discussion, modeling interpersonal skills, and applying group leadership interventions. Determinations regarding whether a group qualifies as counseling or psychoeducational are made by the site supervisor, who provides ongoing supervision of group activities.

Students may exceed the minimum direct service hour requirements when additional opportunities are available.

Indirect Service Hours

Indirect service hours are all hours that are not considered direct service hours. The following would NOT be considered direct service: (1) observing others providing counseling or related services, (2) record keeping, (3) administrative duties, (4) clinical and/or administrative supervision."

CACREP 2024 requires indirect service hours to include:

Local Site Supervision: Students are required to receive one hour of individual or triadic supervision with their site supervisor each week. Individual supervision occurs between one site supervisor and one counseling student. Triadic supervision occurs between one site supervisor and two counseling students. Group supervision at a site is optional; some sites may or may not offer this type of supervision.

Supervision can occur in person, on site, virtually, individually or triadically (where the site supervisor has approved training). If site supervision is not individual and in person, site supervisors and students will acknowledge this during the preapplication process in ELC.

Faculty Group Supervision: Students engage in one hour and thirty minutes of faculty group supervision each week; this occurs during the Practicum and Internship courses. Students should prepare their schedule to meet weekly for 1.5 hours for this course; each group supervision happens on a specific day and time that should not be missed. Faculty group supervision class is separate for each level of the clinical experience (Practicum and Internship) and has other students in the class that are also earning clinical hours for the specific level of the clinical experience.

The total breakdown of hours for Practicum and Internship in terms of direct and indirect hours is laid out in the following table.

700 Hours of Practicum and Internship Breakdown					
	Direct Service Hours*	Indirect Hours			Total Hours
		(Class) Faculty Group Supervision	Individual / Triadic Supervision	Total Indirect Service Hours	
Practicum	40	18	12	60	100
Internship I	120	18	12	180	300
Internship II	120	18	12	180	300
	280	54	38	420	700
*During either the practicum or internship, students must lead or co-lead 10 hours of a counseling or psychoeducational group.					

Tracking Hours Completion in ELC

Students are required to keep track of their hours weekly using the fieldwork management platform, ELC. Students will also submit a Final Practicum Hours Report at the completion of Practicum and a Final Internship Hours Report at the completion of Internship. Students are provided with the CMHC Student ELC Hours and Evaluation Guide ([Appendix P](#)) to understand how to complete this process. If students have questions, they should utilize the resource list at the beginning of this handbook.

Weekly during fieldwork courses, students are expected to run and submit a report in ELC that compiles their hour totals. The report includes direct client contact hours, indirect hours and local and faculty group supervision (in-class) hours and is signed by the student, the local supervisor, and submitted to the APD or DCT for review.

If faculty group supervision (class) and/or local site supervision is missed, supervision must be made up as soon as possible. Hours that are not recorded correctly or on time may not be counted.

Students will enter hours into ELC weekly (at minimum) for supervisor approval. Site and faculty group supervisors will review submitted hours and time reports for accuracy (i.e. hours have been entered on appropriate days, for the appropriate amount of time, and assigned to the appropriate task), sufficient progress in hours completion, and check that students received the required 1 hour of individual or triadic supervision from their site supervisors and 1.5 hours of faculty group supervision during the fieldwork course.

Required time reports in ELC include:

- Time reports for Weeks 1-12 in all clinical courses.
- A Final Practicum Time Report is required in Practicum only.

- A Final Internship Hours Report is required in Internship II only.

Note: “Additional Site/Supervisor Week Time Report (as needed)” reports in ELC are used only if the student is at a second site.

According to CACREP (2024) and National University requirements, during the length of students’ commitment to a fieldwork site, students will need to continue attending supervision. This includes both on site and at faculty group supervision (class).

Completing the minimum hours requirements prior to the end of a fieldwork course

Practicum

If 100 (minimum 40 direct service hours) hours of practicum are completed prior to the end of the 12-week course; students are required to complete all 12 weeks of the course and their obligation to their site. Hours earned during practicum do not carry over to internship.

Internship I:

If students complete all 300 hours (minimum 120 hours of direct service) during Internship I, students can carry over any hours they continue to earn during the 12-week Internship I course into Internship II. Students are required to complete all 12 weeks of the Internship I course. Students need to adhere to their site agreement and participate in all levels of supervision for the remainder of the course.

Internship II:

If students complete all 600 hours (minimum 240 hours of direct service) during Internship I and II, students will successfully complete the Internship hours requirement. Students are required to complete all 12 weeks of the Internship II course. Students need to adhere to their site agreement and participate in all levels of supervision for the remainder of the course.

*Not completing minimum hours prior to the end of a fieldwork course**

Practicum.

If students do not complete their hours prior to the end of the Practicum course, they will be able to enroll in a 4-week Practicum Bridge course a maximum of three times (adding an additional 12-weeks to complete the hours). In Practicum Bridge courses, students will continue to work toward hours attainment, including attending faculty group supervision (class) and local site supervision, and adhere to the Practicum Bridge course syllabus. (Students will have the opportunity to pass the Practicum Bridge course only when all hours requirements are met.)

Internship I

If students do not complete 300 hours (120 direct service hour minimum) in Internship I, but complete the Internship I coursework they can move on to Internship II to continue collecting the minimum 600 (240 direct service hour minimum) Internship hour minimum requirement.

Internship II

If students do not complete their hours prior to the end of the Internship II course, they will be able to enroll in a 4-week Internship Bridge course a maximum of three times (adding an additional 12-weeks to complete the hours). In Internship Bridge courses, students will continue to work toward hours attainment, including attending faculty group supervision (class) and local site supervision, and adhere to the Internship Bridge course syllabus. (Students will have the opportunity to pass the Internship Bridge course only when all hours requirements are met.)

* Students will complete the Clinical Hours Summary JotForm form ([Appendix Q](#)) in D2L Brightspace week 10 of each Fieldwork course to inform faculty if they will need to enroll in a Bridge course.

Note that students should plan to complete the allotted hours within the time frame provided. Extensions beyond Bridge courses should occur only due to unforeseen and extraordinary circumstances.

Fieldwork Evaluation Requirements

In fieldwork, students will go through formal evaluation processes. In alignment with CACREP 2024 standards, mid-course and end-of-course evaluations in your practicum and internship are designed to support both your development and your readiness for professional counseling practice. The Counselor Competency Scale- Revised (CCS-R) ([Appendix R](#)) is used in this process to assess student attainment of knowledge, skills, and dispositions and to support growth and development. Students will review the results of the CCS-R with their faculty and site supervisor in their required respective one on one or triadic supervision meetings at the midpoint and endpoint of each fieldwork course.

The mid-course (formative) evaluation gives you structured feedback partway through the experience, helping you identify strengths, address areas for growth, and adjust while you still have time to improve. It's a checkpoint focused on learning and skill-building. The end-of-course (summative) evaluation looks at your overall performance to determine whether you have met the expected counseling competencies and are prepared to move forward in the program or into professional practice. Together, these evaluations ensure you are developing effectively, meeting professional standards, and providing ethical, competent care to clients. Students are also expected to complete mid- and end-of-course evaluations on their site and site supervisor. All fieldwork evaluations must be completed in a timely manner in order to achieve successful completion of each course.

Evaluations are completed in ELC. Students are provided with the CMHC Student ELC Hours and Evaluation Guide ([Appendix P](#)) to understand how to complete these processes.

Scoring of the CCS-R is described with the rubric located in [Appendix R](#). When faculty have concerns about a students performance and progress in fieldwork, they will follow the Student Evaluation, Remediation and Promotion Procedures ([Appendix C](#)). If site supervisors are concerned about a students performance and progress, they are prompted

to notify the student's fieldwork faculty via email or by completing the [CMHC Student Concern](#) form which will notify the student's faculty member, the Clinical Administrative Team, and the Director of Clinical Training that there is a concern.

If students have questions, they should utilize the resource list at the beginning of this handbook.

Required evaluations at the Midpoint and Endpoint of each course include:

- Faculty Evaluation of Student CCS-R Mid-Term and Final
 - Sent from the student to the faculty to complete.
- CMHC Student Evaluation of Local Supervisor Mid-Term and Final
 - Completed by the student and sent to faculty.
- CMHC Student Evaluation of Site Mid-Term and Final
 - Completed by the student and sent to faculty.
- Supervisor Evaluation of Student CCS-R Mid-Term and Final
 - Sent from the student to the site supervisor to complete. Then it is routed to the faculty for the final signature.
- Student Self Evaluation CCS-R Mid-Term and Final
 - Completed by the student and sent to faculty.

Note: Only if a student has a second site/site supervisor, will they utilize the ELC forms that follow with: "(2nd Site/Sup As Needed)". If you do not have an approved second site supervisor, you may not see these forms in ELC.

Fieldwork Requirements in D2L Brightspace

D2L Brightspace is National University's Learning Management System. You will find the MSCMHC Support Course page and your section of fieldwork courses here. Syllabi and all course content and assignments are found in D2L Brightspace. Students are responsible for completing all course assignments in D2L Brightspace according to the syllabus.

Course Section Information

The last task of the fieldwork pre-application processes completed in ELC prompts students to complete a JotForm that shares Practicum course section availability. Students will mark their class day/time preferences, and this will be used to assign them a course section. Students will receive course section information in their NU email. Their assigned faculty will then send them an email that includes the zoom link for the course.

In week 10 of Practicum, Internship I, and Internship II, students will complete a Clinical Hours Summary JotForm ([Appendix Q](#)) to determine if they are prepared to enter the next course in the fieldwork sequence or fieldwork completion. After Practicum or Internship II a Bridge Course may be needed if the student needs more time to complete the required hours for Practicum or Internship respectively. Bridge courses allow students to receive ongoing supervision if they need to more time to complete required hours. Find out more

about Bridge courses in this handbook under the subsection entitled Practicum and Internship Bridge Courses.

Course Duration

Practicum and Internship courses are a total of 12 weeks each. Students are expected to use the duration of each course to earn the required minimum hours for the course, complete required evaluations, and satisfy all requirements outlined on the course syllabus. Students cannot complete the course in fewer than 12 weeks. Fieldwork courses must be taken sequentially (Practicum, then Internship I, then Internship II).

Course Expectations

Students are expected to come to each class prepared to engage in conversation by providing prompts for discussion on their experiences with clients and at their site, giving feedback to their peers, and receiving feedback from their peers and faculty group supervisor.

Course requirements completed in ELC include:

- ELC
 - Daily/Weekly timesheets,
 - Weekly hours reports,
 - Final Hours Reports (Practicum and Internship II only), and
 - Mid-/End-of-course evaluations. (More information on these evaluations found in the FE subsection entitled Fieldwork Evaluation Requirements and Appendices C, P, and R.)

Course requirements completed in D2L Brightspace include (subject to change in D2L Brightspace to align with accreditation requirements):

- D2L Brightspace
 - Week 1 Assignment 1: Practicum and Internship Manual and Checklist verification; Professional Liability Insurance Verification - Folder Submissions
 - Week 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12 Quizzes - Confirm Participation in Supervision
 - Week 3 and 9 Assignment 1: Check-In 1 – Review Current Hour Summary - Folder Submissions
 - Week 6 Assignment 1: Check-In 2 – Review Current Hour Summary - Folder Submissions (Schedule and attend virtual meeting with faculty. Schedule meeting between faculty and site supervisor.)
 - Week 5/6 Assignment 2: Generate Presentation on Current Client 1 - Folder Submissions

- AATBS (Internship Only)
- Week 7 Assignment 1: Midterm Evaluation - Folder Submissions
- Week 11 Assignment 1: Generate Presentation on Current Client 2 - Folder Submissions
- Week 12 Assignment 1: Final Semester Check-In - Folder Submissions (Schedule and attend virtual meeting with faculty)

Students are required to submit assignments to the D2L Brightspace classroom. It is the responsibility of the student to check the D2L Brightspace classroom for assignments and due dates for those assignments.

Course requirements during faculty group supervision (class) include:

- Attend each class for 12-weeks for 1 hour and 30 minutes unless notified by the faculty group supervisor and/or the APD or DCT.
- Each class, be prepared to provide weekly updates about sites and clients.
- Each class, prepare a mini presentation designed to provide feedback on your clients, skills, and interventions,
- Each class, provide feedback to your peers in the class regarding their clients, skills, and interventions.
- On your assigned class date, be prepared to do 2 Case Presentations per fieldwork course.
 - The case presentations include a 10-minute recording of at least one session per presentation. Students are expected to follow the guidelines for recording ([Appendix S](#) and utilize approved recording equipment ([Appendix T](#)). An informed consent template is also provided to students ([Appendix U](#)). Students can substitute the informed consent for one provided by their site as well.
 - Students should create a PowerPoint presentation for their case presentation. For case presentations, students are required to disguise information so that the client's identity will be properly protected. APA formatting should be utilized for headers, references, etc. A suggested format for a case presentation includes:
 - Overview of the Session
 - Background Information on the Client
 - Diagnostic Assessment & Impression
 - Theoretical Framework
 - Treatment Plan: Future Goals and Interventions
 - Observations About Self

- Consultation Questions and Areas you would like feedback
- References
- Students will receive feedback from peers and the faculty group supervisor during class based on the areas that the student has asked for feedback.
- You are required to attend all assigned faculty group supervision classes using audio and video connection over zoom. You are expected to actively engage for the entirety of the class and to avoid engaging in distracting behaviors (i.e. driving, multi-tasking, etc.) To uphold confidentiality, you must be in a private location, and it is not allowed to record faculty group supervision sessions or anyone without their knowledge and permission.
- Virtual Check-in Meetings
 - At the midpoint of each fieldwork course, students will follow their faculty instructions to set up a virtual meeting between the faculty and the site supervisor. These (15 minute minimum) check-in meetings are meant to provide formal interaction for faculty and site supervisors to discuss the student and site supervisor fieldwork experience and ensure that the student is making progress and meeting all site and course requirements.
 - At the midpoint (week 6) and endpoint (week 12) of each course, students will follow their faculty instructions to set up a 15 minute (minimum) virtual check in with their faculty group supervisor outside of class.
- Students are expected to be responsive to email and any requests to meet with their faculty, the DCT, or the APD outside of class in a prompt manner.

Missing a class

Students must complete all 12 weeks of faculty group supervision in each clinical course. If a student misses a week of faculty group supervision for any reason, an additional week is added on to the time the student is in the course.

In the event a student misses or plans to miss a faculty group supervision (class), students have the opportunity to complete a JotForm ([Appendix V](#)) to attend an alternative faculty group supervision in the same week. Weeks are Monday through Sunday. (Example: if a student misses a class on Wednesday, they can make it up in any class before the Sunday of that same week.)

No more than two requests can be made per Practicum/Internship I/Internship II course. In part, requests made in advance and seat availability will be taken into consideration for approval. It is not guaranteed that students will gain access to another faculty group supervision (course section) within the same week. Students will need to keep up to date with their emails as, if they are approved, they will receive a link to the course section in their email. If they do not receive a link to the course section in your email prior to the class start time, they have not been given access to another course.

A student should complete this form as far in advance as possible as a make-up faculty group supervision may not be available.

Late to Class

Students are only allowed to record the time that they are actively in the faculty group supervision class session. If you are late to class, it is up to the faculty discretion to determine if you have met the requirements for faculty group supervision and the possibilities for making up the time. Options could allow for a course extension or completing a make-up group form, etc. Note that students may not be let into the class if they are late and will be required to complete the required time in supervision in each FE course.

Practicum and Internship Bridge Courses

Bridge courses allow students to receive required faculty group supervision while they obtain required hours that they were not able to complete in the allotted 12-week timeframe for Practicum and/or the 24-week time frame for Internship I and II.

Bridge courses are only offered after Practicum (COUN 6050A: Extension to CMHC Practicum) and Internship II (COUN 6052A: Extension to CMHC Internship). If students are unable to complete all Practicum or Internship hours, they will indicate this using the [CMHC Clinical Hours Summary JotForm \(Appendix Q\)](#) embedded into Week 10 of each clinical course on D2L Brightspace. Bridge courses can only be taken after Practicum and Internship I and II course requirements (except hours) are complete.

During Bridge courses, students are required to adhere to the Bridge course syllabus and complete items in ELC, D2L Brightspace, and attend site supervisor and weekly faculty group supervision (class) as outlined by the Bridge course syllabus. Students must complete the 4 weeks of each Bridge course if enrolled, even if hours are earned prior to week 4 of the course.

Students can retake each Bridge course 2 times; enrolling in the course 3 times total. This allows students up to 12 weeks of extra time to complete missing hours for Practicum and Internship. Students will receive an F in the course if they need to retake the course. The F will be replaced by the final Bridge course grade, once all hours and course requirements are complete. Successful completion of all Practicum and Internship hours is a requirement for graduation.

A clear and compelling extenuating circumstance must accompany any requests to alter any fieldwork experience requirement. Most requirements cannot be altered due to program, accreditation, legal, and/or ethical reasons.

Appendices

Appendix A: Preparation Timeline and Checklist

	Task	Done
Immediately	Engage with local CMHC community by attending events, joining email listservs, etc.	
	Connect with your advisor (advisingservices@nu.edu) to determine the potential start date of your first clinical course, Practicum COUN 6050	
12-9 months before anticipated start of Practicum I	Review Welcome section in the Practicum and Internship Folder on the MSCMHC Support Page	
	Review the module: Pre-Clinical Fieldwork Preparation resource in the Practicum and Internship Folder on the MSCMHC Support Page	
	Review the CMHC Clinical Fieldwork Handbook resource in the Practicum and Internship Folder on the MSCMHC Support Page	
9-6 months before anticipated start of COUN 6050	Continue to review the CMHC Clinical Fieldwork Handbook resource in the Practicum and Internship Folder on the MSCMHC Support Page	
	Review entire submodules in Pre-Clinical Fieldwork Preparation resource in the Practicum and Internship Folder on the MSCMHC Support Page	
	Complete the Pre-Application tasks in ELC (after you have registered for ELC in COUN 6103A Advanced Counseling and Psychotherapeutic Techniques).	
	Create site/supervisor tracking sheet for contacts (located in submodules mentioned above.)	
	Start connecting with potential sites/supervisors and tracking contacts.	
6-3 months before anticipated start of COUN 6050	Continue to connect with potential sites/supervisors and tracking contacts	
	Move on to items listed below in the “3 - 1.5 months before anticipated start of COUN 6050” if ready.	
3-1.5 months before	Complete all Site Application tasks in ELC when you have a confirmed site: - Refer to the CMHC Student ELC Guide in the Pre-Clinical Fieldwork Preparation MSCMHC Support Course Page submodule. - Check with site if they have their own Memorandum of Understanding (MOU) or Affiliation Agreement (AA) – send the CMHC Site Agreement through ELC to Authorized Site	

anticipated start of COUN 6050	Representative (ASR) if they don't have their own MOU or AA	
	Complete all <i>Supervisor Application</i> tasks in ELC when you have a confirmed supervisor: Refer to the CMHC Student ELC Guide in the Pre-Clinical Fieldwork Preparation MSCMHC Support Course Page submodule.	
	Complete final tasks in the clinical tracking system, ELC: Refer to the CMHC Student ELC Guide in the Pre-Clinical Fieldwork Preparation MSCMHC Support Course Page submodule.	
*Please note that ANY deviation from your schedule (extensions, leaves of absences, grade appeals, etc.), may delay the start of your clinical experience and your anticipated graduation date. Connect with your advisor (advisingservices@nu.edu) to determine how your schedule is impacted if any change occurs in your degree plan. All tasks must be completed the week before students are scheduled to start COUN 6050. Students may NOT start COUN 6050 the same week they finish all tasks in the clinical tracking system. Students may NOT see clients unless they are enrolled in a fieldwork course.		

Appendix B: Comportment Rubric (Professional Dispositions)

Professional Ethics	Diversity, Equity, and Inclusion	Reflection and Assessment	Feedback Utilization	Professional Communication	Criteria
As per the <i>ACA Code of Ethics</i> , protects clients' welfare including rights to confidentiality and privacy; interacts professionally with others (i.e., all written and /or verbal communication); works to resolve ethical issues; does not represent work of others as their own; submits work on time and is consistently prepared	Consistently listens to others' perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and/or privilege; uses culturally sensitive language; expresses a genuine desire to increase multicultural competencies	Demonstrates a keen and heightened sense of self-awareness; is eager and enthusiastic when implementing new information	Demonstrates consistent openness to feedback; receives feedback in a positive manner and makes necessary adjustments	Consistently writes in a clear and concise manner with minimal to no errors in spelling and grammar; adheres to APA standards. Clearly communicates thoughts and ideas verbally	Accomplished
As per the <i>ACA Code of Ethics</i> , mostly protects clients' welfare including rights to confidentiality and privacy; interacts professionally with others (i.e., written and /or verbal communication); works to resolve ethical issues; does not represent work of others as their own; submits work on time and is consistently prepared	Mostly listens to others' perspectives in a respectful manner; exhibits an understanding of the complexities of race, power, gender, class, sexual orientation, and/or privilege; mostly uses culturally sensitive language; expresses a genuine desire to increase multicultural competencies	Mostly reflects on information provided and demonstrates an ability to apply ideas; enthusiastic when implementing new information	Mostly open to feedback; receives feedback in a positive manner and makes necessary adjustments	Mostly writes in a clear and concise manner with minimal errors in spelling and grammar; mostly adheres to APA standards. Mostly clearly communicates thoughts and ideas verbally	Emerging
As per the <i>ACA Code of Ethics</i> , occasionally protects clients' welfare including rights to confidentiality and privacy; interacts professionally with others (i.e., written and /or verbal communication); works to resolve ethical issues; does not represent work of others as their own; submits work on time and is consistently prepared	Occasionally demonstrates awareness for the need to understand the complexities of race, power, gender, class, sexual orientation, and/or privilege; occasionally uses language that is insensitive to others	Occasionally reflects on information provided and demonstrates an ability to apply ideas; occasionally enthusiastic when implementing new information	Occasionally open to feedback; receives feedback in a positive manner and makes necessary adjustments	Occasionally writes in a clear and concise manner with some errors in spelling and grammar; Occasionally adheres to APA standards. Sometimes clearly communicates thoughts and ideas verbally	Beginning
As per the <i>ACA Code of Ethics</i> , does not protect clients' welfare including rights to confidentiality and privacy; does not interact professionally with others (i.e., written and /or verbal communication); does not work to resolve ethical issues; represents work of others as their own; does not submit work on time nor is prepared	Demonstrates limited awareness for the need to understand the complexities of race, power, gender, class, sexual orientation, and/or privilege; frequently uses language that is insensitive to others	Lacks sufficient skills in demonstrating self-awareness; frequently struggles with the ability to reflect on information provided; does not demonstrate enthusiasm when provided with new information	Frequently does not receive feedback in a positive manner, does not make necessary adjustments	Frequently does not write in a clear and concise manner, with errors in spelling and grammar; does not adhere to APA standards. Does not clearly communicate thoughts and ideas verbally	Below Expectations
Have not had the opportunity to observe this behavior	Have not had the opportunity to observe this behavior	Have not had the opportunity to observe this behavior	Have not had the opportunity to observe this behavior	Have not had the opportunity to observe this behavior	Unable to Assess

Appendix C: Professional Standards and Expectations Document

The Clinical Mental Health Counseling (CMHC) program maintains a structured, ongoing process for evaluating student academic performance, clinical competence, professional behavior, and dispositions. Evaluation occurs throughout the program and includes formal reviews prior to entry into practicum and internship.

The Student Evaluation, Remediation, and Promotion (SERP) Committee with support from the Dean's Office oversees student progress and coordinates support, remediation, and promotion decisions. The SERP Committee includes at least two of the following members: the Department of Counseling Psychology and Social Work Chair, Academic Program Director (APD) and/or the Director of Clinical Training (DCT).

Evaluation of Students

CMHC faculty evaluate students using multiple measures, including academic performance, clinical counseling skills and techniques, the multicultural competencies, the ACA Code of Ethics, CACREP Standards, and professional dispositions and behavior.

Key evaluation tools include the:

- **Comportment Rubric (Professional Dispositions).** Faculty use this rubric (Appendix B), in the following courses: COUN 6000, 6101, 6103A, 6104, and 6115. If students are rated "Below Expectations", the faculty will complete a Student Evaluation and Remediation Form (SERF), and students will receive an email request from the APD or representative to meet. *A student's failure to meet with the APD or appointed representative regarding disposition scores will limit their ability to progress in the program.* If the issue is not resolved during the faculty/student meeting, student review and decision pathways will be followed as described later in this document.
- **Counselor Competency Scale–Revised (CCS-R).** Faculty use this rubric (Appendix R) at the midpoint and endpoint of each Practicum and Internship course. If students receive a score of "Below Expectations" on any item, the faculty will complete a SERF and the student will discuss the score with the faculty during their midpoint/endpoint course check in meeting. *A student's failure to meet with their faculty or appointed representative regarding CCS-R scores will limit their ability to progress in the program.* If the issue is not resolved during the faculty/student meeting, student review and decision pathways will be followed as described later in this document.
- **Student Evaluation and Remediation Form (SERF).** Faculty (core, clinical, part-time) and administrators use this form (found on page 43 of this document) to share concerns about student progression and demonstration of academic performance, clinical skills and competencies, and professional dispositions and behavior at any point in the students program.

- CMHC Clinical Student Concern Form. This form ([CMHC Student Concern](#)) is used by site supervisors working with students in fieldwork courses to share concerns with clinical faculty and/or the clinical team. Site supervisors or site representatives can also share concerns via email, phone or virtual meeting in addition to comments on student CCS-R evaluation forms.

Evaluation occurs across the program's coursework and clinical training (practicum and internships). Concerns may include ethical or professional behavior issues, lack of clinical skill development, difficulty receiving feedback, academic performance concerns, personal factors affecting functioning, refusal to meet with faculty, etc.

Faculty discuss student progress regularly. Concerns that are not resolved at the course level are referred to the SERP Committee for resolution.

Purpose of the SERP Committee

The SERP Committee with support from the Dean's Office is responsible for students' progression in the CMHC program and takes on responsibilities of determining readiness for continuation and promotion, providing structured feedback and support, recommending remediation plans, monitoring progress toward professional competence, and/or recommending program-level dismissal when warranted. The Committee meets monthly and as needed to discuss and review any student promotions and any issues that may impact any student's promotion in the program.

Student Review and Decision Pathways

Promotion

Promotion occurs when students are cleared to move to the next course in their sequence or to graduation. All core courses must be successfully completed prior to beginning practicum. Practicum must be successfully completed before starting internship.

Students are promoted to the next course when they demonstrate:

- Adequate developmental progress on CCS-R and/or Comportment Rubric
- Minimum 3.0 GPA overall and in core coursework
- Successful completion of required coursework and any remediation

Promotion for graduation includes the items listed above and students must also pass the departmental comprehensive exam and complete all degree requirements within program time limits.

Response to Student Concerns

Step 1: Faculty Consultation. A faculty member documents concerns using the SERF and consults with the student.

- If resolved, documentation is retained for program record keeping purposes.
- If not resolved, faculty defer the issue to the SERP Committee using the SERF.

Step 2: SERP Committee Review.

The Committee reviews SERF documentation, CCS-R and/or Comportment Rubric, and relevant faculty or supervisor feedback. The Committee may meet with the student and other relevant parties before determining next steps. *An invitation from the SERP Committee to meet with a student is not optional.* Students need to reply to a SERP Committee meeting invitation within three business days; refusal to meet with SERP or other program faculty violates behavioral standards and can be considered as part of the evaluation and remediation process. Following review, the SERP Committee may recommend one of the following actions:

- **Continuation or promotion with no further action.** The student is determined to be progressing appropriately, indicating no additional intervention is required. The student is permitted to progress in the program.
- **Initiation of a formal remediation plan.** If remediation is required, the SERP committee will clearly define behavioral concerns, specify expected outcomes, identify required actions (e.g., skill development, counseling, coursework), establish measurable evaluation criteria, and include a timeline for completion. Plans should align with CMHC program requirements, ACA Code of Ethics, and CACREP Standards. Plans are signed by the student and ADP or appointed representative and reviewed at designated intervals, as outlined in the remediation plan. Remediation outcomes could include continuation, revision, or extension of remediation, remediation extension, continuation in the CMHC program, probation in the CMHC program, dismissal from the CMHC program, voluntary withdrawal, and/or immediate dismissal from the CMHC program.
- **During the remediation plan.** During the remediation plan, students are required to participate in formal meetings with the SERP Committee and/or a designated SERP Committee member or representative. The frequency of these meetings is specified within the remediation plan. Students must submit a weekly reflection describing the skills, behaviors, techniques, and professional dispositions they are developing, as well as how the remediation plan is supporting their professional growth. In the final week of the remediation period, students must submit a comprehensive summary reflection outlining the overall impact of the process on their development as a future counselor. All weekly reflections must be submitted to a designated SERP Committee member via email, as outlined in the remediation plan, at the end of each week of the remediation by the close of business (Sundays at 5pm (PST) unless otherwise specified in the remediation plan). Failure to submit required reflections will result in unsuccessful completion of the remediation plan and may lead to dismissal from the program.

- **Continuation, revision, or extension of remediation.** The SERP Committee monitors student progress through weekly reflections and scheduled meetings as outlined in the remediation plan. If the student demonstrates only partial progress or insufficient improvement, the Committee may revise or extend the plan beyond the original end date. Extensions may include additional time and/or requirements based on the student's progress.
- **Recommendations upon completion of plan.** After the student completes the remediation plan, the recommendation will be submitted to the Dean's Office regarding next steps. Next steps include:
 - **Remediation Extension-** The student has made partial progress but requires more time to meet the plan requirements.
 - **Continuation in the CMHC Program-** The student has met all remediation requirements and may continue in the program with prior restrictions lifted.
 - **Probation in the CMHC Program-**The student can continue in the program but requires additional monitoring of developmental dispositions. This may include required check-in meetings with the ADP and/or designee, and/or the pausing and/or resuming of specific program requirements.
 - **Dismissal from the CMHC program.** The student fails to adequately meet professional standards or the objectives of the remediation plan within the required timeline. The student refuses or is unable to comply with the remediation plan. The student fails to demonstrate improvement on a remediation plan. The student may also be dismissed from the CMHC program if they demonstrate egregious and concerning ethical, professional, or legal behaviors.
- **Voluntary withdrawal.** If the student is demonstrating insufficient progression in the program or on their remediation plan, the SERP committee may determine that there is a low likelihood of the student meeting program standards and advise the student to voluntarily leave the CMHC program.
- **Immediate Dismissal from the CMHC Program.** The student may be dismissed from the CMHC program if they demonstrate egregious and concerning ethical, professional, or legal behaviors.

**UNIFIED PROGRAM APPEALS POLICY AND PROCEDURES
JFK SCHOOL OF PSYCHOLOGY AND SOCIAL SCIENCES
SOCIAL AND BEHAVIORAL SCIENCES DIVISION**

Purpose

This outlines the Unified Program Appeals Policy and Procedures process for students requesting an appeal related to academic performance, program standards, and programmatic dismissal decisions. This policy and procedure ensure consistency and fairness in processing appeals within the Social and Behavioral Sciences Division of the JFK School of Psychology and Social Sciences (JFKSOPSS).

Scope

This applies to all students requesting an appeal of a decision reached by a program level review committee, including:

- Program dismissal
- Academic performance standards
- Sanctions imposed by faculty or committees

This does NOT apply to grade appeals or appeals to decisions made on behalf of [General Catalog](#), [Student Code of Conduct](#), [Equal Opportunity, Harassment and Nondiscrimination Policy and Procedures](#) or other university-wide policies.

Key Terms

- **Academic Program Director (APD):** Faculty member responsible for directing a particular academic program (e.g., MAMFT, CMHC)
- **Appeals Coordinator:** The person who will coordinate the appeals process. In most cases, this will be the JFKSOPSS Associate Dean of Students or Dean's designee.
- **Program Level Review Committee:** A meeting conducted by the specific program level review committee to review potential violations of the program's Standards of Professional and Ethical Behavior, determine responsibility and impose consequences (if warranted).

Appeals Process

A student may request an appeal to the decision by submitting a written request to JFKSOPSS'S Appeals Coordinator at ssbs@nu.edu. All requests to appeal must be accompanied by documentation that demonstrates the **"Grounds for Appeal"** have been met.

Grounds for Appeal

Appeals may be submitted based on one or more of the following grounds:

1. Procedural error that significantly impacted the decision
2. New documentation not available at the time of the original decision
3. Evidence of bias or conflict of interest in the original decision-making process
4. Consequences that are disproportionate or outside established precedent

Caveats

- Appeals are not full reviews of the original decision
- Dissatisfaction with the outcome alone is not an acceptable ground for appeal.

Submission Requirements

Students must submit a written appeal within ten (10) business days of the final decision to ssbs@nu.edu.

The appeal must include:

- Student name and ID
- Copy of the final decision letter
- Detailed explanation of the grounds for appeal (see above)
- Supporting documentation
- Desired outcome or resolution

Review Process

The Program Appeal Panel

All appeals will be reviewed by the Appeals Panel. There will be a minimum of three persons on the Appeal Panel. The Program Appeal Panel will be chaired by the Program Appeals Coordinator. The other two members are drawn from program faculty, with the following requirements to serve.

1. They do not have any conflicts of interest.
2. They were not involved in the original review and decision.
3. One member will be from the student's academic program; the second will be from another program in the Division.

Other Guidelines for Program Appeals

1. Program Appeals are not intended to be full reviews of the complaint. Program Appeals are confined to a review of the written documentation or record, and pertinent documentation regarding the grounds for program appeal; witnesses may be called if necessary.
2. Program Appeals are not an opportunity to substitute opinions or judgment for that of the original decision-maker merely because they disagree with the finding and/or sanctions. Program Appeals decisions are to be deferential to the original decision-maker, making changes to the finding only where there is clear error and to the sanction only if there is a compelling justification to do so.

The Program Appeal Process

1. Within ten (10) business days of receipt of the appeal, the Program Appeals Coordinator will make a determination as to the eligibility of the submitted appeal. This decision will be shared with the student in writing and only those with a legitimate need to know.
2. If a request for appeal is **not** granted, the decision and any consequences imposed by the original decision-maker(s) will remain in effect.
3. If a request for appeal **is** granted, within ten additional (10) business days, the program appeal panel will convene for review of the appeal request. The results of the appeal will be shared with the student and any involved parties.

Outcomes

The final decision, after appeal may:

- Uphold the original decision
- Reverse the decision
- Modify the decision and/or sanction

If an appeal is granted, only one appeal will be heard. All decisions made at the conclusion of the appeal process are final. Further requests for a program appeal will not be considered.

Policy Review

This Unified Program Appeals Policy and Procedures will be reviewed annually to ensure alignment with institutional standards and best practices.

Students are encouraged to access National University's Student Services and Wellness resources, including counseling and academic support. Participation in counseling may be required as part of a remediation plan.

**National University Clinical Mental Health Counseling Student Evaluation and
Remediation Form**

Student Name:

Date of Meeting:

Attendees of Meeting (select all that apply):

- ☐ Student
- ☐ Faculty Member
- ☐ Other_____

Reporter of Information (select all that apply):

- ☐ Student
- ☐ Faculty Member
- ☐ Other_____

Description and Evidence of Accolade:

Description and Evidence of Concern:

Suggested Recommendation(s)/Solution(s):

Follow-up Action Items:

Deadline for Completion of Action Items:

Faculty Signature: _____

Appendix D: JotForm – CMHC Request to Overlap Courses

Appendix E: JotForm – CMHC State Specific Information

Appendix F: Instructions for Completing the Background Check

Your Castle Branch background check will be conducted based on the state in which you reside and have provided for your application to National University. If the background check concludes that there are additional items that need to be researched, the cost of the additional research is the student's responsibility.

If you wish to seek a clinical experience in a state(s) **outside of your state of listed residence**, an additional background check will be required for each state outside of your state of residence and the student will be responsible for the additional cost of each background check.

CastleBranch

Northcentral University - Clinical Mental Health Counseling

How to Place Order

Welcome to **myCB**

To place your order go to:

<https://portal.castlebranch.com/VH56>

PLACE ORDER → **SELECT PROGRAM** → **SELECT PACKAGE**

To place your initial order, you will be prompted to create your secure myCB account. From within myCB, you will be able to:

- ✓ View order results
- ✓ Upload documents
- ✓ Manage requirements
- ✓ Place additional orders
- ✓ Complete tasks

Please have ready personal identifying information needed for security purposes.
The email address you provide will become your username.

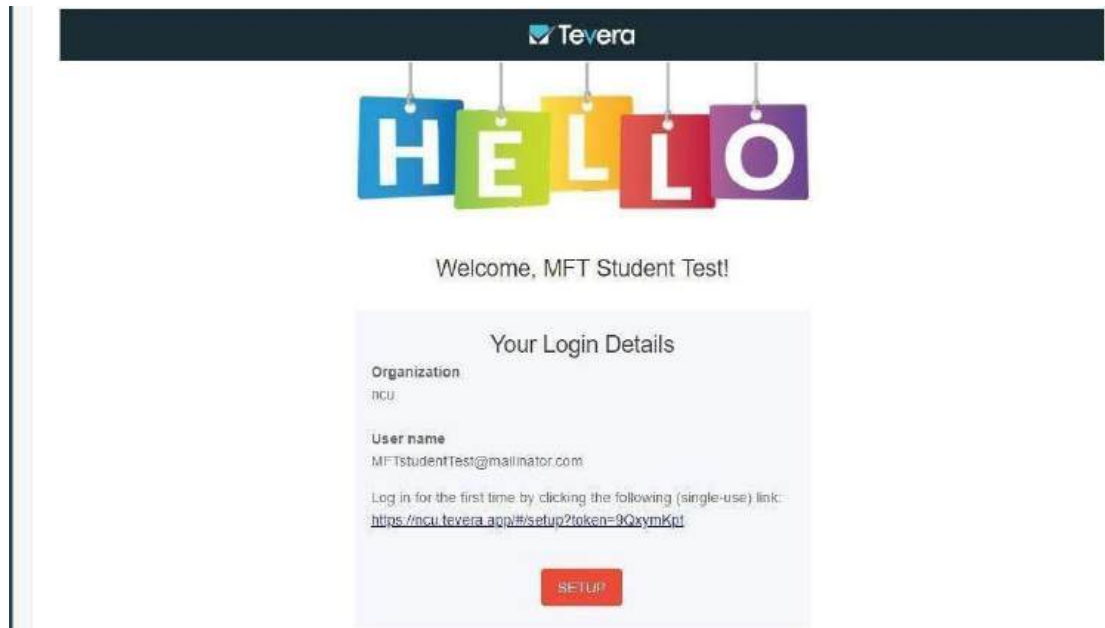
Contact Us: 888.914.7279 or servicedesk.cu@castlebranch.com

Appendix G: CMHC Student ELC Guide

Before you start Practicum and are cleared to engage in therapy with clients, you will need to complete all tasks in ELC. The tasks are separated into three areas: Pre-Application tasks, Site Application tasks, and Local Clinical Supervisor Application tasks. The list of all tasks is featured below. Detailed instructions are featured when you select the + sign in ELC.

- Pre-Application tasks
 - Required: CMHC Resource Acknowledgement
 - Required: CMHC Pre-Requisite Course Review
 - Required: NU International and Relocation Attestation
 - Required: HIPAA Compliance Quiz
 - Required: Clinical Readiness Orientation
 - Required: CMHC Confirmation of Background Check
 - Required: CMHC Re-Acknowledgement related to criminal and mental health history
- Site Application tasks
 - Required: Student Completes CMHC Site Proposal
 - Required: CMHC Site Agreement
 - Required: Authorized Site Representative Completes Site Profile – NEW SITES ONLY
 - Required: Site Walkthrough – NEW SITES ONLY
- Local Clinical Supervisor Application tasks
 - Required: Supervisor Proposal
 - Required: Supervisor Profile (NEW SUPERVISOR ONLY)
 - Required: Supervisor Uploads Documents
 - Required: Upload Certificate of Liability Insurance
 - Required: Clinical Placement Agreement
 - Required: Offsite Supervisor Agreement (as applicable if supervisor is not employed by site)
 - Required: Supervisor Check-in Process
 - Required: Add the University Time Track
 - Required: Training Vetting & Approval Process Survey

1. Once you reach out to CMHCTraining@nu.edu to request access to ELC, you will receive an email invitation from ELC. Please select the link to set up your account.



2. You will be asked to enter in a password. You are encouraged to save your username and password somewhere, as you will be working in ELC throughout your entire clinical experience.

A screenshot of a web page with a teal header containing the Tevera logo. Below the header, the title "SET UP YOUR ACCOUNT" is displayed in teal. The form contains three input fields: "User name" with the value "MFTStudentTest@mailinator.com", "Create password" with a single character "l", and "Confirm password" which is empty. A red "Setup Account" button is at the bottom right.

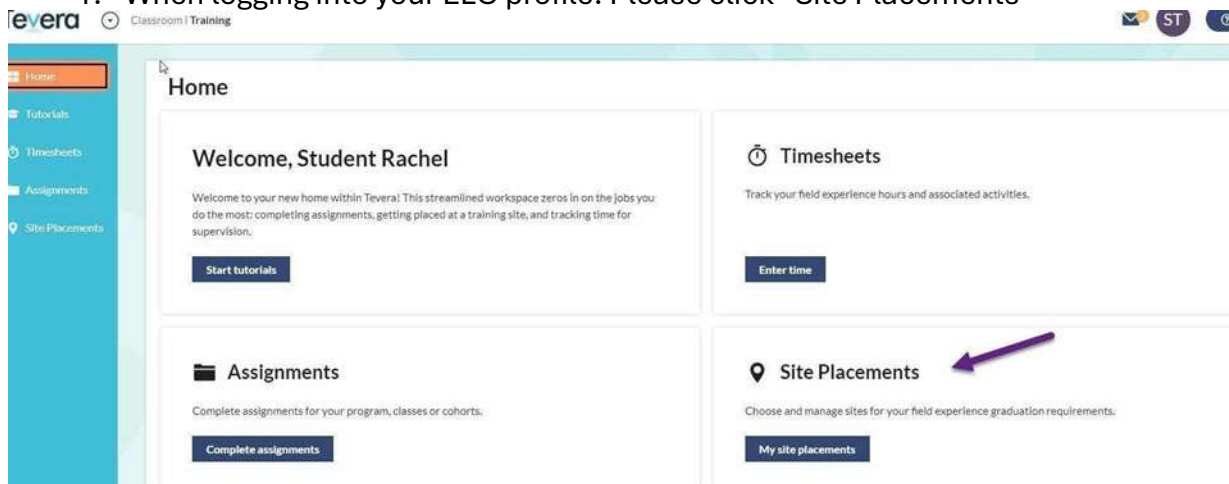
Uploading Documents to ELC



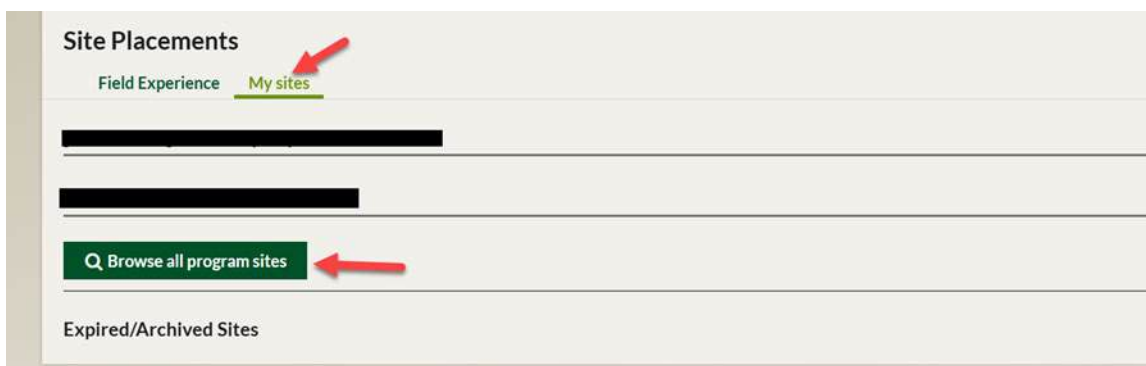
When uploading documents to ELC, click “+”, open the task, click the arrow pointing towards a cloud in the upper right-hand corner and upload. It may also show a “paperclip”

Searching for sites

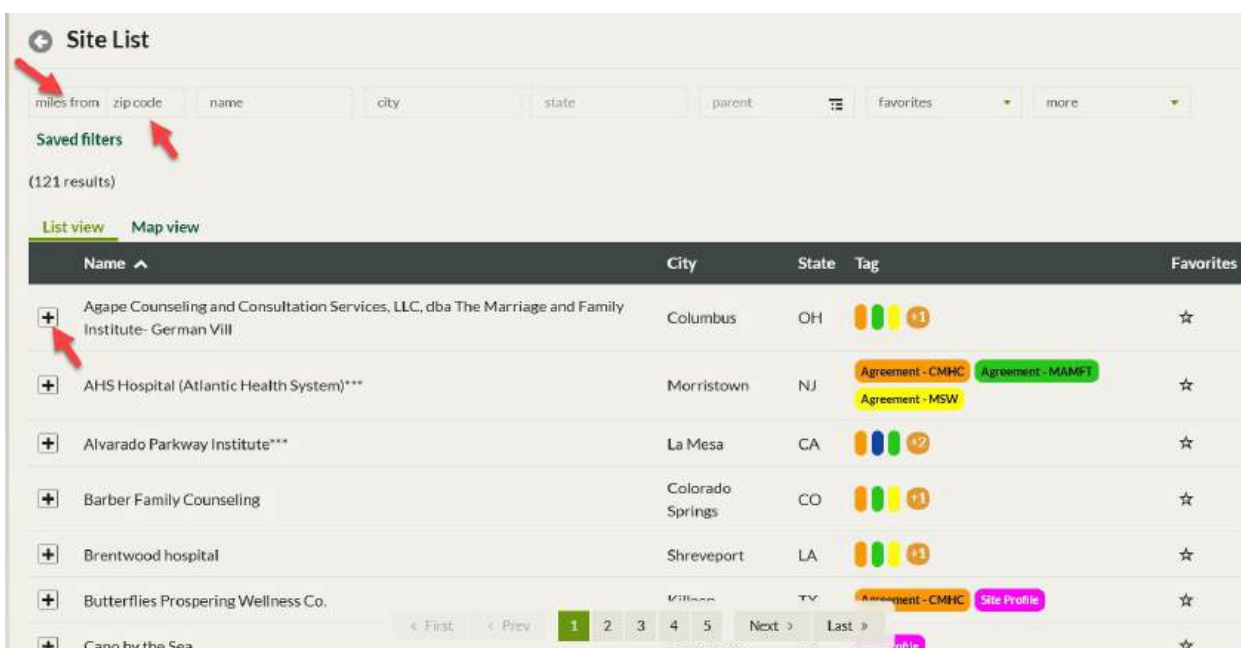
1. When logging into your ELC profile. Please click “Site Placements



- Click “My sites”, then “browse all program sites”.



- You will then be able to view all sites with which we have established partnerships. To narrow your options, you can enter your zip code and specify the number of miles you’re willing to travel. If you’re interested in a site, click the “+” sign to view additional details.



- On this page you will see a website, an address and a phone number to use to research and contact the site.

Site List
(121 results)

[List view](#) [Map view](#)

Name	City	State	Tag	Favorites
Agape Counseling and Consultation Services, LLC, dba The Marriage and Family Institute- German Vill	Columbus	OH	🟡 🟢 🟠 +1	☆

Site Contact Details

(614) 339-6641 • Phone
(614) 675-9810 • Fax
<http://www.MarriageandFamilyInstitute.net> • Website
[855 S. Wall Street](#)
[Columbus, OH 43206](#) • Address

Documents

[MFI - Saved SBS Master Programs site agreement Final Fillable](#) • Partnership Agreement (Site Version) (Public)

[View full profile](#)

Pre-application Tasks

- This will take you to your landing page. Feel free to explore! For this process, you will spend most of your time in Site Placements.

Tevera Classroom Training

Home

Welcome, Student Rachel

Welcome to your new home within Tevera! This streamlined workspace zeros in on the jobs you do the most: completing assignments, getting placed at a training site, and tracking time for supervision.

[Start tutorials](#)

Timesheets

Track your field experience hours and associated activities.

[Enter time](#)

Assignments

Complete assignments for your program, classes or cohorts.

[Complete assignments](#)

Site Placements

Choose and manage sites for your field experience graduation requirements.

[My site placements](#)

- Under the Site Placement tile you will see two tabs: Field Experience and My Sites. You will choose Field Experience and then click on Pre-application tasks. To complete each task, you'll click on the + next to the name of the task and then click Open. When you complete a task, the Status will update to either Completed or Waiting on CMHC Placement Approvers. Items will turn to Green when they have been marked as Complete.

You can use the My Site tab to search for sites in your area. These sites have already been vetted at NU. Even if you are accepted to an internship at one of these sites, you will still need to complete the vetting and approval process in ELC.

Classroom | Training

Site Placements

Field Experience My sites

START

1 Pre-application tasks

FIELD EXPERIENCE SITE 1

2 Select site

Complete the required pre-application paperwork for your program below.

Name	Task Type	Status	Waiting On
CMHC Resource Acknowledgement	Form	In Progress	
CMHC Pre- Requisite Course Review	Form	Not Started	
HIPAA Compliance Quiz	Form	Not Started	
Clinical Readiness Orientation	Form	Not Started	
CMHC Confirmation of Background Check	Form	Not Started	
CMHC History Re-Acknowledgement Related to Criminal & Mental Health History	Form	Not Started	

Site Placements

Field Experience My sites

Name	Task Type	Status	Waiting On
CMHC Resource Acknowledgement	Form	Completed	
CMHC Pre- Requisite Course Review	Form	Waiting On	CMHC Reviewer Group
HIPAA Compliance Quiz	Form	Waiting On	CMHC Reviewer Group
Clinical Readiness Orientation	Form	Not Started	

In this task you will complete a form and review the [below link](#). The form must be completed in its entirety.

Please review the [CMHC Clinical Readiness Orientation](#)

Password: 62267716

To complete this task:

1. Click start to open and complete the form
2. Sign the form
3. Click Submit

The assignment is a(n) online form: CMHC Clinical Readiness Orientation (NU-CMHC-1006). It can be started at any time. It is required for all assignees.

Not Started

Start

Site Placements Clinical Mental Health Counseling

Field Experience My sites

START

① Pre-application tasks

FIELD EXPERIENCE SITE 1

② Select site

Complete the required pre-application paperwork for your program below.

Name	Task Type	Status	Waiting On
+ CMHC Resource Acknowledgement	Form	Completed	
+ CMHC Pre- Requisite Course Review	Form	Waiting On	CMHC Reviewer Group
+ HIPAA Compliance Quiz	Form	Waiting On	CMHC Reviewer Group
+ Clinical Readiness Orientation	Form	Waiting On	CMHC Reviewer Group
+ CMHC Confirmation of Background Check	Form	Waiting On	CMHC Reviewer Group
+ CMHC History Re-Acknowledgement Related to Criminal & Mental Health History	Form	Waiting On	CMHC Reviewer Group

- When all pre-requisite tasks are complete and MAMFT Placement Approver has reviewed and approved the final task, you can move on to Step 2. Click on Select site.

Adding a Site

Classroom | Training Clinical M

Site Placements

Field Experience My sites

START

✓ Pre-application tasks

FIELD EXPERIENCE SITE 1

② Select site

③ Select supervisor

First step done! Now continue by using the buttons on the left.

Name	Task Type	Status	Waiting On
+ CMHC Resource Acknowledgement	Form	Completed	
+ CMHC Pre- Requisite Course Review	Form	Completed	
+ HIPAA Compliance Quiz	Form	Completed	
+ Clinical Readiness Orientation	Form	Completed	
+ CMHC Confirmation of Background Check	Form	Completed	
+ CMHC History Re-Acknowledgement Related to Criminal & Mental Health History	Form	Completed	

- A list of sites NU has worked with before will populate. Scroll to the bottom of the page and Click on Suggest a Site.

Site Placements

Clinical Mental Health Counseling

Field Experience My sites

START

Pre-application tasks

FIELD EXPERIENCE SITE 1

2 Select site

3 Select supervisor

Select a site to work at for your Field Experience field experience.

Select a site approved by your program from the list. If you are certain a site is not listed, use the "Suggest site" button.

name miles from zip code favorites more Saved filters

Name	City	State	Tag	Favorites	My Placement
+ Catholic Charities, Diocese of Nashville	Nashville	TN		☆	Start

Can't find your site?

Help others by adding sites that are not currently listed

Suggest site

2. Type in your Site's name. ELC will suggest matches. Scroll all the way through the matches to ensure your site is not in the database and then click on My site is not listed.

Suggest a new site not listed in Tevera

Enter a unique site that you cannot find in Tevera. A list of potential matches will show below. Please expand possible matches to verify site does not match a site already in Tevera.

Site name Test MAMFT

Review 12 possible matches for Test MAMFT before adding this site.

Name	City	State	Status
+ Collin Test Site			Start
+ Test Forensic Site	Abilene	TX	Start

« First < Prev 1 2 3 Next >

My site is not listed

Suggest a new site not listed in Tevera

Enter a unique site that you cannot find in Tevera. A list of potential matches will show below. Please expand possible matches to verify site does not match a site already in Tevera.

Site name

Review 24 possible matches for CMHC Test Site before adding this site.

	Name	City	State	Status
	MFS Test Site	n/a		Start
	MFT Test Site	Utopia	Universe	Start
	Psych Test Suite			Start
	Test CAD Site			Start

« First < Prev 1 2 3 4 5 Next > Last »

[My site is not listed](#)

- Complete the Site Proposal Form and Site Walkthrough. The Profile and CMHC Site Agreement will be sent to your Agency Representative for their signature. Click on the + sign and then Start to begin each form.

Site Placements

Field Experience My sites

START

Pre-application tasks

FIELD EXPERIENCE SITE 1

CMHC Test Site

[2 Select site](#)

[3 Select supervisor](#)

ADDITIONAL FIELD EXPERIENCE SITES

[Optional: Add another site](#)

CMHC Test Site

Paperwork | CMHC- Placement Process

Name	Task Type	Status
CMHC Site Placement Proposal Form	Form	Not Started
CMHC Site Agreement	Form	Not Started
Site Profile	Form	Not Started
Site Walkthrough	Upload	Not Started

- When sending the Profile out for signatures, this box will appear. You'll put in the Agency Representative's email address in both places and then click on Submit.

Select recipient and/or signers for completion

Person that completes assignment:

Person that signs Agency Site Representative (ASR) Signature:

Send By Email

Email link to form

Cancel Submit

- You can now submit for your Site Supervisor. Click on Select Supervisor and then Suggest a supervisor.

Adding a Site Supervisor/ Local Clinical Supervisor

Site Placements

Field Experience My sites

START

Pre-application tasks

FIELD EXPERIENCE SITE 1

CMHC Test Site

Select site

Select supervisor

ADDITIONAL FIELD EXPERIENCE SITES

Optional: Add another site

Select a supervisor at CMHC Test Site.

If you don't see a specific supervisor, add them using the "Suggest a supervisor" button

CMHC Test Site Supervisors

Add Local Clinical Supervisor

Name	License	Supervisor Status	My
No supervisors are available.			

Can't find your supervisor?

Help others by adding supervisors that are not currently listed.

Suggest a supervisor

1. After entering the supervisor's name, you can access the approval documents for the supervisor. Click on the + sign to open each task and then click on Start.

Site Placements

Field Experience My sites

✓ Pre-application tasks

FIELD EXPERIENCE SITE 1

CMHC Test Site

② Select site

③ Select supervisor

ADDITIONAL FIELD EXPERIENCE SITES

Optional: Add another site

Complete your program's paperwork for supervisor Test RB at CMHC Test Site

CMHC Test Site Supervisors

Test RB (Local Clinical Supervisor)

Paperwork | CMHC- Placement Process

Name	Task Type	Status	Waiting
+ CMHC Clinical Supervisor Proposal	Form	Not Started	
+ CMHC Clinical Supervisor Profile	Form	Not Started	
+ Supervisor Documents	Upload	Not Started	
+ Supervisor Check-In Process	Form	Not Started	
+ Student's Liability Insurance	Upload	Not Started	
+ CMHC Clinical Placement Agreement	Form	Not Started	
+ Offsite Agreement (if applicable)	Form	Not Started	
+ Add the University Time Track	Form	Not Started	

2. When documents are sent to your local site representative and supervisor, they will look like the following examples in their emails if unable to locate emails please check spam. ELC emails are blocked by some firewalls.

Tevera	[EXTERNAL] Student Rachel Test has invited you to complete an assignment - Agency Profile Form	Tue 5/3/2022 10:31 AM	79 KB
Tevera	[EXTERNAL] Student Rachel Test has invited you to complete an assignment - New Supervisor Information Form	Tue 5/3/2022 10:35 AM	74 KB
Tevera	[EXTERNAL] Student Rachel Test has invited you to complete an assignment - Background Check Confirmation for Local Supervisor	Tue 5/3/2022 10:35 AM	76 KB
Tevera	[EXTERNAL] Student Rachel Test has invited you to review an assignment - Four Way Agreement	Tue 5/3/2022 10:37 AM	72 KB

3. When all paperwork has been completed, you'll see a Decision Pending box at the bottom of the Supervisor forms. The Clinical Team will review all documents and then Approve your placement site and supervisor.

Decision Pending

Reach out to your CMHCTraining@nu.edu with any questions related to the approval process.

Appendix H: A complete list of each ELC task with descriptions

ELC Pre-Application Tasks (Required)

1. CMHC Resource Acknowledgement: In this task students need to review all documents attached to this task, which include:
 - CMHC Fieldwork Handbook
 - CMHC Program Handbook
 - Welcome Letter
 - Informed Consent
 - Technology Information
 - CMHC Agreement Information
2. CMHC Pre-Requisite Course Review: In this task students need to confirm that you have taken and passed each of the required core courses. See “Required Core Coursework” earlier in this section of the Handbook.
3. NU International and Relocation Attestation: This task is to confirm students understanding of the limits of NU programs as it pertains to International and Relocation changes.
4. Confirmation of Telehealth Training: Students complete this task if they plan to complete practicum/internship hours virtually and/or receive local/site supervision virtually or outside of the state in which they, their site/local supervisor, or clients reside. This form helps students confirm that a state statute allows virtual/across state lines supervision and provision of tele-mental health services.
<https://form.jotform.com/SBSNU/cmhc-telehealth-disclosure>
 - If students have taken COUN 6103A, they upload their telehealth certificate as a requirement of the pre-application. If they have NOT taken COUN 6103A, they complete <https://telehealth.org/training/telehealth-law/> course and upload course completion certificate here as a requirement of the pre-application. The course is called Essential 3-Hour CE/CME Course on Telehealth Legal Issues, HIPAA Compliance, and Digital Ethics for Behavioral and Medical Professionals. Students need to pay the full amount in order to get the CE.
5. HIPAA Compliance Quiz: In this task students complete a quiz that covers the HIPAA. Students are provided these resources to review before taking the quiz.
 - Summary of HIPAA Security Rule:
<https://www.hhs.gov/sites/default/files/privacysummary.pdf>

- Guide to Privacy and Security:
<https://www.healthit.gov/sites/default/files/pdf/privacy/privacy-and-security-guide.pdf>
 - Summary of the HIPAA Privacy Rule:
<https://www.hhs.gov/sites/default/files/privacysummary.pdf>
6. Clinical Readiness Orientation: In this task, students complete a form and review the CMHC Clinical Readiness Orientation, found in the MSCMHC Support course. The form must be completed in its entirety using the link in ELC.
7. CMHC Professional Association Membership Confirmation of Background Check
- Professional Association Membership: Students are encouraged to join a professional counseling association due to the many benefits including developing their professional identity as a counselor, networking with other counselors, and gaining access to learning opportunities, scholarships and discounts, including discounted liability insurance. Joining ACA is recommended for new professional counselors in training for these benefits.
 - Background Check: To be eligible to start clinical training, students are required to complete a background check through CastleBranch. Students need to upload that documentation from CastleBranch for this task. Students are provided with instructions on how to complete the background check, and provided with the following information:
 - NU does not share the results of a student's background check with an Authorized Site Representative or supervisors.
 - Students are financially responsible for any testing or training required by a potential clinical site. Some sites require additional or updated background checks. Further, if your training site is not in your state of residence, you may be required to submit additional documentation for additional states at your expense.
 - Some background check findings may exclude a student's eligibility for clinical work at a training site. It is a student's responsibility to determine whether their legal history may impede their placement at a site.
8. CMHC Re-Acknowledgement Related to Criminal and Mental Health History: In this task students will re-acknowledge information that they shared prior to their admittance to the program and share if any information has changed. Students are made aware that they may be required to meet with the Program Director depending on their responses.

ELC Site Application Tasks (Required)

1. Student Completes CMHC Site Proposal: In this task students enter information for the site where they will complete their practicum hours. They should complete this form once they have been offered a guaranteed position. Please note that students in California cannot complete their training at a private practice.
2. CMHC Site Agreement: In this task students need to connect with their site to determine if they require use of their own Memorandum of Understanding (MOU) or Affiliation Agreement (AA). These are both legal contracts between the university and the site ONLY. There is another agreement that will need to be signed that will be between the student, the site, and the supervisor.
 - ONLY if the site requires their own agreement or has edits to NU's agreement, complete this Jotform: <https://form.jotform.com/251745389159167> Students should be aware that the contract negotiations can take a minimum of 60-90 days to complete. If students need to start their placement within the next 90 days, it is recommended that they explore another site that can be used as a “back-up.” This is also advised, as it is possible that NU’s Legal team and the site will not be able to come to terms.
3. Authorized Site Representative Completes Site Profile (*new sites only*): In this task the Site Representative will need to complete an electronic form. Please note that students in California cannot complete their training at a private practice.
4. Site Walkthrough (*new sites only*). In this task students share their site with the Clinical Administrative Team. Students should NOT show any clients or client data. They will need to submit these photos or the video via a Word document or PPT.
 - If students see clients at a physical location or are doing in-home therapy, they will need to schedule a time at their site to take picture of or record the following areas:
 - View of the building exterior
 - Entrance of the site
 - Waiting room
 - Therapy room (if you are doing in-home therapy, please indicate that and include information on how you will assure confidentiality)
 - Hallway next to the therapy room(s)
 - File cabinet or description of the electronic health record - this is absolutely required in order for your walkthrough to be approved.
 - If students see clients via teletherapy, they must adhere to the Telehealth Policy in the CMHC Fieldwork Handbook. They will need to include a video or photos of the planned “therapy space,” which should include:
 - View of their therapy set-up

- Information on what HIPAA-compliant platform you will be using for your sessions
- Evidence of how you will ensure confidentiality (e.g., noise-cancelling headset, sound machine, etc.)
- Plans for documentation (e.g., EHR platform and who will review your electronic records at the site)

ELC Local Clinical Supervisor Application Tasks (Required)

1. Supervisor Proposal: In this task students enter information for the supervisor that they will be working with at your site.
2. Supervisor Profile (*new supervisors only*): In this task the Supervisor will need to complete an electronic form. Please note, if a supervisor is not already associated with the site students are connecting them to, they will need to complete this form **EVEN IF** they are already in the system associated with another site.
3. Supervisor Uploads Required Documentation: In this task the Supervisor will need to upload several items including:
 - their active license in the state you are practicing in
 - their active liability insurance (if they are under the site's liability insurance, a letter is needed from the site representative indicating this)
 - their resume or CV
 - any documentation (transcripts, continuing education. Etc.) that verifies they are qualified to supervise post-graduate CMHC's within the state of practice
 - verification of telehealth and/or telesupervision certificate as required by state
4. Upload Certificate of Liability Insurance: In this task students provide a copy of their liability insurance. To complete this task, students need to acquire their own liability insurance. It is recommended that they look to ACA's partner, HPSO, as their insurance adequately meets program requirements. Here is a link with more information:
<https://www.hpsso.com/Insurance-for-you/Students-recent-graduates>
5. Clinical Placement Agreement: In this task, the student, the site representative, and the supervisor will electronically sign a document that describes the responsibilities of their respective roles.
6. Offsite Supervisor Agreement (*if the supervisor is not employed by the site*): In this task the student, the student's site representative, and their off-site supervisor will electronically sign a document that indicates the off-site supervisor agreement. If the supervisor is employed by the site, the student will NOT need to submit this.

7. Supervisor Check-In Process: In this task the student, local supervisor, and the site representative should review the link shared in these instructions to understand the expectations for your clinical training. Students send this task directly to their supervisor but can email the link to your site representative.
8. Add the University Time Track:
 - Students are welcome to gather indirect hours such as trainings, orientations, and shadowing prior to starting the first Clinical Course. Students will need to track these hours so that they can add them in to their Time Track during the first week of the Clinical Course. You can collect indirect hours prior to your course starting as long as they are not seeing clients.
 - Students need to use the University track indicated below to have qualified hours for graduation. Students may also choose to add their state license track if they'd like to track indirect hours. Students are encouraged to review their state licensing website for more information on how indirect hours may count.
 - Guides for how to use ELC for tracking hours and evaluations are listed below.
 - Adding Tracks and Time in ELC:
<https://app.screencastify.com/v3/watch/Yx9Pwlwynyyj0NFB8Z4H>
 - CMHC Evaluations in ELC:
<https://app.screencastify.com/v3/watch/6iiUed2F30DifUmUb5fx>
9. Training Vetting & Approval Process Survey:
 - In this task students will complete two JotForms and upload the thank you pages (they need to take a screenshot).
 - Placement Process Survey: <https://form.jotform.com/SBSNU/jfksopss--placement-process-survey>
 - CMHC Clinical Eligibility Form: <https://form.jotform.com/SBSNU/cmhc-clinical-eligibility-form>

Appendix I: Terms and Definitions.

Terms and Definitions to help you find a site:

- When you being searching and contacting potential sites, it is important to have the correct terms for the experience that you are seeking. (Find more information in Section III: Participating in the Fieldwork Experience about fieldwork hours requirements and student, site supervisor, and faculty supervisor roles and responsibilities.)
- **Practicum:** The first clinical field experience and involves a minimum of 100 hours total 40 direct/60 indirect hours.
- **Internship I:** The second clinical field experience and involves a minimum of 300 hours total 120 direct/180 indirect hours
- **Internship II:** The third clinical field experience and involves a minimum of 300 hours total 120 direct/180 indirect hours
- **Supervisor Requirements** will be approved by the APD of DCT based on the proposed supervisor's credentials and education. A general guideline is that Fieldwork site supervisors have (your state's requirements will need to be checked):
 - 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 (and clients are being seen), preferably in counseling or a related profession
 - A minimum of two years post-master's professional experience relevant to the CACREP specialized practice area in which the student is enrolled
 - Relevant training for in-person and/or distance counseling supervision (distance (telehealth) supervision must be approved by the APD or DCT.)
 - Relevant training in the technology utilized for supervision; and knowledge of the program's expectations, requirements, and evaluation procedures for the clinical experience.
 - Additionally, the site supervisor must be able to commit to observation of the student's skills for at least 4 hours for the practicum experience and at least 6 hours for each internship experience. These observations can take place physically or through a recording.
 - Supervisors must meet with the student trainee at least one hour per week for individual or triadic supervision while they are collecting hours.
 - Supervisors must complete all time sheets and required evaluations in the online fieldwork management platform, ELC, in a timely manner.
 - Supervisors must complete a virtual check in meeting with the faculty (minimum 15 minutes) at least once per fieldwork course.

Appendix J: CMHC Flyer for Supervisors and Sites



Become a Site Supervisor for Clinical Mental Health Counseling Practicum and Internship Students

The Field Experience: Practicum and Internship

The Fieldwork Experience includes Practicum (100 hours, 12 weeks minimum) and Internship (600 hours, 24 weeks minimum) and is a time when students apply counseling theory and demonstrate their counseling skills in a professional supervised setting. *Students must secure sites and site supervisors to complete their coursework and become eligible for licensure as a professional counselor.*

Who can serve as a site supervisor?

Site supervisors must hold a master's degree or higher in counseling or a closely related field. They must also have a valid professional license (e.g., LPC, LCSW, LMFT, Psychologist) and a minimum of two years of post-licensure clinical experience. (Some state requirements may vary.)

What is the time commitment for supervision?

Supervisors are expected to meet individually with the student for at least 1 hour of supervision per week. Additional support or group supervision is encouraged when appropriate.

What are the responsibilities of a site supervisor?

Responsibilities include:

- Providing weekly clinical supervision (1 hour per week)
- Offering feedback on counseling skills and case conceptualization
- Ensuring ethical and professional behavior
- Coordinating with university faculty via email as needed, virtual or in-person site visits once per course
- Completing midterm and final evaluations, including direct or indirect observation of student clinical skills

What types of activities should students be involved in at the site?

Students should engage in a variety of clinical activities, including:

- Direct client contact (individual, group, or family counseling)
- Intake assessments and treatment planning
- Case documentation and note-writing
- Staff meetings, case consultations, and trainings

How many hours are students required to complete?

Practicum: Minimum of 100 total hours, including 40 direct client contact hours

Internship: Minimum of 600 total hours, including 240 direct client contact hours (Note: These may vary slightly depending on state requirements.)

Do site supervisors receive any benefits?

Supervisors receive free training for supervision, and opportunities for ongoing professional development. The most valuable benefit is the opportunity to mentor and shape the next generation of counselors.

Are students covered by liability insurance?

Yes. All students are required to carry professional liability insurance throughout their practicum and internship placements. National University also maintains affiliation agreements with sites to ensure proper coverage and accountability.

What support do site supervisors receive from the university?

Site supervisors receive:

- A Field Experience Handbook
- Orientation materials
- Ongoing faculty support and consultation as needed
- Check-ins with faculty or clinical coordinators

What if I have concerns about a student's performance?

Supervisors are encouraged to communicate concerns early with the Clinical Mental Health Counseling Program Director of Clinical Training. National University will collaborate with the site to provide support and ensure student success or remediation if needed.

How do I apply or get more information?

You can contact the Director of Clinical Training, Dr. Kelly Smith, at CMHCtraining@nu.edu to express interest, ask questions, or begin the affiliation process.

**Learn more about National University's
Masters of Science in Clinical Mental Health Program:****Contact:**

CMHCtraining@nu.edu for more information

Kelly Smith, PhD, LPC, NCC
Director of Clinical Training
Clinical Mental Health Counseling

Appendix K: NU MSCMHC Draft Outreach Email

Instructions:

- Below is a subject line and draft email that you can edit to send to potential sites/ site supervisors. Remember to alter it where indicated (note the highlighted text and reference to attachments) to personalize it to the site where you are sending it.
- We encourage you to work with career services to develop your cover letter and resume to best reflect your skills and interests. Contact Career Coach, Matt Vaartstra at mvaartstra@nu.edu for help. Here is the link to connect with our career coach via Handshake: <https://careerservices.nu.edu/s/1843/bp23/home.aspx?gid=2&pgid=542>.
- Attach the document “CMHC Flyer for Supervisors and Sites” to your outreach email as this describes basic expectations of sites and site supervisor. This document can be found in the subfolder Finding a Site on the MSCMHC Support Course Page.
- Use the excel spreadsheet entitled “Site and Supervisor Reach Out Tracking Sheet” to keep track of your outreaches. This spreadsheet can be found in the subfolder Finding a Site on the MSCMHC Support Course Page.

Email Subject Line: Practicum Opportunity Inquiry

Email Draft:

Dear Potential Site Supervisor (Write your site contact’s name here if you have it.),

I am a master’s level counseling student in National University’s Clinical Mental Health Counseling Program. I am scheduled to start my clinical experience on DATE HERE.

Are you accepting Clinical Mental Health Counseling interns at (Write your site’s name here.)?

I’ve attached my cover letter and resume for your review. Additionally, I have attached a document describing the basic expectations of an approved practicum internship site. I would look forward to connecting with you if this opportunity is available.

I look forward to hearing from you soon.

Sincerely,

YOUR FULL NAME

[illegible]

Appendix M: Clinical Placement Agreement



Clinical Placement Agreement

This agreement outlines the responsibilities of all parties relating to a student clinical placement, including the responsibilities of National University, the Site, the

Local Clinical Supervisor, and the student. Please review the agreement in its entirety and sign this agreement below to indicate that you "agree" to your role and responsibilities and "acknowledge" that you understand the roles and expectations of the other three parties. If you have any questions, please send communication to our Clinical Administrative Team at CMHCtraining@nu.edu.

Site Name: [REDACTED]

I. INVOLVED PARTIES

The parties named below agree to the objectives, scope of work, supervisory arrangements, evaluation method, and clinical training periods developed under this agreement.

Authorized Site Representative Name: [REDACTED]

Local Clinical Supervisor Name: [REDACTED]

Student First Name: [REDACTED]

Student Last Name: [REDACTED]

National University
CMHC Program Leadership

II. TRAINING PERIOD

Clinical Training Start Date

Date student will start the clinical placement with the Site: [REDACTED]

Clinical Training Completion Date

Date student will complete the clinical placement with the Site (generally 12 months from the start date): [REDACTED]

III. SCOPE OF CLINICAL TRAINING

Briefly describe the clinical activities in which the student will engage during the clinical training with the designated Site:

[REDACTED]

Please note: It is the intention of the parties hereto that the student will engage in the activities stipulated above as an independent graduate student and shall not be deemed an employee of the Site or the University by this agreement. The Site may elect to employ the student at their discretion, but this agreement does not constitute an employment agreement, actual or implied.

IV. TYPE OF SUPERVISION

The Local Clinical Supervisor (LCS) has been vetted and approved by the NU Clinical Administrative Team and meets at least the state requirements to supervise a CMHC student intern/associate/limited permit. An onsite supervisor is employed by the Site where the student is completing their clinical experience. If the onsite supervisor doesn't meet the state's postgraduate requirements for supervision, students are required to secure an offsite supervisor who is qualified to provide supervision but is not employed by the Site.

Note: If an offsite Local Clinical Supervisor is needed, the Site and the offsite Local Clinical Supervisor must have a written agreement in which the Site acknowledges that they are aware of the licensing requirements that must be met by the student, they agree not to interfere with the Local Clinical Supervisor's legal and ethical obligations to ensure compliance with state licensure requirements, and they agree to provide the Local Clinical Supervisor with access to clinical records of the clients receiving direct clinical contact by the student, if needed.

Indicate the type of supervision the student will receive by the Local Clinical Supervisor:

☐ Onsite Local Clinical Supervision by an employee of the Site who will also instruct the student in the expected conduct at the Site and the relevant policies and procedures.

☐ Offsite Local Clinical Supervision by an approved Local Clinical Supervisor who is not employed by the Site, but who is approved by the Site to provide clinical supervision for the student. An onsite administrative supervisor will be identified to assist the student in the expected conduct at the Site and the relevant policies and procedures.

V. RESPONSIBILITIES OF THE PARTIES

A. National University, Clinical Mental Health Counseling Program

This section outlines the responsibilities of National University in the clinical training process.

1. Shall approve the placement of each student at the supervised site.
2. Shall have this written agreement with the supervised Site, Local Clinical Supervisor, and student that details each party's responsibilities, including the methods by which supervision will be provided.
3. Shall provide forms for regular evaluations of the student's performance.
4. Shall coordinate the terms of this agreement with each of the named parties.
5. Shall evaluate the appropriateness of the supervised clinical training experience for each student in terms of the educational objectives, clinical appropriateness, and scope of the license as set forth by state regulations.
6. Shall require that each student completing clinical hours in a supervised Site procure their own individual professional malpractice liability insurance coverage.
7. Shall have a designated liaison with the Site and Local Clinical Supervisors, who shall assume primary responsibility for the coordination of this arrangement between students and clinical training sites.
8. Shall be responsible for submitting the student's grade to the appropriate university office in a timely fashion.
9. Shall provide a clinical experience tracking system for students and allow Local Clinical Supervisors to verify direct clinical contact and supervision hours accumulated during the clinical training period.
10. Shall abide by the WASC Senior College and University Commission accreditation nondiscrimination policy that states programs will not discriminate based on race, color, gender, age, creed, ethnic, or national origin, handicap, or political or sexual orientation.
11. Shall protect the confidentiality of any data collected from students or supervisors for the purpose of program improvement or research. In both instances all personally identifiable information will be removed, and identities will not be revealed without expressed written consent from the parties.

B. Site and Authorized Site Representative

This section outlines the responsibilities of the Site and the Authorized Site Representative in the clinical experience.

1. Shall provide the student, when required by state regulation, documentation necessary to verify that the placement is legally authorized and/or named in law as appropriate for a CMHC student.
2. Shall evaluate the qualifications and credentials of any employee or contractor who provides supervision to CMHC students.
3. Shall provide adequate resources to the student and the supervisor in order that they may provide clinically appropriate services to clients.
4. Shall orient the student to the policies and practices of the Site.
5. Shall review the Local Clinical Placement Information provided by the Program.
6. Shall notify the Clinical Administrative Team at CMHCtraining@nu.edu in a timely manner of any difficulties in the clinical or administrative performance of the student.
7. Shall provide the student and the supervisor with an emergency response plan which assures the personal safety and security of student, supervisor, and student's clients in the event of a fire or other emergency, including protocols for safety during in-home therapy sessions when occurring.
8. Shall provide the student with experience within the scope of practice of a CMHC intern.
9. Shall assure that the student completes the following during the clinical placement year:
 - For Practicum - 100 total hours of which at least 40 are direct service hours.
 - For Internship - 600 total hours of which at least 240 are direct service hours.
10. Shall assure that the Local Clinical Supervisor provides the following across the clinical placement year:
 - 1 hour with local supervisor each week
 - 12 hours of in-person supervision
 - 50 observable data supervision hours (live, video, or audio)
 - *Students seeking licensure in California must complete 100 hours of supervision with the Local Clinical Supervisor. Any supplemental local supervision that utilizes digital technology, in which participants are not in the same location, may be provided only if appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.*
11. Shall be familiar with the laws and regulations that govern the practice in the state/province/location where practice occurs, and those that directly affect the student.
12. Shall permit video and/or audio recording of student's sessions with clients for supervision with the local clinical supervisor and clinical faculty, subject to clients' written and verbal consent. If recording cannot be completed within the primary Site, shall allow the student to meet the requirements within a supplemental Site.
13. Shall, if the student is using an offsite supervisor, ensure that the student receives appropriate onsite administrative supervision by an employee of the Site.
14. Shall abide by the WASC Senior College and University Commission accreditation nondiscrimination policy that states programs will not discriminate on the basis of race, color, gender, age, creed, ethnic, or national origin, handicap, or political or sexual orientation.

C. The Local Clinical Supervisor

This section outlines the responsibilities of Local Clinical Supervisor in the clinical experience.

1. Shall be responsible for the student's legal practice during clinical training and abide by all state/province/local regulations for the clinical supervision of students.
2. Shall be responsible for assuring that all clinical experience gained by the student is within the parameters of clinical mental health counseling.
3. Shall be appropriately credentialed to provide clinical supervision for a CMHC student in the state/province/location where the supervision is taking place.

4. Shall have the requisite training and experience to provide competent supervision to CMHC students. This includes a minimum of a master's degree, licensure as an LPC counselor in the state the student is practicing in, and a minimum of two years of counseling experience.
5. Shall provide NU with a current copy of their current license, resume, liability insurance certificate, and verification of any required supervisor training and/or relevant graduate coursework as required by state regulations and notify NU and the student immediately of any action that may affect his/her license.
6. Shall, if providing supervision as an Offsite Local Clinical Supervisor, attach a completed, signed copy of the Offsite Supervisor Agreement Letter between the supervisor and the student's clinical placement site. The standard template or California version of the template may be used for this purpose.
7. Shall review the resources provided by National University.
8. Shall provide 1 hour of weekly individual supervision across the clinical placement year, of which 12 must be in-person and at least some of which supervision includes observable data (e.g., review of video and/or audio clips or live observation of the student's direct clinical contact) as part of the regular supervision session. This must include at least 4 hours of observable data in Practicum and at least 6 hours of observable data in Internship. Any supplemental local supervision that utilizes digital technology, in which participants are not in the same location, may be provided only if appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.
9. Shall complete an online evaluation of the student's clinical and professional performance at the clinical placement site based on observable data of the student's clinical skills.
10. Shall monitor the student's clinical and professional activities and verify his/her participation in the specified clinical requirements by attesting to such via the NU-approved online clinical tracking system.
11. Shall complete all the required online student evaluation forms by the prescribed time.
12. Shall participate in course-required meetings with clinical faculty.
13. Shall be familiar with the laws and regulations that govern the practice and those that directly affect the student.
14. Shall review, abide by, and hold the student to the standards of Code of Ethics and any state specific Code of Ethics and laws that apply to the practice.
15. Shall provide the trainee with a policy and procedure for crisis intervention and other client/clinical emergencies, those that are mandated by law (e.g., child abuse, danger to self/others).
16. Shall bring any concerns that arise about the student and/or the clinical experience to the attention of the Clinical Administrative Team (CMHCtraining@nu.edu).
17. Shall abide by the WASC Senior College and University Commission accreditation nondiscrimination policy that states programs will not discriminate on the basis of race, color, gender, age, creed, ethnic, or national origin, handicap, or political or sexual orientation.

D. CMHC Student

This section outlines the responsibilities of the Student in the clinical training process.

1. Shall review and follow the requirements of the provided Handbooks and Manuals.
2. Shall conduct their clinical experience at the Site and with the Local Clinical Supervisor listed in the agreement in fulfillment of the clinical experience requirements of the student's degree program.
3. Shall complete a continuous and at least 36 weeks of clinical training placement at the Site and complete the following hours:
 - For Practicum - 100 total hours of which at least 40 are direct service hours.
 - For Internship - 600 total hours of which at least 240 are direct service hours.
4. Shall receive 1 hour of weekly supervision across the clinical placement experience, 12 of which are in-person, and at least some of which includes observable data of the student's clinical work (e.g., review of video and/or audio clips or live observation of the student's direct clinical

contact) as part of the regular supervision session. Any supplemental local supervision that utilizes digital technology, in which participants are not in the same location, may be provided only if appropriate mechanisms/precautions are in place to ensure the confidentiality and security of the means of technology delivery.

5. Shall meet all requirements of the site supervisor for the purpose of supervision, e.g., completing case notes, audio taping, supervision notes, etc.
6. Shall participate in a clinical course group supervision course with an CMHC Program Faculty each week that the student sees clients.
7. Shall be aware that the clinical training process is a series of COURSES, and to receive a passing grade for each course, the following criteria must be met:
 - the student must attend class weekly
 - complete required assignments
 - obtain clinical hours at an approved clinical placement Site concurrently.
8. Shall maintain a current record of all hours of clinical experience and supervision gained during clinical courses utilizing the NU-approved online clinical tracking system.
9. Shall follow the Site's regular work hours and will be entitled to any holiday occurring during the clinical training period.
10. Shall learn and comply with the policies of the supervised Site that govern the conduct of regular employees and students or interns.
11. Shall abide by all policies of the facility, including absolute strict confidentiality and security of all client information of which they may become aware.
12. Shall abide by the Code of Ethics and all applicable laws and regulations.
13. Shall have completed all necessary prerequisites prior to beginning the clinical experience.
14. Shall be responsible for participating in the periodic evaluation of their supervised clinical experience.
15. Shall have obtained individual professional liability insurance.
16. Shall be responsible for notifying the Clinical Administrative Team (CMHCtraining@nu.edu) in a timely manner (24-48 hours) of any professional or personal difficulties that may affect the performance of his or her professional duties and responsibilities.

VI. MUTUAL INDEMNIFICATION

NU requires that each student procure individual professional liability malpractice insurance coverage before providing direct clinical contact with clients in a supervised Site. The Site hereby assumes all risk and liability for the direct clinical services, and hereby indemnifies, protects and saves harmless, and hereby releases NU and every one of its officers, agents, faculty and employees of, from and against all liability, losses, injuries, damages, claims, suits, fees, including attorney's fees, costs or judgments which may arise from the student's performance of services while at the Site. NU shall indemnify, defend and hold harmless Site and its directors, officers, employees, agents, successors and permitted assigns, from and against all liability, loss, damage, cause of action, suit, claim or judgement including, without limitation, reasonable attorneys' fees, because of or arising from the willful, fraudulent or grossly negligent acts or omissions of NU or its employees or agents. The assumption of risk, liability and indemnification under this paragraph shall survive the termination of this agreement. This agreement supersedes all agreements, understandings and communications between NU, the above-named Site and student. This agreement may be modified or amended in writing. The undersigned have read and agreed to the terms and conditions set forth in this agreement.

VII. TERMINATION

The expectation of all parties is that this agreement will be honored mutually. Termination of this agreement with cause shall be in accordance with the academic policies of NU or the employment, internship, or volunteer policies of the clinical placement Site. Any party may terminate this agreement without cause by giving all other parties 45 days' notice of the intention to terminate. Termination of the student's placement or supervisor's employment under the terms of this

agreement must consider the clinical necessity of an appropriate termination or transfer of psychotherapeutic clients. In any case, it is assumed that if there is an early termination of this agreement on the part of the student, the clinical placement Site or the Local Clinical Supervisor, such a decision must include prior consultation with the CMHC Program Leadership.

VIII. ELECTRONIC SIGNATURES

I, the undersigned, have read and agree to the above statements and arrangements. Further, I have read, understand, and acknowledge the responsibilities of National University, the Site, and the Supervisor, and I specifically agree to the roles and responsibilities of the NU student.

Student Signature: Date

I, the undersigned, have read and agree to the above statements and arrangements. Further, I have read, understand, and acknowledge the responsibilities of National University, the Supervisor, and the NU Student, and I specifically agree to the roles and responsibilities of the Site as the Authorized Site Representative.

Authorized Site Representative Signature: Date

I, the undersigned, have read and agree to the above statements and arrangements. Further, I have read, understand, and acknowledge the responsibilities of National University, the Site, and the NU Student, and I specifically agree to the roles and responsibilities of the Local Clinical Supervisor.

Local Clinical Supervisor Signature: Date

I, the undersigned, have read and agree to the above statements and arrangements. Further, I have read, understand, and acknowledge the responsibilities of the Site, the Local Clinical Supervisor, and the NU Student, and I specifically agree to the roles and responsibilities of the National University Clinical Mental Health Counseling Program.

CMHC Director Signature: Date

Appendix N: Clinical Site Agreement



John F. Kennedy School of Psychology and Social Sciences at National University Masters of Clinical Mental Health Counseling Clinical Site Agreement

This Agreement is effective

[DATE]: [REDACTED]

by and between National University, a non-profit, public benefit corporation, which is located at 9388 Lightwave Ave., San Diego, CA 92123 ("University"), and

[CLINICAL SITE NAME]: [REDACTED]

a

[BUSINESS ENTITY TYPE]: [REDACTED]

which is located at

[ADDRESS]: [REDACTED]

[CITY]: [REDACTED]

[STATE]: [REDACTED]

[ZIP CODE]: [REDACTED]

("Clinical Site") (hereinafter, each party may be referred to individually as "Party," and collectively as "Parties"), with reference to the following facts:

Section 1: Definitions

- A. University is an independent institution of higher education accredited by the Western Association of Schools and Colleges Senior College and University Commission ("WSCUC") and the University is authorized to offer, among other academic programs, a Master of Clinical Mental Health Counseling program (the "Program").
- B. Clinical Site will provide:
 - a. A supervised experience in a setting that lawfully and regularly provides mental health counseling or psychotherapy;
 - b. Oversight to ensure that the trainee's work at the setting meets the experience as defined by the state of practice and is within the scope of the profession; and
 - c. The trainee the opportunity to record video or audio sessions with client consent to be shown in the University group supervision class.
- C. "Clinical Students" are those students enrolled in the Program at University who are enrolled in a clinical class. Students are required to complete nine (9) credits of clinical training experience and a minimum of 36 weeks of supervised therapy experience ("Clinical Training").
- D. Clinical Site operates facilities that are suitable for clinical training for Students enrolled in the Program. Both Clinical Site and University desire to enter into this Agreement so that Students may be placed with the Clinical Site for clinical training, under the terms and conditions stated in this Agreement.

Section 2: Responsibilities of University

- A. **Academic Responsibility.** University shall have exclusive control over all academic issues, which shall include, without limitation: selection of course content and required textbooks; delivery of instruction; selection and approval of faculty; admission, registration, and retention of Students; evaluation of Students' prior education; evaluation of Students' progress; scheduling

courses; awarding academic credit; and conferring degrees.

- B. **University Liaison.** University shall designate a liaison to coordinate with the Clinical Site for Students placed with Clinical Site.
- C. **Training Oversight.** Students will have an assigned University clinical instructor, who shall be available to Clinical Site to discuss Students' progress at Clinical Site.
- D. **Confidentiality.** Prior to the assignment of a Student to Clinical Site, University will instruct each Student in the confidentiality of all communications with clients and between the clients, their therapists, and Clinical Site staff. University shall inform each Student that it is a breach of ethics to divulge to any person not directly connected to the individual client's care the names of persons being treated at Clinical Site and the treatment they are receiving.
- E. **HIPAA**
 - 1. University and Students may receive or acquire from Clinical Site "protected health information" ("PHI") as that term is defined under the Health Insurance Portability and Accountability Act of 1996 and implementing regulations, including 45 CFR Sections 160 and 164 (collectively "HIPAA"). University agrees that all PHI acquired as a result of Students' training at Clinical Site is confidential and that both University and Students are prohibited from disclosing that information to any person(s) not involved in the care or treatment of the patients, in the instruction of Students, or in the performance of administrative responsibilities at Clinical Site. University shall protect the confidentiality of PHI at all times both during and after Students' training at Clinical Site.
 - 2. At the termination of this Agreement for any reason, University shall advise Student to return to Clinical Site or to destroy all written and electronic PHI received or acquired from Clinical Site.
 - 3. If University becomes aware of the unauthorized use or disclosure of PHI, University shall promptly and fully notify Clinical Site of all facts known to it concerning such unauthorized use or disclosure.
 - 4. University agrees that if it breaches this provision, Clinical Site shall have the right to immediately terminate this Agreement upon written notice of intent to terminate. The terms of this Section 2 shall survive the expiration or termination of this Agreement.
- F. **Accreditation.** University shall at all times during the term of this Agreement be qualified to offer the Program to Students.
- G. **Purpose of Agreement.** The Agreement is entered into to specify the conditions under which Students will be placed with Clinical Site. University does not guarantee that it will place any Students with Clinical Site, nor does University guarantee any specific number of Students to be placed with Clinical Site.

Section 3: Responsibilities of Clinical Site

- A. **Clinical Experience.** Clinical Site agrees to provide clinical training experience for Students so that they are afforded the opportunity to develop professional competence in clinical mental health counseling. Clinical Site will evaluate each Student to determine the Student's prior level of experience, which should be based upon the Student's previous clinical experience and training as well as how many hours of Program instruction the Student has completed. Clinical Site will provide relevant experience to each Student. Practicum requires a minimum of 100 hours, of which 40 must be direct clinical contact. Internship requires a minimum of 600 hours, of which 240 must be direct clinical contact. Additionally, the Clinical Site agrees to provide the opportunity for Students to be supervised through direct observation, audiotape, or videotape. Clinical Site will not charge the student for supervision that occurs with employees of the Clinical Site.
 - B. **Work Setting, Terms of Employment and Supervision Practices.** Clinical Site agrees to provide an acceptable setting for the Students.
- For Clinical Sites in California, the Clinical Site agrees to abide by all terms for supervision practices as defined in Section 4980.43.3 of the Business and Professions Code, which states, in pertinent part:

- a. A trainee, associate, or applicant for licensure shall only perform mental health and related services as an employee or volunteer, and not as an independent contractor. The requirements of this chapter regarding hours of experience and supervision shall apply equally to employees and volunteers. A trainee, associate, or applicant for licensure shall not perform any services or gain any experience within the scope of practice of the profession, as defined in Section 4980.02, as an independent contractor. While an associate may be either a paid employee or a volunteer, employers are encouraged to provide fair remuneration.
 - 1. If employed, an associate shall provide the board, upon application for licensure, with copies of the W-2 tax forms for each year of experience claimed.
 - 2. If volunteering, an associate shall provide the board, upon application for licensure, with a letter from his or her employer verifying the associate's status as a volunteer during the dates the experience was gained.
- b. (1) A trainee shall not perform services in a private practice. A trainee may be credited with supervised experience completed in a setting that meets all of the following:
 - A. Is not a private practice.
 - B. Lawfully and regularly provides mental health counseling or psychotherapy.
 - C. Provides oversight to ensure that the trainee's work at the setting meets the experience and supervision requirements in this chapter and is within the scope of practice for the profession, as defined in Section 4980.02.
- c. (2) Only experience gained in the position for which the trainee volunteers or is employed shall qualify as supervised experience.
- d. An associate may be credited with supervised experience completed in any setting that meets both of the following:
 - 1. Lawfully and regularly provides mental health counseling or psychotherapy.
 - 2. Provides oversight to ensure that the associate's work at the setting meets the experience and supervision requirements in this chapter and is within the scope of practice for the profession, as defined in Section 4980.02.
 - 3. Only experience gained in the position for which the associate volunteers or is employed shall qualify as supervised experience.
 - 4. An applicant for registration as an associate shall not be employed or volunteer in a private practice until they have been issued an associate registration by the board.
- e. Any experience obtained under the supervision of a spouse, relative, or domestic partner shall not be credited toward the required hours of supervised experience. Any experience obtained under the supervision of a supervisor with whom the applicant has had or currently has a personal, professional, or business relationship that undermines the authority or effectiveness of the supervision shall not be credited toward the required hours of supervised experience.
- f. A trainee, associate, or applicant for licensure shall not receive any remuneration from patients or clients and shall only be paid by their employer, if an employee.
- g. A trainee, associate, or applicant for licensure shall have no proprietary interest in their employer's business and shall not lease or rent space, pay for furnishings, equipment, or supplies, or in any other way pay for the obligations of their employer.
- h. A trainee, associate, or applicant for licensure who provides voluntary services in any lawful work setting other than a private practice and who only receives reimbursement for expenses actually incurred shall be considered an employee. The board may audit an applicant for licensure who receives reimbursement for expenses and the applicant for licensure shall have the burden of demonstrating that the payment received was for reimbursement of expenses actually incurred.
- i. A trainee, associate, or applicant for licensure who receives a stipend or educational loan repayment from a program designed to encourage demographically underrepresented groups to enter the profession or to improve recruitment and retention in underserved regions or settings shall be considered an employee. The board may audit an applicant who receives a stipend or educational loan repayment and the applicant shall have the burden of demonstrating that the

payment received was for the specified purposes.

- j. An associate or a trainee may provide services via telehealth that are in the scope of practice outlined in this chapter.

C. **Required Document(s).** The Clinical Site agrees to sign and submit any required documentation to the University for each and every Student placed at the Clinical Site before the Student may begin practicing at the Clinical Site.

D. **Insurance.** Clinical Site warrants and represents that it will maintain general and professional liability insurance covering Clinical Site and its officers and employees, with minimum limits of One Million Dollars (\$1,000,000.00) per occurrence, and Two Million Dollars (\$2,000,000.00) in the aggregate, to cover Clinical Site's liabilities and obligations under this Agreement. Upon request, Clinical Site shall provide University with evidence of such insurance.

E. **Accreditation.** Clinical Site shall always during the term of this Agreement be licensed or qualified to offer clinical training to Student. For Clinical Sites in California, Clinical Site shall also at all times during the term of this Agreement be in compliance with all Board of Behavioral Sciences' regulations.

F. **Confidentiality.** No agent, employee, or representative of Clinical Site shall have access to or have the right to review any Student records, except where necessary in the regular course of the clinical training course. Clinical Site shall ensure that its agents, employees, or representatives maintain the confidentiality of Student and other information received during the term of the clinical training experience. Further, Clinical Site shall ensure that its agents, employees, or representatives do not discuss, transmit, or narrate in any form any Student information of a personal nature, academic or otherwise, except as a necessary part of the Student's participation in clinical training. In addition to the confidentiality of client information, Clinical Site shall cooperate in good faith with University to assure that the confidentiality of Student records are maintained consistent with the requirements of the Family Educational Rights and Privacy Act of 1994 ("FERPA") and other applicable laws and statutes.

G. **Policies.** Clinical Site will provide Students with its administrative policies, procedures and regulations as well as with any explanation and orientation necessary to familiarize Students with them.

H. **Physical Setting/Infectious Disease.** Clinical Site shall provide adequate workspace for Students to conduct confidential, closed-door counseling sessions and to complete required paperwork. Clinical Site shall inform and advise Students and any University Faculty regarding the status of infectious diseases at the Clinical Site prior to arriving on site as well as provide appropriate personal protective equipment ("PPE").

I. **Telehealth Services.** Students are permitted to provide mental health services via telehealth and to receive clinical supervision via videoconferencing as appropriate based on the state's regulations and guidance. As state regulations and guidance continue to change and evolve, Clinical Sites are expected to attend and adhere to the latest updates. All therapists (licensed, associates, and trainees) who deliver mental health services via telehealth must follow all ethical and legal processes as set forth by the applicable professional association(s)' organizational policies and procedures as well as applicable state laws and regulations. To deliver mental health services via telehealth, the following is required:

1. Students will comply with Clinical Site policies and procedures regarding the delivery of mental health services via telehealth and will practice within the highest level of ethics, personal integrity, clinical insight and competency, and maturity of judgment. This includes practice within the tenets of legal requirements and professional ethics standards.
2. Clinical Site will provide trainees with training in best practices related to provision of mental health via telehealth as well as access to designated HIPAA-compliant (if appropriate) videoconferencing platforms to provide professional and ethical mental health telehealth services to Clinical Site clients. Students will deliver all therapeutic services through the designated platforms with clients.
3. Students will maintain confidential clinical records and other documentation in full compliance

with the requirements of the delivery of mental health via telehealth services.

Section 4: Responsibilities of Local Clinical Supervisors

- A. **Supervision.** Supervisors shall provide at least one (1) hour of individual direct supervisor contact for each Student for each week of experience claimed. For Supervisors supervising in California, an average of at least one (1) hour of direct Supervisor contact for every five (5) hours of client contact in each setting is required. All experience gained by a Student at Clinical Site will be monitored by a Supervisor.
- B. **Supervisor Qualification Requirements.** The Supervisor(s) must have sufficient experience, training and/or education in clinical supervision to competently supervise trainees. This includes a minimum of a master's degree, licensure as an LPC counselor in the state the student is practicing in, and a minimum of two years of counseling experience. A membership in professional organizations (e.g., ACA) is also preferred. Supervisors must know and understand the laws and regulations pertaining both to supervision of trainees and interns and to the experience required for licensure as a mental health professional counselor.
- C. **Evaluations.** Local Clinical Supervisors will complete periodic evaluations of each Student's performance at the Clinical Site, as specified by University. Local Clinical Supervisors agree to notify University promptly when Student is not performing or has abandoned their duties at Clinical Site. For all Student performance issues, Local Clinical Supervisors will promptly provide documentation and communicate about specific concerns with the University.
- D. **Supervision.** Face-to-face supervision must be provided by a Supervisor for each week of the clinical training experience. Students may receive supervision via videoconferencing from their Supervisor(s), but at least eight (8) of the supervision hours must be physically in-person and four (4) may be completed via video conferencing provided that all confidentiality and FERPA laws are followed. Supervisors are expected to attend and adhere to the latest updates from applicable regulating bodies.

Section 5: Information Applicable to All Parties

- A. **Term.** This Agreement shall commence on Effective Date and shall remain in full force and effect until either Party chooses to terminate as provided in this Section 5.
- B. **Termination.** Either Party may terminate this Agreement with or without cause upon thirty (30) days prior written notice to the other Party. However, to the extent reasonably possible, Clinical Site shall schedule its termination to minimize interference with a Student's training and to allow completion of a Student's training where that Student, as of the date of any notice of termination, was satisfactorily participating in the clinical training. In any case, it is assumed that if there is an early termination of this Agreement, that such a decision must include consultation with the University's Director of Clinical Training ("DCT") by sending an email to CMHCtraining@nu.edu.
- C. **Relationship of the Parties.** Nothing in this Agreement is intended nor shall be construed to create an employer/employee relationship, or a joint venture, partnership, or agency relationship between the Parties.
- D. **Indemnity.** Each Party will indemnify, defend, and hold harmless the other Party (including their trustees, officers, employees, and agents) against all claims, liabilities, damages, and costs (including reasonable attorneys' fees) arising from or in any way related to this Agreement caused by that Party's breach of this Agreement, inaccuracy of representations, or conduct, whether negligent, reckless, or intentional. These obligations shall continue after the relationship terminates.
- E. **Publicity.** Neither University nor Clinical Site shall cause to be published or disseminated any advertising materials, either printed or electronically transmitted, which identifies the other Party or its facilities with respect to this Agreement, without the prior written consent of the other Party. In addition, neither Party may use the names, logos, or trademarks of the other Party without its' prior written consent.
- F. **Records.** It is understood and agreed that all records, other than Student evaluation records and information, shall remain the property of Clinical Site. Student records shall remain the

property of University.

- G. **Entire Agreement and Severability.** If a court or arbitrator holds any provision of this Agreement to be illegal, unenforceable, or invalid, the remaining provisions will not be affected. This Agreement contains the entire agreement between the Parties pertaining to the transaction and may not be amended unless in writing, signed by both Parties.
- H. **Assignment.** Neither Party shall assign its rights or delegate its duties under this Agreement without the prior written consent of the other Party.
- I. **Notices.** All notices required or permitted by this Agreement shall be deemed to have been duly given if written and mailed by United States registered or certified mail and addressed as follows:

If to Clinical Site:

Clinical Site Address and Contact Info:

If to University:

National University

Attn: Karen Whitney

EVP, Student Success Services & Administration and CFO

9388 Lightwave Ave.,

San Diego, CA 92123

With copy to:

CMHCtraining@nu.edu and legal@nu.edu

J. **Representations.** Each Party represents that: (a) it will abide by all applicable federal, state, or local statutes or regulations; (b) the individual signing this Agreement has the authority to do so; and (c) it has the ability and authority to perform each of its obligations under this Agreement. These representations will continue after the Agreement terminates.

K. **Limitation of Liability.** Except for obligations to make payment under this Contract, Liability for Indemnification, Liability for Breach of Confidentiality, or Liability for Infringement or Misappropriation of Intellectual Property Rights, in no event shall either Party or any of its Representatives be liable under this Contract to the other Party or any Third Party for Consequential, Indirect, Incidental, Special, Exemplary, Punitive, or Enhanced Damages, Lost Profits or Revenues or Diminution in Value arising out of, or relating to, and/or in connection with any Breach of this Contract, regardless of whether such damages were foreseeable, whether or not it was advised of the possibility of such damages and the legal or equitable theory (contract, tort, or otherwise) upon which the claim is based.

L. **Dispute Resolution.** The Parties agree discuss in good faith and resolve any issues informally before utilizing any other legal remedies. If a resolution cannot be reached, Parties agree that any controversy, claim or dispute, whether based on contract, tort or statute under either State or federal law, arising out of or relating in any way to this Agreement or any alleged breach, that the prevailing Party will be entitled to recover reasonable and documented attorney's fees and costs expended or incurred relating to or arising out of the dispute.

M. **Non-Discrimination and Commitment to Equity, Diversity, and Inclusion.** The Parties agree not to discriminate against any person(s) in the performance of this Agreement because of race, color, religion, sex, gender, ancestry, age, national origin, or disability (as defined in The Americans with Disabilities Act of 1990, 42 USC 12101, et seq. and any regulation promulgated thereunder) or any other unlawful basis. Provider agrees to recognize and support the University's commitment to Diversity Equity and Inclusion.

N. **Title IX.** University strictly adheres to Title IX of the Education Amendments of 1972, the federal Campus Sexual Violence Elimination Act; United States Department of Education regulations and directives; and the University's sexual harassment policy and procedures (collectively, "Regulations"). Specifically, the Regulations apply to all students, employees, visitors, and other

third parties on University-controlled or affiliated property, including institutions and entities with whom University places its employees or students. Further, such Regulations prohibit unequal treatment on the basis of sex/gender as well as sexual harassment, misconduct and violence. As a condition of employment, enrollment, doing business, or being permitted on University-controlled or affiliated property, the above-mentioned individuals, organizations, and entities must agree to: (1) Report any and all allegations of discrimination, harassment, (including sexual harassment, or violence) promptly to the Title IX Coordinator via the reporting form at the following link: <https://www.nu.edu/reportit/>, or by using one of the other methods of communication with the Title IX Coordinator found at the following link: <https://www.nu.edu/title-ix/erp/>; (2) Cooperate with University's investigation; and (3) Cooperate fully with all sanctions that University may impose against those who are found to have violated the Regulations. If the individual, organization, or entity fails to adhere to any of the aforementioned requirements, University reserves the right to take appropriate action, including but not limited to: immediate removal from University-controlled or affiliated property, discipline of employees and students (including termination of employment and/or enrollment); and/or termination of business or contractual relationships.

O. **General Provisions.** The Agreement: (a) will be binding and enforceable by the Parties and their respective successors or assigns, but not by any individual or organization not a Party to this Agreement, including, but not limited to, any Student; (b) may be executed in counterparts and effective with original, electronic, or facsimile signatures; (c) will be governed by California law; and (d) has been executed at San Diego, California.

IN WITNESS WHEREOF, this Agreement has been executed by the Parties hereto as of the Effective Date.

Clinical Site: [REDACTED]

Title: Clinical Director, Supervisor

Site Signature Date: [REDACTED]

Authorized Site Representative Signature: Date

National University

NU Signature Date: 5/4/25

Program Director Signature: Date

CMHC Director of Clinical Training

Appendix O: Supervision Observation Form

Appendix P: CMHC Student ELC Hours and Evaluation Guide



CMHC Program

Experiential Learning Cloud (ELC)
Hours and Evaluations Guide for
Students

Overview

What to Expect in the Guide

- **Focus on the Experiential Learning Cloud elements that are consistent with the timesheets (hours) function**
- **You will see step-by-step instructions that correspond to images of your view of the platform**
- **Instructions around evaluations submissions**
- **Video instructions, when available**



Overview

Cheat Sheet for items you should access in the Experiential Learning Cloud

- **Timesheets**
 - NU – CMHC Practicum Track
 - NU – CMHC Internship Track
- **Evaluation Classes**
 - CMHC Practicum Evaluations
 - CMHC Internship I Evaluations
 - CMHC Internship II Evaluations
- **Time Track Reports Classes**
 - CMHC Practicum Time Track
 - CMHC Internship I Time Track
 - CMHC Internship II Time Track

Before you begin logging time, please ensure you have access to all the above (instructions are inside the guide for adding tracks). To complete items within all COUN courses, you'll need access to all of these.



**Experiential
Learning Cloud**

Formerly Tevera

Step 1: Adding a Track

To Add a Track

1. When logged into the Experiential Learning Cloud (ELC) go to your Profile (located in upper right corner where the circle with your picture or initials are).
2. A new window entitled User Settings will appear. Select the dropdown option on the Details line.
3. Scroll all the way down to the Manage tracks area and click on the "Add a track" button.
4. You will select the **NU-CMHC Practicum Track** and **NU-CMHC Internship Track**. Use the search bar to start typing in the name. Once the track is selected, click OK. Input an Active date by selecting the red pencil icon. The Active date should be the date your internship course starts. **Do NOT** add an inactive date.
5. Click the OK button and then 'X' out of the window.
6. You are now ready to start tracking time (assuming you have a vetted site and supervisor).

Video Resource (click below)

[Adding Tracks and Time in ELC](#)



Manage tracks

My tracks	
Track	Active/inactive dates
☒ NU - CMHC Internship Track	02/05/2025
☐ NU - CMHC Practicum Track	10/25/2024
Add a track	

Track Activity Options

The following activities will be available to you when you select the program track.

- Direct Total Hours
 - Name: Direct Total Hours
 - Min total hours: 40
 - Intake Interview
 - Individual Adult Counseling
 - Individual Child Counseling
 - Couples Counseling
 - Family Counseling
 - Group Counseling
- Supervision
 - Name: Supervision Total
 - Local Supervision
 - Name: Local Supervision
 - Min hours per week: 1
 - Individual
 - Triadic
 - Group

- Indirect Hours
 - Client Centered Advocacy
 - Care Management
 - Support Services
 - Locating Referral Sources
 - Attending IOP Meetings
 - Training and Education
 - Workshop
 - Seminars
 - Training Sessions or Conferences
 - Researching Professional Resources for Client Care
 - Reviewing Session Tapes
 - Preparing Patient Care Handouts
 - Group Materials
 - Observing Others, Providing Counseling, or Related Services

- Administrative Duties
 - Administering & Evaluating Psych. Tests
 - Writing Clinical Reports
 - Progress Notes
 - Staff Meetings

- Practicum Class
 - Name: Class Hours
 - Min total hours: 1
 - University Supervision Group

Practicum Class with your NU Faculty Member is logged under the Site: NU Group Supervision – CMHC

Step 2: Entering in Hours

7

Entering Timesheets

1. When logged into ELC select "EnterTime" in the Timesheets tile.
2. You will be taken to the Track area and can navigate to the date the activity took place. You will also need to update the Site area to make sure you are reporting hours accurately. Any therapy or local supervision activities will need to be entered under your **local site**. Only university supervision will be entered under the NU Group Supervision-CMHC site.
3. Determine what activity occurred and the date it occurred and then select the + associated with those components. In the image, the + is for Couple Therapy - In-Person on Mon, Mar 13.
4. Another box opens where you must fill in the duration of the activity and indicate additional info.
5. Click OK when the duration and time information is entered to record the timesheet.

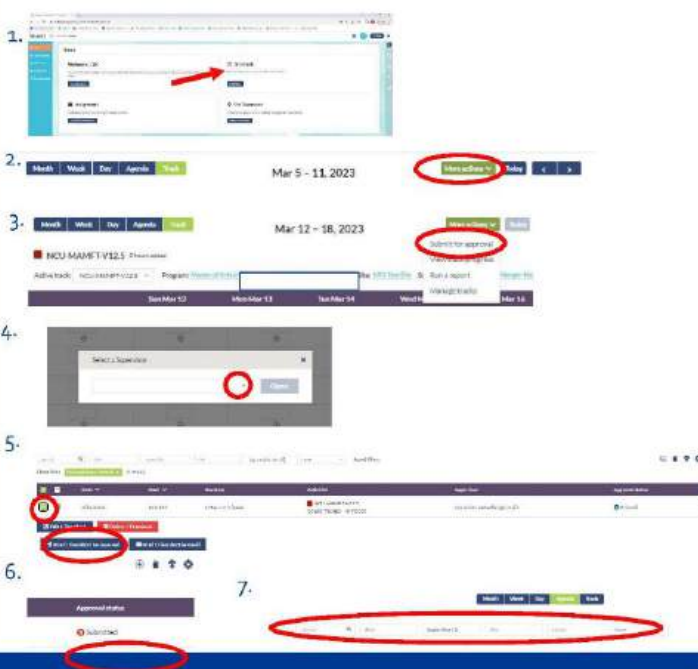
8

Step 3: Submitting Hours

9

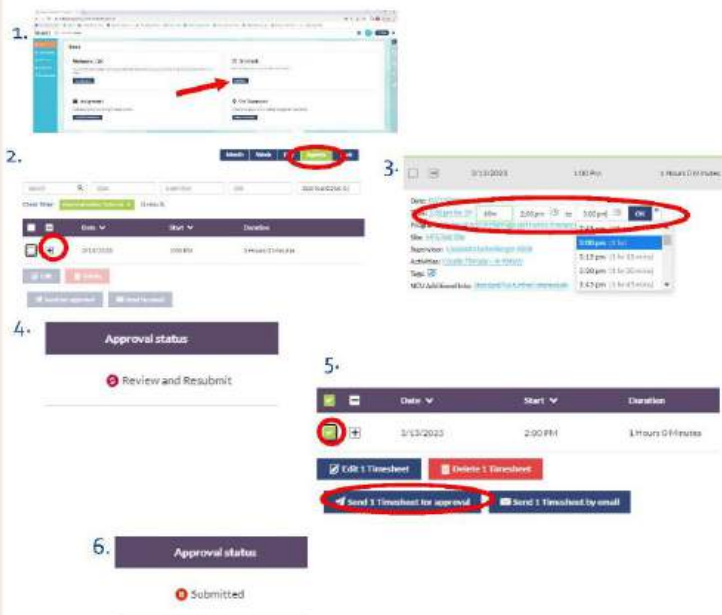
Submitting Timesheets

1. When logged into ELC go to the Timesheets tile.
2. You will be taken to the Track area and will want to click "More actions."
3. Select "Submit for approval."
4. Another window will open, and you will click on the arrow to identify the supervisor you'd like to submit to. Select them and then hit Open.
5. You will be taken to the Agenda view. You will click on the timesheets that you'd like to submit and then click on "Send # Timesheet(s) for approval."
6. The Approval status will then change to "Submitted" and will update to "Approved" when the supervisor approves the timesheet.
7. Note that you can access this Agenda view at any time and that there are filter options at the top that you can change to see different types of hours, statuses, dates, etc.



Editing Timesheets

1. When logged into ELC go to the Timesheets tile.
2. Go to the Agenda view. Click the + sign next to the date.
3. Click on the item (date, activity, time, etc.) that needs to be edited and make the necessary adjustments. Then hit OK.
4. This will change the status of the timesheet to "Review and Resubmit."
5. To submit the timesheet, click on it and then click "Send # Timesheet for approval."
6. The Approval status will then change to "Submitted" and will update to "Approved" when the supervisor approves the timesheet.



Step 4: Running Hours Reports

Accessing Reports

1. When logged into ELC go to the Assignments tile.
2. You will be taken to the Assignments area and will want to click on the appropriate Class – Practicum or Internship Time Track Class.
3. Select the appropriate week needed – this is based on your class week in your COUN course.
4. Click on the + sign next to the week and then Start.
5. Add the fields required – Week, Program, Track and Faculty.
6. Click on Generate Report – Save a copy of this PDF.
7. Click on Submit for Signatures
8. Click Sign and Send at the top of the report to submit this form to your Local Supervisor for signature. Once this is signed by your Local Supervisor, it will be sent to your Faculty for final signature.

The screenshots show the ELC system interface. The top screenshot shows the 'Assignments' tile in the sidebar and the 'Assignments' page with a table of assignments. The bottom screenshot shows the 'Generate Report' form with fields for 'Task Type', 'Due Date', 'Status', and 'Waiting On'. The 'Generate Report' button is highlighted. The right screenshot shows the 'Track Activities for Single Week' form with a table of activities and a 'Sign and Send' button highlighted.

Assignment Statuses

For all Assignments in your Classes, you will be able to see the Waiting On status if your Hours Reports or Evaluations are waiting on someone else. It will indicate if it's waiting on your Local Supervisor or your Faculty member. If you see Changes Requested, click on the + sign and click on Make Changes to see notes as to what may need to be corrected on the report or in the evaluation. In Progress means you have not clicked on Submit to push the assignment to the next person. You can click on the + sign and then Select either Open or Submit as appropriate.

The screenshots show the Tevera system interface. The top screenshot shows the 'Assignments' page with a table of assignments and their statuses. The bottom screenshot shows the 'Assignments' page with a table of assignments and their statuses. The 'Open' and 'Submit' buttons are highlighted.

Reading Your Hours Report

The middle column in the Hours By Type box will feature approved hours. It is the ONLY column that faculty will use when calculating hours.

Track Hours Log

Clinical Training: CLK Test Date Range: 3/18/22 - 3/17/23 Track: NCU-MAMFT-V12.5
Local Clerk of Supervisor: Program Faculty/Staff



HOURS BY SITE			
Site	Approved Hours 3/18/22 - 3/17/23	Approved Hours Cumulative	CUMULATIVE AS OF 3/17/23
MFS Test Site	0.00	0.00	1.00
Totals	0.00	0.00	1.00

HOURS BY TYPE			
	Approved Hours 3/18/22 - 3/17/23	Approved Hours Cumulative	CUMULATIVE AS OF 3/17/23
Total Hours	0.00	0.00	1.00
Direct Therapy Hours	0.00	0.00	1.00
Relational Therapy Hours	0.00	0.00	1.00
Co-occurring Therapy - Teletherapy	0.00	0.00	0.00
Co-occurring Therapy - In-Person	0.00	0.00	1.00
Family Therapy - Teletherapy	0.00	0.00	0.00
Family Therapy - In-Person	0.00	0.00	0.00

The far-right column in the Hours By Type box will feature ALL hours.

If there is a discrepancy between the middle and far-right column, you will know that not all hours you have entered or submitted have been approved. You will want to follow up with your local supervisor and/or faculty to ensure all hours are correctly approved or edited.

Remember that you can go to the Timesheets tile in the agenda view to filter by hour type to identify the specific hours that are not approved. See slide 9, step 7 for more details on this.

This image does not show the full Hours By Type table. You will need to scroll through the full PDF to see the hours for every activity on the track.

Step 4: Completing Evaluations

Accessing Evaluations

1. When logged into ELC go to the Assignments tile.
2. You will be taken to the Assignments area and will want to click on the appropriate Class – Practicum or Internship I or II Evaluations.
3. Click on the + sign next to the needed evaluation and then Start.
5. Fill out all required sections of the form and then Sign.
6. Click on Submit and ensure the form is being sent to the appropriate next signers – usually your Local Supervisor and/or Faculty.
7. For **Completed** evaluations, you can download **copies of these evaluations** by clicking **Open** on the evaluation needed and then clicking on the **Print** button at the top right of the form.

Video Resource (click below)

[CMHC Evaluations in ELC](#)

The screenshot shows the ELC interface. On the left, a sidebar contains navigation options: Home, Learning Tools, Assignments (highlighted), and Site Placement. The main area is titled 'Assignments' and shows a list of assignments. A red box highlights the 'Start' button for the 'Faculty Evaluation of Student CCS-R Mid Term' assignment. To the right, a preview of the evaluation form is shown, with buttons for 'Completed', 'Open', and 'Make changes'.

Assignment Statuses

For all Assignments in your Classes, you will be able to see the **Waiting On** status if your Hours Reports or Evaluations are waiting on someone else. It will indicate if it's waiting on your Local Supervisor or your Faculty member. If you see **Changes Requested**, click on the + sign and click on **Make Changes** to see notes as to what may need to be corrected on the report or in the evaluation. **In Progress** means you have not clicked on Submit to push the assignment to the next person. You can click on the + sign and then Select either **Open** or **Submit** as appropriate.

The screenshot shows the Tevera interface. On the left, a sidebar contains navigation options: Home, Learning Tools, Assignments (highlighted), and Site Placement. The main area is titled 'Assignments' and shows a list of assignments. A red box highlights the 'Open' button for the 'Faculty Evaluation of Student CCS-R Mid Term' assignment. The status 'Waiting On' is highlighted in red for several assignments.



Need ELC Help?

Reach out to CMHCtraining@nu.edu or
support@lumivero.com!

Appendix Q: [Clinical Hours Summary JotForm form](#)

Appendix R: Counselor Competency Scale- Revised

Reprinted with permission. Copyrighted. Contact Glenn W. Lambie, Ph.D. (Glenn.Lambie@ucf.edu) at the UCF Counselor Education Program regarding use. **CCS-R Counselor Competencies Scale-Revised (CCS-R) C (Lambie, Mullen, Swank, & Blount, 2015)**

The *Counselor Competencies Scale-Revised* (CCS-R) assesses counselors' and trainees' skills developmental and professional competencies. Additionally, the CCS- R provides counselors and trainees with direct feedback regarding they're demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

> Exceeds Expectations / Demonstrates Competencies (5) = the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Meets Expectations / Demonstrates Competencies (4) = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the "Demonstrates Competencies" level at the conclusion of his or her practicum and/or internship.

> Near Expectations / Developing towards Competencies (3) = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

> Below Expectations / Insufficient / Unacceptable (2) = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

> Harmful (1) = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions and record rating in the "score" column on the left.

Part I: Counseling Skills & Therapeutic Conditions

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
L. A		Nonverbal Skills	Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. <i>(attuned to the emotional state and cultural norms of the clients)</i>	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85%).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%).	Demonstrates inconsistency in his or her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Demonstrates poor nonverbal communication skills, such as ignores client &/or gives judgmental looks.
L. B		Encouragers	Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hm m"	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his or her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Demonstrates poor ability to use appropriate encouragers, such as using skills in a judgmental manner.
L. C		Questions	Use of Appropriate Open & Closed Questioning <i>(e.g., avoidance of double questions)</i>	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in using open-ended questions & may use closed questions for prolonged periods.	Demonstrates limited ability to use open-ended questions with restricted effectiveness.	Demonstrates poor ability to use open-ended questions, such as questions tend to confuse clients or restrict the counseling process.
L. D		Reflecting ^a Paraphrasing	Basic Reflection of Content – Paraphrasing <i>(With couples and families, paraphrasing the different clients' multiple perspectives)</i>	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions, 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Demonstrates poor ability to paraphrase, such as being judgmental &/or dismissive.
L. E		Reflecting ^b Reflection of Feelings	Reflection of Feelings <i>(With couples and families, reflection of each clients' feelings)</i>	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions, 70%).	Demonstrates reflection of feelings inconsistently & is not matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Demonstrates poor ability to reflective feelings, such as being judgmental &/or dismissive.
L. F		Reflecting ^c Summarizing	Summarizing content, feelings, behaviors, & future plans <i>(With couples and families, summarizing relational patterns of interaction)</i>	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions, 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization (e.g., summary suggests counselor did not understand clients or is overly focused on content rather than process).	Demonstrates poor ability to summarize, such as being judgmental &/or dismissive.

#	Score	Primary Counseling Skill(s)	Specific Counseling Skills and Therapeutic Conditions Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
L. G		Advanced Reflection (Meaning)	Advanced Reflection of Meaning, including Values and Core Beliefs (taking counseling to a deeper level)	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Demonstrates poor ability to use advanced reflection, such as being judgmental &/or dismissive.
L. H		Confrontation	Counselor challenges clients to recognize & evaluate inconsistencies	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the clients' words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed; therefore, appropriately not used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in clients' words &/or actions in a supportive & caring fashion. &/or skill is lacking.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion. &/or skill is lacking.	Demonstrates poor ability to use confrontation, such as degrading client, harsh, judgmental, &/or aggressive.
L. I		Goal Setting	Counselor collaborates with clients to establish realistic, appropriate, & attainable therapeutic goals (With couples and families, goal setting supports clients in establishing common therapeutic goals)	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with clients (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with clients.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with clients.	Demonstrates poor ability to develop collaborative therapeutic goals, such as identifying unattainable goals, and agreeing with goals that may be harmful to the clients.
L. J		Focus of Counseling	Counselor focuses (or refocuses) clients on their therapeutic goals (i.e., purposeful counseling)	Demonstrates consistent ability to focus &/or refocus counseling on clients' goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on clients' goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on clients' therapeutic goal attainment.	Demonstrates poor ability to maintain focus in counseling, such as counseling moves focus away from clients' goals
L. K		Facilitate Therapeutic Environment:- Empathy & Caring	Expresses accurate empathy & care; Counselor is "present" and open to clients (includes immediacy and concreteness)	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Demonstrates poor ability to be empathic & caring, such as creating an unsafe space for clients.
L. L		Facilitate Therapeutic Environment:- Respect & Compassion	Counselor expresses appropriate respect & compassion for clients	Demonstrates consistent ability to be respectful, accepting, & compassionate with clients (85%).	Demonstrates ability to be respectful, accepting, & compassionate with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & compassionate with clients.	Demonstrates limited ability to be respectful, accepting, &/or compassionate with clients.	Demonstrates poor ability to be respectful & compassionate with clients, such as having conditional respect.

0: Total Score (out of a possible 60 points)

Part 2: Counseling Dispositions & Behaviors

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Unacceptable (2)	Harmful (1)
2. A		Professional Ethics	Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies	Demonstrates consistent & advanced (i.e., <i>exploration & deliberation</i>) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Demonstrates poor ethical behavior & judgment, such as violating the ethical codes &/or makes poor decisions
2. B		Professional Behavior	Behaves in a professional manner towards supervisors, peers, & clients (e.g., emotional regulation); Is respectful and appreciative to the culture of colleagues and is able to effectively collaborate with others	Demonstrates consistent & strong appropriateness and thoughtfulness & appropriate within all professional interactions.	Demonstrates consistent respectfulness and thoughtfulness & appropriate within all professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Demonstrates poor professional behavior, such as repeatedly being disrespectful of others &/or impedes the professional atmosphere of the counseling setting / course.
2. C		Professional & Personal Boundaries	Maintains appropriate boundaries with supervisors, peers, & clients	Demonstrates consistent & strong appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent appropriate boundaries with supervisors, peers, & clients.	Demonstrates appropriate boundaries inconsistently with supervisors, peers, & clients.	Demonstrates inappropriate boundaries with supervisors, peers, & clients.	Demonstrates poor boundaries with supervisors, peers, & clients, such as engaging in dual relationships.
2. D		Knowledge & Adherence to Site and Course Policies	Demonstrates an understanding & appreciation for all counseling site and course policies & procedures	Demonstrates consistent adherence to all counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site and course policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates limited adherence to counseling site and course policies & procedures, including attendance and engagement.	Demonstrates poor adherence to counseling site and course policies, such as failing to adhere to policies after discussing with supervisor / instructor.
2. E		Record Keeping & Task Completion	Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report)	Completes all required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	Completes all required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.

#	Score	Primary Counseling Dispositions & Behaviors	Specific Counseling Disposition & Behavior Descriptors	Exceeds Expectations / Demonstrates Competencies (5)	Meets Expectations / Demonstrates Competencies (4)	Near Expectations / Developing towards Competencies (3)	Below Expectations / Insufficient / Unacceptable (2)	Harmful (1)
2. F		Multicultural Competence in Counseling Relationship	Demonstrates respect for culture (e.g., race, ethnicity, gender, spirituality, religion, sexual orientation, disability, social class, etc.) and awareness of and responsiveness to ways in which culture interacts with the counseling relationship	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients.	Demonstrates poor multicultural competencies, such as being disrespectful, dismissive, and defensive regarding the significance of culture in the counseling relationship.
2. G		Emotional Stability & Self-control	Demonstrates self-awareness and emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with clients	Demonstrates consistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients.	Demonstrates poor emotional stability & appropriateness in interpersonal interactions with clients, such as having high levels of emotional reactivity with clients.
2. H		Motivated to Learn & Grow / Initiative	Demonstrates engagement in learning & development of his or her counseling competencies	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Demonstrates poor engagement in promoting his or her professional and personal growth & development, such as expressing lack of appreciation for profession &/or apathy to learning.
2. I		Openness to Feedback	Responds non-defensively & alters behavior in accordance with supervisory &/or instructor feedback	Demonstrates consistent and strong openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates consistent openness to supervisory &/or instructor feedback & implements suggested changes.	Demonstrates openness to supervisory &/or instructor feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory &/or instructor feedback & does not implement suggested changes.	Demonstrates no openness to supervisory &/or instructor feedback & is defensive &/or dismissive when given feedback.
2. J		Flexibility & Adaptability	Demonstrates ability to adapt to changing circumstance, unexpected events, & new situations	Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a poor ability to adapt to his or her clients' diverse changing needs, such as being rigid in work with clients.
2. K		Congruence & Genuineness	Demonstrates ability to be present and "be true to oneself"	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Demonstrates a poor ability to be genuine & accepting of self & others, such as being disingenuous.

0: Total Score (out of a possible 55 points)

Narrative Feedback from Supervising Instructor / Clinical Supervisor

Please note the counselor's or trainee's areas of strength, which you have observed:

Please note the counselor's or trainee's areas that warrant improvement, which you have observed:

Please comment on the counselor's or trainee's general performance during his or her clinical experience to this point:

Counselor's or Trainee's Name (print)

Date

Supervisor's Name (print)

Date

Date CCS-R was reviewed with Counselor or Trainee

Counselor's or Trainee's Signature

Date

Supervisor's Signature

Date

Appendix S: Clinical Recording Guidelines

Policies and procedures for audio/video recording of counseling sessions, including storage, submission, and ethical safeguards.

Recording and/or live observation of counseling sessions is a required component of CMHC fieldwork. These activities support your professional development by allowing site supervisors and faculty to directly observe counseling skills, provide timely feedback, and evaluate clinical competencies.

Students must participate in observation that includes one or more of the following:

- Video recording
- Audio recording
- Live, in-person observation
- Live, synchronous virtual observation

Students are required to submit two (2) 10-minute recordings or clips at both the midpoint and endpoint of each fieldwork course for case presentations. If you receive live supervision only and are unable to record sessions, you must submit a 10-minute verbatim transcript of a counseling session for each case presentation. Recordings and transcripts must be clear, audible, and appropriate for evaluation. Failure to provide usable recordings or transcripts may result in an unsatisfactory evaluation or course failure. If video recording is prohibited, students must seek approval for audio recording. If no recording is permitted at a site students may be required to obtain a secondary placement where limited recording is possible. Placement continuation requires faculty approval. Faculty provide feedback on observations during class-based supervision and during midterm and end-of-course student check-in meetings.

Site supervisors are required to observe student trainee's skills for 4 hours in practicum (2 hours for midterm/2 hours for final evaluation for practicum); and for 6 hours for internship (3 hours for midterm/3 hours for final evaluation for internship). Observation can take place live, in-person, synchronously virtually, or via reviewing recordings. Following each observation, site supervisors complete the [Supervisor Observation Form](#), which is shared with the student, and submitted to NU CMHC faculty. Supervisors are expected to review observation feedback during weekly individual supervision.

Students must obtain written informed consent prior to the start of treatment, including explicit authorization for audio and/or video recording that complies with HIPAA, the ACA Code of Ethics, National University Ethics Protocol, and all applicable state, federal, and site-specific regulations. Signed informed consents must be kept at the site and never uploaded to D2L Brightspace. Students can use consent forms provided at the site or examples provided in [Appendix U](#) if they meet the ethical and legal requirements of your site and location.

Students are responsible for ensuring that all recordings are stored using double-lock protection (e.g., encrypted device plus secured physical location, in a locked box in a locked car during transportation, in a locked filing cabinet in a locked room), are not uploaded to cloud-based platforms, are maintained on password-protected and encrypted devices, and transported securely when moved between locations.

Recordings are retained only for the duration necessary for supervision and evaluation. Once educational use is complete, students must permanently delete files from all devices, empty recycle bins/trash folders, and ensure no residual digital copies remain. No client recordings may be retained for personal, research, or future educational use. Recording must never occur without documented consent, even for educational purposes.

Approved recording methods include digital cameras (SD format preferred; HD discouraged due to bandwidth constraints), tablets or approved digital audio recorders, external microphones to ensure clinical audibility, tripods or stabilizing devices, and basic video editing software limited to maximum 10-minute clips for supervision. All devices must function independently of cloud syncing. A list of approved recording equipment is found in [Appendix T](#).

Failure to adhere to observation guidelines and requirements may result in fieldwork remediation, delayed progression, and/or removal from site placement.

Appendix T: Approved Recording Equipment and Technology Standards

List of acceptable recording devices and minimum technology requirements for in-person and telehealth sessions.

Digital camera with small tripod

- Camera set to record SD video (NOT HD – HD video, though far better resolution, requires too much bandwidth)
- Camera set to export video file in *.mov, or *.mp4 format External omni-directional microphone connected to the video camera
- Tripod or other device to hold the camera during the session
- Tablets and audio recorders are additional tools acceptable for recording sessions in lieu or in addition to a camera
- Simple video editing software so clips can be cut to use locally and in online supervision. Typically clips will total 10 minutes per supervisory session.

Other examples of Approved Recording Equipment include:

- 8GB plug in USB recorder (Walmart) - <https://www.walmart.com/ip/8GB-Portable-USB-Disk-Audio-Voice-Recorder/581870479>
- Sony USB ICD-PX 470 (Amazon) - https://www.amazon.com/dp/B06XFTWCBJ?ref_=cm_sw_r_cp_ud_dp_7A36SMR9Q93VSMT8F7Z4
- (Walmart) Sleuthtek Mini Voice Activated Digital Audio Recorder | USB Flash Drive | Date & Time Stamp | Easy To Use - <https://www.walmart.com/ip/Mini-Voice-Activated-Digital-Audio-Recorder-USB-Flash-Drive-Date-Time-Stamp-Easy-To-Use-I8/151504127>

Appendix U: Informed Consent Template for Client Recording

Standardized informed consent language for recording clinical sessions (students may use site-approved alternatives if equivalent).

Client Informed Consent

General Information

This Informed Consent document supplements the regular informed consent you have already been given by this treatment facility. You are receiving counseling services from a therapist who is currently enrolled in a clinical mental health counseling (CMHC) training program at National University (NU). NU is an education and research institution and provides both standard and advanced education and training in CMHC.

Confidentiality

Your case records will be kept confidential and private unless disclosure is authorized or required by law. Within the limits of this confidentiality agreement, your counselor may discuss and review your case information with a local supervisor, and with a supervising faculty member and a supervision group at NU. All NU supervisors and participants in the supervision group have committed to uphold the American Counseling Association professional standard of confidentiality. Additionally, every possible effort is taken by your counselor to limit the disclosure of any identifying information. All supervisors and counselors who are granted access to this confidential material are bound by the same ethical standards of confidentiality as your primary counselor. Your treatment facility's primary informed consent will provide you with information about other limits to confidentiality as set forth in your state laws.

Consent for Working with an NU Intern

I voluntarily consent to receive counseling services or have my child accept services provided by _____.

- I understand that my counselor is a clinical mental health counselor in training under the supervision of clinical faculty.
- I understand that NU is a teaching program.
- I understand the purpose and potential benefit that raw data supervision of my counseling services with my counselor provides
- I understand that this consent to services will be valid and remain in effect as long as I attend counseling sessions unless revoked by me in writing, with written notice provided to my counselor

- If I have any questions or concerns now or in the future, I understand that I should consult with my counselor or the CMHC Director of Clinical Training at (CMHCtraining@nu.edu).

Consent to Record

Our goal is to provide guidance and support through supervision of all trainees as they offer consistent and professionally competent services for their clients. To accomplish this goal, we routinely use video or audio recording or session transcriptions and direct supervision through secure online video conferencing, including review of video/audio recordings or session transcriptions of some parts of some counseling sessions. Video/audio recording, supervision, and consultation are standard practices in CMHC training and education throughout the profession and are used to assist the counselor in improving skills and in planning for future sessions. Just as importantly, these tools help us, the counselor's clinical supervisors, ensure that you are receiving the best possible care.

Client recordings (raw data) or session transcriptions are for training purposes only and are not intended to be a part of the permanent client record. Further, they are considered property of the site. Students are advised to consult with their Local Clinical Supervisor about best practices for securely deleting recordings and transcriptions once they are no longer needed.

Students should never retain client records for academic purposes beyond the conclusion of their final clinical course.

Please initial next to the statement that reflects your consent status.

_____ I voluntarily consent to be video/audio recorded or have sessions transcribed for my counselor's training purposes

_____ I do NOT consent to be video/audio recorded or have sessions transcribed for my counselor's training purposes.

Appendix V: [Makeup Group JotForm](#)

Appendix W: Telemental Health Requirements

For the purposes of this manual, telemental health therapy (TMH) is mental health counseling, and all aspects related, performed using synchronous interactive video- and audio-based technology. Students and Site Supervisors will address these requirements in ELC during the preapplication process. In order for students to engage in telemental health therapy at a site, the following must be true:

1. You must complete a telemental health training approved by the Director of Clinical Training during the preapplication process in ELC. Your site may provide this. (If you are planning to provide TMH, this must be considered in your timeline. Additionally, if TMH services are added to the fieldwork experience at a later date, these protocols will need to be followed. Students will work with their faculty- and site-supervisor as well as the Director of Clinical Training if these changes occur.)
2. The site supervisor must have formal training in TMH.
3. The technology use is HIPPA with a Business Associate Agreement (BAA) compliant.
4. You and the site supervisor must follow all state and licensure state board laws and guidelines for providing TMH in the states that you are residing in and the locations where the client(s) are residing.
5. You and the site supervisor must follow all state and licensure state board laws and guidelines for providing and receiving TMH supervision in the states that the supervisor and student are located.
6. The site must have established protocols for providing TMH, including for identifying and handling crisis situations.
7. A pre-established schedule for providing services must be followed, and the site supervisor must be accessible and have the ability to be added to a crisis TMH session at any time a session is occurring with a fieldwork student.
8. TMH can be provided from their own home if they are in a private, confidential space with no privacy, confidentiality, or disruption (technology or other) issues other than could derail the session. There must be a protocol for when sessions are interrupted. (TMH must be provided only when audio and video can be accessed.) An informed consent document and process specific to TMH must be used during all counseling and intake sessions and any other TMH services that are provided.
9. Methods and procedures must be in place to ensure professional boundaries are used at all times. Students should not be texting or chatting online with clients. If students email clients, students should be provided with an email address by the site.

10. Students providing TMH must be able to meet all fieldwork experience requirements as they would in-person.
11. You and your site supervisor must acknowledge and agree to abide by these TMH requirements during the preapplication process.