



**Counseling On-campus
Master of Arts Degree in Counseling
Campus Site**

Clinical Training Handbook Policies & Procedures 2019-2020

Northwestern

The Center for Applied
Psychological and Family Studies

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IMPORTANT DISCLAIMER: The information in this handbook applies to the academic years stated on the handbook and is updated periodically. Counseling- On-campus reserves the right to change, without notice, any statement contained in this handbook concerning, but not limited to, rules, policies, tuition, fees, curricula, and courses. Once the handbook is provided to a student, failure to read this information does not excuse a student from knowing and complying with its content. In addition to The Graduate School program policies ([See TGS Policies](#)) graduate students are subject to and should be aware of the [Northwestern Student Handbook](#) and University policies pertaining to students ([See Northwestern University Policies](#))

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I. PROGRAM OVERVIEW

The Counseling Department centered at The Family Institute, Northwestern University delivers the Master of Arts degree program in Evanston, Illinois, and online via a digital learning platform. **This handbook pertains to Counseling- On-campus, the program's brick and mortar site on the Northwestern campus.** While guidelines and policies of online and on-campus program sites are well aligned, there are nuances related to degree completion in a traditional learning environment that are reflected in this guiding document for students. Further, the policies and procedures in this student handbook are guided by those of Northwestern University, The Graduate School (TGS), The Family Institute (TFI), the program's accreditation body (the Council for Accreditation of Counseling and Related Educational Programs and the American Counseling Association (ACA).

A. PROGRAM VISION, MISSION AND OBJECTIVES

i. PROGRAM VISION

We are leaders in preparing psychodynamically-informed, culturally responsive, clinical mental health counselors to promote the mental health and wellness of people.

ii. PROGRAM MISSION



Our mission is to deliver innovative clinical mental health counselor training that is grounded in contemporary psychodynamic theory, best practices from multiple perspectives, and a multicultural worldview, preparing students to become competent counselors, mental health advocates and leaders.

iii. PROGRAM OBJECTIVES

On completing our graduate degree students will:

1. Possess an in-depth understanding of Clinical Mental Health Counseling
2. Demonstrate self-reflective counseling skills honed through extensive and closely supervised clinical practice
3. Demonstrate rich multicultural awareness that embraces and advances diversity and social justice values
4. Embody a professional counselor identity
5. Showcase a scientific mindset and interest in scholarship and profession-centered activities
6. Understand strategies to integrate psychodynamic thought and emerging best practices into clinical work

B. PROGRAM PILLARS

Northwestern University's nationally renowned Master of Arts in Counseling program is dedicated to the cutting-edge preparation of tomorrow's counselors and stands on four pillars of excellence.

i. NORTHWESTERN UNIVERSITY

Northwestern University combines innovative teaching and pioneering research in a highly collaborative environment that transcends traditional academic boundaries. Northwestern provides our students and faculty with exceptional opportunities for intellectual, personal and professional growth.

ii. DYNAMIC CLINICAL TRAINING VIA NATIONAL MODEL

While students are in their first practicum, they are already immersed in clinical work. The "learning by doing" model exposes students to clinical work while providing complementary academic experiences. At each stage in the development of the counselor, students are equipped with the necessary clinical skills and knowledge to foster growth and facilitate well-being for clients presenting with a multitude of mental health concerns.

iii. TRADITIONAL COUNSELING FOUNDATION

Influenced by the theoretical and intellectual traditions of the field and profession of counseling, our students are prepared to support and protect the mental health and welfare of those who use counseling services. Students complete the necessary education and supervised clinical experiences required by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). We conceptualize every course in the context of the ethics of professional practice, multiculturalism, life span development, advocacy, outreach, and evidence-based practice. These traditions lead to the development of a strong counselor identity and prepare the students to achieve licensure in the field.

iv. THE PROGRAM'S HISTORICAL PERSPECTIVE

Our program has unique historical roots in Counseling Psychology with degrees having been offered in this discipline as recently as 2014. With the identity transition from counseling psychology to counseling, the program's DNA remains, that is, the dedication to training and mentoring the mental health innovators and leaders of tomorrow. Simultaneously, students delve into research and scholarly projects that relate the program's rich history to current best practices in the field. They become informed consumers who not only understand the research foundations of the profession but help expand it with new initiatives. Students readily exchange their clinical ideas within the counseling field through conference presentations and academic publications. We take pride in our reflective practitioners who have an aptitude to generate future research that will advance the field of counseling.



C. FOUNDATIONS OF COUNSELING PROGRAM

Our master's program is infused with psychodynamic theory and each quarter, academic and training experiences are designed to allow the theory to emerge across subject domains. Our cutting-edge faculty is comprised of leading practitioners in psychodynamic thought and other areas of academic expertise. Faculty members use real case examples to illustrate the clinical application of psychodynamics and other theories to her/his academic subject. Additionally, our clinical supervisors, reflective practitioner supervisors, case conference supervisors and group immersion staff help students test and apply the theories they have learned in the clinical realm. By the program's conclusion, not only can students understand the psychodynamic underpinnings of each core curricular area and academic experience, but also, they can skillfully apply new learning to clinical work.

D. COUNSELING PROGRAM CORNERSTONE EXPERIENCES

The program's psychodynamic foundation rests on two cornerstone experiences that facilitate counselor development. Emerging from our program as reflective practitioners, our graduates can accurately evaluate their own clinical knowledge and skills. Students' strengths are sharpened, and internal and learning barriers are identified and reworked into clinical effectiveness. Emphasis on the reflective practitioner and comprehensive immersion in clinical work promote this powerful transformation, as described below.

E. EMPHASIS ON THE REFLECTIVE PRACTITIONER

While academic coursework is integrated and therapeutically potent skills are emerging, we offer opportunities to reflect on the training experience in a supportive environment. It is here that students' own personal and professional strengths and struggles are examined, barriers to learning are identified, and strategies for navigating the training process are developed. Three powerful, reflective experiences provide building blocks to this training foundation.

Reflective Practitioner Group Supervision — During Practicum training, students meet weekly in small groups with a group supervisor, an experienced practitioner, in a training process vetted to ensure high-quality skill development. The Reflective Practitioner Group Supervision focuses on helping students to understand client transferences and therapist countertransference, helping students to identify biases that affect therapeutic objectivity and removing personal barriers to enable counselors to stay fully present with clients.

Case Conference Supervision — During Internship training, students meet weekly with a seasoned practitioner to present challenging cases and receive consultation steeped in a psychodynamic perspective. Here, our rich coursework comes alive when applied to cases. Through exploration of challenging or difficult cases, students learn how to assess their therapeutic effectiveness and articulate areas of concern that can be addressed in consultation to increase efficacy.

Group Immersion Experience — In Practicum training, students participate in the "Tavistock" Group Immersion experience — a three-day Group Relations Conference guided by a team of seasoned practitioners. The group dynamics immersion is a living laboratory in which students experience and examine group, institutional, and diversity dynamics. Embedded in our group dynamics course, the group dynamics immersion generates powerful experiential learning. The process unfolds throughout the program as knowledge of the unconscious and covert processes in groups and organizations is applied to the students' therapeutic work.

Capstone Experience — Nearing conclusion of the internship year, students participate in Capstone Conference on Northwestern's Evanston campus. The immersion is facilitated by the program's faculty and includes conference presentations and feedback. Students can present workshops that may be submitted to actual professional conferences and workshops. This experience allows students to hone areas of clinical expertise and address areas that need growth in a conference-like setting.



i. COMPREHENSIVE IMMERSION IN CLINICAL WORK

From the moment students enter the program, they are immersed in clinical practice experiences. The “learning-by-doing” model starts the process while providing complementary academic experiences. At each stage of the development of the counselor, students are equipped with the necessary clinical skills and knowledge. The Standard Curriculum is an intensive program for students entering the counseling field with prior clinical experiences and academic and experiential background in psychology or human services. Standard students complete a Practicum and Internship. The Two-Plus (2+) Counseling Curriculum is designed for qualified students entering the Counseling field for the first time following a career in another discipline and with a minimum academic and experiential background in psychology or human services. Two Plus students complete a Pre-Practicum prior to completing a Practicum and Internship.

In Pre-Practicum training, students spend 12-16 hours/week working in group and milieu settings such as Psychosocial Rehabilitation Programs (PSP), Partial Hospitalization Programs (PHP) or Intensive Outpatient Programs (IOP). Here they are exposed to more serious forms of mental illness and work with a multidisciplinary team in a group setting. They receive weekly supervision and participate in didactic and clinical case conferences and trainings. They also attend the 479-1,2,3 Introduction to Clinical Practice sequence.

In Practicum training, students spend approximately 4–5 hours per week working directly with clients in the Bette D. Harris Clinic at The Family Institute. They complete a minimum of sixty (60) hours of face-to-face counseling and receive supervision from their site supervisors. Additionally, students meet weekly with a Reflective Practice Group Supervisor and participate in the Group Immersion Experience.

In Internship, students spend 8–10 hours each week working with clients directly at community sites throughout Chicagoland. They complete a 600-hour internship experience with a minimum of 240 hours of face-to-face counseling and spend a minimum of thirty hours in clinical supervision with their site supervisors. Additionally, students meet weekly with a Case Conference Supervisor and participate in a Capstone experience near the end of the training year.

II. CLINICAL FIELDWORK

A. CLINICAL TRAINING DEPARTMENT

i. CLINICAL TRAINING TEAM

A deeply experienced clinical training team, consisting of the Director of Clinical Training and the Assistant Director of Clinical Training, oversees the depth, breadth and quality of student clinical training experiences. They help students each step of the way, from selection of sites, through the interviewing process and formal acceptance of training opportunities. Students are assigned to external placements for their practicum year and participate in the 479-1,2,3 series which supplements their training experience. During Practicum, students train at The Family Institute clinic, across several sites, which serve as their field site. They are assigned in groups of no more than six to a University Supervisor, who provides Reflective Practitioner Supervision (RPS). In the Internship year, students are assigned a clinical supervisor at their field site. In addition, they meet weekly with a University Supervisor who provides Case Conference Supervision (CCS) in groups of no more than twelve students.



ii. CLINICAL TRAINING SUPPORT STRUCTURE

Clinical Training core faculty- The Director of Clinical Training, Assistant Director of Clinical Training and a Reflective Practice Coordinator are core faculty members who oversee various components of supervised professional practice, maintaining close contact with students, supervisors, sites, etc. The Director of the Bette D. Harris Clinic also functions as training faculty in overseeing client assignment and concerns. These faculty and staff are the first layer of troubleshooting of any concerns about the clinical training experience.

Site supervisors. Each student practices under the guidance, training and mentorship of a **designed site supervisor** during every stage of Pre-Practicum, Practicum and Internship. *During the Pre-Practicum experience, students are assigned a field supervisor who oversees their training.* During the Practicum experience students train at the Family Institute and receive triadic supervision onsite (i.e., two students and one supervisor meeting together). During internship students train at community field sites and receive individual supervision from one or more site supervisors. Students may also receive additional supervision during their training experiences (e.g., group or team supervision).

University supervisors - University supervisors (distinct from site supervisors) are those who provide oversight of clinical training at the program level. University supervisors work with students in Reflective Practitioner Supervision (RPS) groups during the Practicum year and Case Conference Supervision (CCS) groups during Internship. University supervisors meet regularly with core faculty responsible for clinical training, individually, and collectively.

Time2Track - Clinical training activity is documented in a tracking system called "Time2Track" (T2T). Students, field supervisors, university supervisors, and the clinical Director work together to ensure successful attainment of clinical training experiences.

Other faculty – Clinical training faculty work alongside the faculty of the three courses in counseling methods to ensure transcription requirements are met for students to proceed into Internship. An incomplete grade in any Methods course precludes a student from moving onto the next level of training.

B. PLACEMENT POLICIES AND PROCESS

i. COUNSELING- ONCAMPUS PLACEMENT PROCEDURE, POLICIES, AND EXPECTATIONS

Counseling- On-campus's training model is immersive and based on "learning by doing." Students are carefully matched to training experiences in all program curricula. In the Two-Plus Curriculum students complete a Pre-Practicum in addition to the Practicum and Internship. In the Standard Program, students complete a Practicum and Internship. Following are policies, procedure, and expectations regarding placement services that students are expected to follow. Failure to do so may result in various consequences including, but not limited to:

- Delayed placement
- Deceleration of program which may result in an additional quarter(s) of coursework
- Coaching (see Remediation and Discipline)
- Immediate suspension from clinical site/clinical work (see Remediation and Discipline)
- Expulsion (see Remediation & Discipline)



- Other consequences as deemed appropriate by the program leadership and Clinical Training team.

ii. PRE-PRACTICUM PLACEMENT

The pre-practicum course, COUN 479-1, 2, 3, Introduction to Clinical Practice, is the beginning experiential component of professional training designed for students entering the Two-Plus Curriculum. It introduces basic concepts related to the practice of professional counseling. Students train in psychosocial rehabilitation centers (PSR) or partial hospitalization programs (PHP), are exposed to a range of clinical activities, client issues, and an interdisciplinary group of mental health professionals. Students observe and co-lead support groups, skills-based groups and treatment groups, interact with clients, assist staff with milieu housing and case management activities. They participate in case consultation meetings and can be assigned individual case management clients. *Students will train for approximately 12-16 hours per week in pre-practicum for 9- 10 months.* The clinical training team will work with each student to secure a pre-practicum placement sites by late summer. Students will receive detailed information orientating them to the site, its requirements, supervision and expectations prior to starting this training. They will also be guided to set up an interview for the pre-practicum placement.

iii. PRACTICUM PLACEMENT

The Practicum courses, COUN 481-1, 481-2, 481-3, Supervised Practicum in Counseling (also referred to as Practicum I, II and III) occur within the overall developmental training model. Practicum accommodates the student's initial level of professional development, to promote counselor identity, self-awareness, multicultural awareness, and the development of clinical skills. Practicum serves primarily to introduce students to clinical work, professional and clinical roles, exposure them a diverse range of clients, the counseling process and professional practice, supervision and the supervisory relationship.

Practicum students train in the [Bette D. Harris Clinical at The Family Institute](#). They are required to accrue **200** hours of supervised fieldwork, **60** of which are in direct face-to-face contact with clients. Direct contact hours with clients are defined by face-to-face contact with clients in the same physical room. Students can expect to spend about 10 hours per week at the clinic for a minimum of 3 quarters. Find a detailed breakdown of practicum requirements in Appendix III.

Site supervisors are selected and trained for triadic supervision, by the clinical training team. Prior to orientation week, students will be emailed their supervisor assignments and triadic teams. Hours for practicum can only be counted toward the required direct and indirect hour totals when enrolled in a practicum course. Thus, any observation or pre-authorized experiences before the start of practicum on term start day one, that was requested by the student will not count toward required practicum hours. Accrual of face-to-face client hours will be closely tracked by the triadic supervisor in conjunction with the Director of Clinical Training. The numbers will be monitored at the end of each month at the Triadic Supervisor Meetings. *The following guidelines have been suggested to help students stay on track to meet the 60-hour requirement:*

- Suggested to accrue 20 Face-to-Face Client Hours by end of January 2020 (the start of Winter Break)
- Suggested to accrue 40 Face-to-Face Client Hours by March 2020 (the start of Spring Break)
- REQUIRED to accrue 60 Face-to-Face Client Hours by June 2020 (Or will continue into Summer Quarter)



NOTE: these are the *recommended number of sessions per week* that students should have in order to reach the 60-hour requirement. Triadic supervisors work with each student to ensure that hours are met and will help if there are problems.

iv. INTERNSHIP PLACEMENT

The internship courses, COUN 482-1, 482-2, 482-3, Supervised Internship (also referred to as Internship I, II, and III) equip students with advanced client management tasks and skills. The courses also allow students to participate fully in additional role-related clinical service and training activities as permitted or required by the site. The selection of a specific internship site is coordinated between the student and the Director and Assistant Director of Clinical Training. Internship students are required to accrue **600 hours** of supervised fieldwork, of which, **240 hours must be Face-to-Face** and the remaining 360 hours will be acquired through indirect hours and supervision hours. Students spend a minimum of 19-20 hours per week with the site for a minimum of 3 quarters. Many internships begin over the summer months.

Hours for the internship can only be counted toward the required direct and indirect hour totals when enrolled in an internship course. During the break between practicum and internship, hours count toward practicum, not internship. Internship hours begin to accrue on the actual start date of the internship, so on day one in when Internship I begins.

v. INTERNSHIP: GETTING STARTED

Students begin the process by completing a Fieldwork Placement form requesting information about clinical interests, specialty areas of training, other preferences, logistics and constraints. This form serves as the basis for discussion at individual Internship meetings where Internship placements are identified. The Placement process begins once these documents are submitted and accepted and students then sign up for a placement meeting. Throughout the placement process, students should stay in close communication with the Director and Assistant Director of Clinical Training. All placement communication will be sent to student's Northwestern email account. Students are expected to respond promptly to ensure the process moves along smoothly.

vi. SECURING AN INTERNSHIP SITE

ALL internship training sites occur in placements external to The Family Institute and require interviews before being placed. Students work closely with the Director and Assistant Director of Clinical Training who have established relationships with settings. They contact fieldsite directors and provide students with contact information, timelines and other necessary information so students can arrange interviews accordingly. Due to the highly competitive clinical training context in Chicago, students are encouraged to apply and interview at several thoughtfully selected sites. Students are encouraged to accept an offer if it is extended and to inform the Director of Training once they have done so. They also must withdraw their applications from other placements once they have officially accepted an Internship.

Once students are placed at an internship site, they are expected to maintain the policies and procedures of that site as outlined. However, should challenges arise, students should follow the conflict resolution procedure described in this student handbook. Should this conflict resolution procedure not produce meaningful change and the site not meet expectations to help the student meet program demands towards graduation, students should consult with the Director of Clinical Training. Every effort will be made to resolve problems at the Internship site between the intern and the supervisor/ agency. Only if the Director of Clinical Training deems it necessary, a supplemental or alternative placement site may be pursued to fulfill



requirements. In very rare instances, a replacement site will be suggested, and site termination will be initiated with the original site. *Clinical training leadership must approve supplemental, and replacement sites, which can only be pursued at the discretion of the Director of Clinical Training.*

vii. DECLINING AN INTERNSHIP SITE

Significant program resources are dedicated to identifying premier training sites and developing relationships with training directors throughout the city of Chicago. Students are involved in the process of identifying areas of clinical interest and engaging in discussion with the Director and Assistant Director of Clinical Training throughout the placement process. Every effort is made to identify sites which align with students' clinical interests. By formally applying to a site, students are exercising their own choice and interests. *Once they apply to sites, students are strongly encouraged to review and accept clinical training offers and they should work closely and communicate directly with the Director and Assistant Director around their choice and through each phase of this process.* Declining two sites or more, without significant extenuating circumstances or prior approval may result in remediation (see Remediation and Discipline)

C. INTERNSHIP PROFESSIONALISM EXPECTATIONS

i. SCHEDULING

As clinical mental health counselors- in -training, students are required to adjust their schedules to that of sites, supervisors, and clients to complete the required training hours. Additionally, students must be available during regular business hours on training dates when classes are not in session (e.g., 8am-8pm). *When there is a scheduling conflict between site requirements and classes, students must prioritize attending classes.*

ii. CODES OF CONDUCT

Students must meet and maintain the academic, ethical, and professional competencies and standards related to clinical training. Students are expected to comport themselves professionally at their internship training site. This includes regular and on-time attendance, adherence to clinical site expectations, upholding Northwestern University's Code of Conduct, the American Counseling Association Code of Ethics, and Counseling- On campus's student handbook policies. Professional comportment also relates to following the site's dress code and professional expectations for personal grooming.

iii. AREA OF INTEREST POLICY

The primary goal of the placement process is to assist students in their efforts to secure placements that help the student develop their area of clinical interests, align with their professional training goals and meet graduation requirements.

iv. FAILURE TO SECURE AN INTERNSHIP PLACEMENT

Counseling- On campus recommends supervisors and clinical sites based on students' areas of clinical interest and preferences (e.g., location). The clinical training team makes concerted efforts to identify highly skilled and top tiered placements and supervisors throughout the city of Chicago. Although every attempt is made to assist students in their efforts to secure an appropriate clinical setting in a time frame that is conducive to completing the program on the student's desired schedule, Counseling- On campus cannot guarantee **timely** placement, though this is rarely (NEVER) a problem.

v. DENIED PLACEMENT AFTER INTERVIEW

Students denied placement after an interview should proceed through the following steps:

- a.** Alert the Director of Clinical Training to the denied placement after interview



- b.** The Director will obtain clarification regarding the denial of placement from the site interviewer/supervisor
- c.** She will debrief with the student the site's feedback and assess areas for potential growth (i.e., interview skills, disposition, experience, professionalism, other limitations,
- d.** If coaching is necessary, based the Director's assessment or student request, the Director will work with the student to support growth in areas to succeed in interviewing
- e.** A student may proceed to other placement interviews once other sites indicates interest
- f.** If a student is not placed after one or more interviews, the same process will resume from step 1
- g.** If a student is denied placements after all interviews, the Director will decide if the student is placed in the Remediation and Discipline process (see Remediation and Discipline Process). Important to this decision will be the student's personal and professional capacity to complete required clinical training components of the degree program

D. PRACTICUM AND INTERNSHIP OVERALL REQUIREMENTS

i. REQUIRED SUPERVISION, DOCUMENTATION AND RECORDS

The following process are part of the clinical training experience (see Appendix III)

- a.** Students are expected to join the American Counseling Association (ACA) or the American Mental Health Counseling Association (AMHCA) as a student member, where they will secure membership and Professional Liability Insurance. Failure to do so may result in suspension from the clinical training site until insurance is valid. Proof of this insurance must be submitted to the Director of Clinical Training prior to participating in clinical training. in Practicum I and Internship I only (No need to re-submit for Practicum II and III and Internship II and III).
- b.** A Fieldwork contract, that documents the nature and parameters of the experience, must be completed with the student's site supervisor before beginning internship experience. Students are advised to discuss a maximum of 3 weeks off (including between quarters)
- c.** Students are required to complete monthly Time Logs that document their direct service, indirect service, and supervision hours in Time2Track. Students must have them electronically approved by the site supervisor, and turn them in every month, by the 5th of each month (CACREP Section III-PP-G5). Students must take great care to confirm they are entering hours under the correct Quarter (Fall, Winter, Spring), and the right course (Practicum or Internship I, II, or III). Failure to complete Time logs promptly can incur disciplinary action or sanctions. Timely completion of logs affords appropriate programmatic monitoring of the experience.
- d.** Practicum and Internship students are required to attend weekly triadic or individual site supervision for at least one hour/week, where they will experience personal clinical supervision to discuss cases, develop skills, understand different professional expectations in their region, and develop a greater clinical counselor identity.
- e.** Practicum and Internship students are required to meet weekly in a university supervision group. Practicum students attend the reflective practitioner supervision (RPS) group to develop areas of professionalism, self-awareness, and group engagement in conjunction with emerging counseling skills (required participation verified at the end of the quarter). An RPS/University Supervisor will facilitate understanding client transference and counselor countertransference, identifying biases that affect clinical objectivity and



removing personal barriers to staying fully present with the client. Internship students are required to meet weekly with a case conference supervision (CCS) group to develop areas of professionalism, self-awareness, group engagement, and clinical skill development. CCS/University Supervisors will provide discussion for intensive, individualized practice of clinical skills and professional development (required participation verified at the end of the quarter).

f. Students are required to adhere to The Family Institute's and clinical site or agency policies and procedures and represent themselves and the profession well by following all ethical guidelines of the American Counseling Association, their local state, and Counseling- On-campus student handbook.

E. CLINICAL TRAINING HOURLY REQUIREMENTS

See Appendix III for a detailed breakdown of clinical training hourly requirements.

i. ABSENCES FROM CLINICAL TRAINING

On occasion, a student will be unable to attend a required experience related to the Practicum or Internship such as attendance at supervision. The student must contact the supervisor as soon as possible to explain why the experience will be/was missed. Students with extenuating circumstances will be excused from attendance by the supervisor on a case-by-case basis. This can be indicated on the Activity Log by selecting "Excused" in the "Attendance Status" column for the experience. Failure to contact the supervisor will result in an unexcused absence and the student will need to make up the missed hours. This can be indicated by selecting "Unexcused" in the "Attendance Status" column for the experience.

Note: A student with unexcused absences must make up the required hours. A student will not be excused from accruing the total required direct and indirect hours.

ii. LOGGING CLINICAL TRAINING HOURS

Students in Practicum and Internship log all hours through Time2Track (T2T), the online database provided by Counseling- On campus. Both students and supervisors are provided technical assistance in setting up their T2T accounts. The three categories in which students log their hours are direct contact hours, indirect hours, and supervision hours. Activities available in each type are listed in the table below. All hours are submitted in T2T and are reviewed by the site supervisor. Once site supervisors approve the hours, they are included in the student's permanent count of hours. Both students and site supervisors are expected to complete monthly time logs no later than the 5th of the following month. Note, hours documented in T2T are a permanent record that can be accessed post-graduation as students seek licensure.

iii. K GRADE RATIONALE

A "K" grade means that the student's practicum is "In Progress." Students in either Practicum I or II or Internship I or II will either receive a K, Y, or F grade based on the requirements listed in the above rubric. Once a student completes their training, they will be eligible for a letter grade. The grade will reflect the average score from the prior evaluations. At that point, the Fall, Winter and Spring quarter "K" grades will be replaced by a letter grade.

iv. LEAVE OF ABSENCE FROM CLINICAL TRAINING

A student's leave of absence from the training site and experience must follow a meticulous process to ensure proper care of clients. Any student needing a leave of absence must be in close conversation with the Director of Clinical Training to create a clear plan that will support the needs of the clients, site, and trainee. To the extent possible, advanced planning is highly recommended. For ANY leave of absence (unless emergencies in



which a student should follow emergency site protocols or ensure their safety), the student must take the following steps:

- Meet with the Director of Clinical Training to discuss the nature of the need for leave.
- Partner with Director of Clinical Training and site supervisor to develop a plan for supporting client continuity of care
- When a student is preparing to resume Practicum or Internship classes after a leave of absence, the following plans must be followed:
- The student must inform the Director of Clinical Training of their intent to return from leave (even though they may have also contacted the program or graduate school to take necessary steps). Telling the Director of Clinical Training is key to re-establishing training linkages.
- The Director of Clinical Training will decide the timeframe by which the student will return to a field site. The Director will also assess the student's readiness to continue seeing clients (with consultation as needed)
- The Director of Clinical Training will liaise with the site to support the student's re-entry to the clinical training experience
- If the initial site cannot accommodate the students return after a leave of absence, the Director of Clinical Training will decide what options may be possible, such as finding a new site (Note: students must expect delays in being placed into another site)

v. CONTINUING FIELD TRAINING BETWEEN TERMS

Students who continue to see clients after completing Practicum will not begin accruing hours toward Internship until the quarter in which the student is officially enrolled in Internship. Internship students must complete their total required internship hours before the end of the term to complete graduation requirements. Failure to do so will result in delayed graduation and enrollment for an additional quarter. See information below under "Completing Internship, conferring your degree."

vi. COUNTING HOURS IN PRACTICUM VERSUS INTERNSHIP

Clinical training hours earned when enrolled in any Practicum class may only be credited to Practicum requirements. There is NO procedure to roll over Practicum clinical training service hours to meet Internship requirements. Completion of Practicum training is about more than hourly requirements. Practicum training is designed to give students foundational clinical competency and develop strong counselor identity using an integrated model of coursework, site and university supervision and other program elements (e.g., course prerequisites). Once students achieve required number of hours for Practicum completion, additional hours are not wasted, in that they also serve to expand skills and counselor identity.

vii. COMPLETING INTERNSHIP, CONFERRING DEGREE

Students must complete all required clinical training hours and documentation requirements for both Practicum and Internship to confer their degree. Conferral may be delayed if the student is being investigated for concerns related to clinical, ethical, or dispositional issues at the clinical internship site. When a student does not finish their/them Internship, several considerations will be necessary:

- Students still working to complete hours for Internship III after the quarter has ended must enroll in the following quarter in TGS-512, which currently costs \$100/quarter (See [Here](#))
- Students must receive clinical supervision from their site supervisor until hours are accrued and



required documentation is completed, as indicated in the fieldwork contract signed in Internship

- Students with an incomplete in Internship who are still accruing hours must continue in TGS-512 until all clinical training requirements are met.

viii. STUDENT PARTICIPATION IN UNIVERSITY SUPERVISION GROUPS

Participation in university supervision groups (RPS and CCS) is required for both Practicum and Internship and students are expected to attend all sessions. With well documented extenuating circumstances, students may be excused from attendance by the supervisor on a case-by-case basis. Failure to contact the University Supervisor will result in an 'Unexcused' absence. *Missing two or more university supervision sessions for any reason unapproved absence result in a failing grade for practicum or internship that quarter.* Failing supervision course for one quarter may require the student to repeat the course to ensure that the practicum or internship supervision is completed for three full quarters.

Students unable to finish Practicum requirements after taking the last quarter of Practicum will receive an incomplete grade until all requirements for Practicum are completed.

F. SITE SUPERVISORS

i. QUALIFICATIONS

Site supervisors must meet the requirements outlined in CACREP standards. These include:

- A minimum of a master's degree, preferably in counseling, or a related mental health profession (social work, counseling psychology, marriage, and family therapy)
- Relevant certifications and state licensure for independent practice (preferably LPC, LCPC, LMHC, but also LCSW, LMFT, LP etc). A psychiatrist (MD) may also be used as a site supervisor.
- A minimum of two years pertinent professional experience in the program area in which the student is enrolled
- Knowledge of the Counseling- On-campus's expectations, requirements, and evaluation procedures for students
- Relevant training in clinical supervision.

ii. SITE SUPERVISION

Site supervision both at the Family Institute during the Practicum year and at field sites during Internship, includes both clinical supervision and administrative supervision. For example, Clinical supervision may be considered a process or interventions provided by a senior member of a profession to a junior member or members of that same (or similar) profession. This relationship is evaluative, extends over time, and has the simultaneous purpose of enhancing the professional functioning of the junior colleague. Supervision also involves monitoring the quality of professional services offered to the clients and serving as a gatekeeper for those who are to enter the profession (Bernard & Goodyear, 2013). Administrative supervision ensures that the junior professional fully understand the training context, climate and culture such as the site's mission and vision and operations and infrastructure, schedule, paperwork, evaluations and the like. There will be overlap between clinical supervision and administrative supervision. Site supervision is continuous, mostly face-to-face, and examines the interface between life experiences and clinical practice. Best practices associated with site supervision and associated modalities are modeling, role-reversal, and reviewing audio or videotapes. *Students and site supervisors should schedule site supervision in person, on-site routinely.*



Exceptions are always needed, but phone or online guidance will not substitute for forming an in-person supervisory rapport. Students should prepare to meet weekly with site supervisors in a physical location.

iii. STUDENT SAFETY

The Family Institute and other placement sites are responsible and accountable for ensuring the safety of students at their places of practice. While some risk to safety is reasonably expected with any natural experience, site supervisors and sites agree to provide safety supports, standards, and protocols that address the physical, emotional, and psychological needs of the student placed in practicum or internship. Whenever any concerns arise around student safety, the Director of Clinical Training must be notified immediately so an appropriate plan can be established. Students who believe that safety standards or well-being are compromised might first attempt to address concerns directly with site supervisors (unless this further endangers the student). While many situations will be likely be resolved satisfactorily, student safety is paramount, in some situation, Counseling- On-campus will summarily terminate a site/student relationship to protect student's wellbeing.

If a site supervisor is not available physically or virtually (e.g., by phone) the student must have a clearly outlined plan with the site supervisor to manage unanticipated emergencies. The student and site supervisor must work together to ensure the policy protects all involved. If the student does not have a plan in place, they are to inform their University Supervisor or Director of Clinical Training to facilitate the resolution of this issue.

iv. CLINICAL TRAINING ONLINE PLATFORMS – T2T

Counseling- On-campus strives to use the best student-friendly resources to support the clinical experience. Students are expected to maintain proper documentation in Time2Track (T2T) for Practicum and Internship. Students will be trained in using this system and are advised to follow the instructions very carefully to avoid a loss of points for turning in hours or documents late.

G. RESOLVING CONFLICTS

i. HONORING CONFLICT RESOLUTION VALUES IN COUNSELING

Students represent themselves, their future careers, and the Counseling department at their placement sites. The time spent in the training environment is just as important as times in class. This responsibility is enhanced with students' engagement with real-world clients in a helping role. While flexibility is significant at all placement sites, students must be every effort to fulfill agreements outlined in the fieldwork contract signed at the beginning of the Practicum and Internship experiences.

Conflict Resolution with Site Supervisors: Whenever there is a conflict or problem with a site supervisor during Practicum or Internship, students must follow the appropriate steps toward resolution:

- a. Speak with the site supervisor directly (unless there is an ethical violation with the supervisor that needs to be reported immediately to the Director of Clinical Training).
- b. Contact the Director of Clinical Training immediately
- c. The Director of Clinical Training will discuss steps to facilitate further resolution of that problem, which may include:
 - Offering additional feedback and coaching for the student to back to approach the site supervisor
 - Speaking directly with the site supervisor to address the issue
 - Calling a conference to include the site supervisor, the student, and a member of the training team



- Removing the student from the site (in extreme cases, such as ethical violations)
- Appropriate referral to the remediation and discipline process for further action

IMPORTANT: Students are not permitted to end the relationship with a site supervisor during Practicum at The Family Institute or during Internships at field sites before following the steps described above, as this violates standards of professionalism and site-program relationships. The student risks a failing grade, and/or remediation/discipline for premature and unannounced withdrawal from the supervisory relationship. Under certain conditions, clinical training faculty may terminate a student's relationship with a site and/or supervisor (e.g., for reasons of safety) and program personnel will manage all site communications related to such termination actions.

If fieldwork or clinical experience concerns arise, students are expected to address these concerns directly with their site supervisor and, if necessary, the Director of Clinical Training. Resolving any problems that emerge around fieldwork or clinical experiences promptly will allow for a quicker resolution. If the resolution continues to be problematic, the matter is brought to the attention of the Department Chair, who will consult with the Director of Clinical Training and talk directly with parties, consult other members of the program as applicable, and facilitate a resolution.

If a supervisor has concerns about a student's clinical competence or interpersonal limitations (beyond a typical developmental trajectory for psychotherapy training) during any phase of fieldwork or clinical experience, the site supervisor will first address the matter directly with the student and in a timely fashion. Such conversations will involve devising an action plan to address the deficiencies. All reasonable efforts will be made to assist the student to acquire the necessary skills to be competent and capable as a professional counselor. In the event those efforts fail, and severe concerns persist, the student will be referred to Director of Clinical Training for coaching and/or to the remediation and discipline process (See Remediation and Discipline).

Conflict resolution with university supervisors: The very nature of University Supervision groups is to process content regarding self as a counselor-in-training. Yet, even in this process, student-supervisor conflicts may arise. Whenever a student has a problem with their University Supervisor (RPS or CCS), Clinical training faculty will hold students accountable to following appropriate steps toward resolution:

- a. Address the concern directly in the RPS or CCS group, respectfully and sensitively, to invite peer input and process the experience together to acquire a reasonable resolution together.
- b. Speak with the University Supervisor directly (unless there is an ethical violation with the supervisor that needs to be reported immediately to the appropriate Director of Clinical Training) to express concerns.
- c. Contact the appropriate Clinical Training Faculty to discuss the issue.
- d. The Director of Clinical Training and other training personnel will discuss the matter with the clinical training team and take steps to facilitate further resolution, which may include:
 - Offering additional feedback and coaching for the student to go back and approach the University Supervisor differently, or explain a policy that may apply
 - Visiting the university supervision group meeting to assist the reflective process and consider a resolution; or setting up a separate meeting with the student and supervisor involved, depending on the nature of the concern.
 - Speaking directly with the University Supervisor to address the issue
 - A conference call with the University Supervisor, the student
 - Removing the student from the university supervision group (in extreme cases, such as ethical



violations)

IMPORTANT: Students are not permitted to switch university supervision groups (that is RPS and CCS). These groups remain the same throughout the three-quarters of Practicum and three-quarters of Internship. Only in extreme cases will changes be made to group arrangements, for example, when students take a leave of absence, or when students are unable to continue for any other well-justified reason.

H. STUDENT CLINICAL PERFORMANCE EVALUATION

i. TIMING OF EVALUATIONS

Students are formally evaluated quarterly by their site supervisors. Evaluations will be sent to supervisors electronically. After completing the evaluation, the supervisor will review the evaluation with the trainee, and it will be available to the student. Once the student reviews and approves the evaluation it will be received and reviewed by the Director of Clinical Training. The supervisor's fieldwork evaluation is one component of the course grade.

ii. EVALUATION IN METHOD COURSES

Students' clinical skills are also evaluated in courses Methods I, II, and III in conjunction with the Practicum courses. Students are required to complete all transcriptions/recordings and requirements in Methods I, II, and III before they are permitted to proceed to Internship. In cases where students have not turned in a transcription but have finished Practicum III; they still will not be permitted to register for Internship I until those assignments are completed. The Clinical Training team will work closely with the Methods instructors to ensure clarity and support throughout the process of securing missing assignments necessary for advancement.

iii. ASSESSMENT OF PERSONAL AND PROFESSIONAL DISPOSITIONS

In addition to the knowledge, skills, and practices essential to become a professional counselor, students will also be formally assessed on several personal and professional dispositions. This includes but is not limited to: openness to new ideas, flexibility, cooperativeness with others, cross-cultural awareness, willingness to receive and implement feedback, awareness of your impact on others, ability to deal with conflict effectively, ability to accept personal responsibility, ability to express feelings and opinions effectively and appropriately, attention to ethical and legal considerations, and initiative and motivation.

For any student about whom there are dispositional concerns—to the extent that those concerns raise questions about the student's ability to complete their/them program or to succeed professionally—those concerns will be addressed as soon as possible to achieve the best possible outcome.

Our training model and guidelines are meant to be preemptive and proactive; the idea is to support students' development throughout the duration of the academic program. Students should be aware that failing to abide by policies and standards set forth by The Family Institute, Northwestern University, the Counseling-Department and the ACA *Code of Ethics* will result in remediation and discipline (See Remediation and Discipline)

iv. REMOVAL FROM A FIELDWORK PLACEMENT SITE

Students must be able to complete their required hours within their fieldwork placements at The Family Institute for Practicum and at community sites for Internship. Students must satisfactorily follow all the policies and procedures associated with the site. To be in good standing in the program, a student must remain in good standing with the policies of clinical training. This includes, at the end of the clinical training experience, appropriate termination of clients and successful completion of all paperwork associated with



termination/transfer of clients. Being in good standing also includes making appropriate arrangements, to the extent possible, in emergencies to prevent disruptions in client care.

IMPORTANT: Dismissal from a training during internship for cause will be grounds for remediation at Steps 3. See Remediation and Discipline process in this handbook and the policies and procedures documentation offered by placement site.

v. STUDENT DISCLOSURE STATEMENT EXPECTATIONS

Students are expected to work with their site supervisors to provide ethical disclosure statements to their clients. While students and site supervisors must work together to satisfy any requirements of the state in which they live, students must **provide** open disclosure to clients about 1) their status as a “student” or a “counselor-in-training”, and 2) the need for recording the session.

Other areas of consent and disclosure:

- Level of experience
- Supervision
- Nature of Counseling
- Counseling Relationship
- Effects of Counseling
- Appointments and Cancellation
- Postponement and Termination
- Crises
- Permission to Participate and Confidentiality
- Safety
- Client Rights
- Privacy Rights under HIPAA

I. OBSERVATION HOURS IN PRACTICUM ONLY

Observation hours include students’ non-direct participation in therapeutic interaction. Observation hours are only available as a Practicum experience for example via Project Strengthen and a student may count some hours toward their direct contact hours. *Internship students cannot log observation hours (as described above for practicum trainees). Instead, observation hours for interns should be recorded as personal growth hours.* Observation hours MAY include observing individual sessions with adults or kids, couples counseling, family counseling, group counseling. This does NOT include co-therapy, viewing a counseling **session** from behind a 2-way mirror, viewing a counseling session over video, hours during the internship, or any other time when the student is not in the same physical space as the client

J. OFF-SITE COUNSELING

On occasion, students may be required to participate in clinical training experiences away from The Family Institute or the designated clinical training site, also known as supplemental training. All off-site supplemental counseling will require special arrangements by the Director of Clinical Training before participating.

K. PRACTICUM COMPLETION AND INTERNSHIP

i. PRACTICUM AND METHODS SEQUENCE OF COURSES

The full Practicum sequence (quarter I, II, and III) is taken simultaneously with Methods I, II, and III. Successful completion of the Methods courses requires recording counseling sessions during the Practicum clinical



training experience. Students must complete all requirements in all Methods courses before completing Practicum and moving into Internship. The nature of recordings must be discussed between supervisors and students, with full and proper disclosure being offered to clients following the state laws governing the placement site. Further details about Methods requirements may be found through the Methods course instructors and syllabi.

ii. MOVING INTO INTERNSHIP

Students may not complete Practicum and move onto Internship when any of the following circumstances are present:

- The student has not completed the required clinical training hours for practicum
- The student is being investigated for concerns related to clinical, ethical, or dispositional issues at the clinical practicum site
- The student has incompletes (Y) or in progress (K) grades in Methods I, II, or III, or a failing grade in Methods I, II, or III
- Students with an incomplete grade in Practicum III but still accruing hours for supervision until Practicum clinical training hours are completed

L. ACADEMIC INTEGRITY IN CLINICAL TRAINING

In addition to The Graduate School policy on academic integrity, all records submitted for any fieldwork/clinical training documentation must adhere to all standards of authenticity and accuracy. Misrepresenting or falsifying clinical training experiences violates the academic integrity policy of Counseling-On-campus and will result in immediate remediation action at Steps 3 (see Remediation and Discipline)

M. STUDENTS WITH DISABILITIES

Counseling- On-campus welcomes all students regardless of disability status. Any student admitted to the program will receive support to obtain a fieldwork clinical placement site that supports their needs. *Students must register a disability status with [AccessibleNU](#) to receive accommodations.* Accommodations do not change the number of hours required to complete Practicum or Internship, nor do they change the required documentation indicated in each course. Students are encouraged to work closely with the Director of Clinical Training to determine what disability accommodations they may need to address their unique needs with clinical fieldwork placement.

N. PERSONAL FITNESS FOR SITE PLACEMENT

A. CRIMINAL BACKGROUND CHECKS

Counseling- On campus requires a background check during the admissions process, well before students seek clinical fieldwork placements. However, placement sites may also require their background checks before confirming students at a site. Counseling- On campus supports placement site requests for a criminal background check. Students should be prepared to transparently address any issues with their criminal background with their site supervisor and program leadership. *Note, sites have the right to refuse training to a student with a documented criminal background.* Further, Counseling-On-campus has little or no mediational role in assisting a student with a documented clinical background to become a fully licensed professional counselor in a specific state. *Students are responsible for understanding the implications of having a criminal record when seeking future employment or in following state licensure processes.*



B. DRUG AND ALCOHOL POLICY

Counseling- On-campus, Northwestern University, and The Family Institute are drug-free environments. All students, professors, instructors, supervisors, and staff are strictly prohibited from misusing controlled substances, intoxicants, alcohol, and prescription drugs while working, engaging in the online classroom, attending group immersion or capstone, other university-sponsored events, and all field training site experiences. In accordance with Northwestern University's [Student Code of Conduct \(in Student Handbook\)](#). Counseling- On-campus maintains and enforces a **zero-tolerance** policy regarding substance use in program related events and experiences, that leads to professional misconduct. Students in violation of this drug and alcohol policy will be subject to remediation and discipline policies of Northwestern University and/or Counseling-On-campus.

C. ETHICAL CODE OF CONDUCT

Counseling- On-campus adheres to the code of ethics of the American Counseling Association (ACA) found [here](#). The school has an ethical and professional responsibility to ensure all students enrolled in the counseling program display ethical, professional, and personal behaviors that comply with the ethical codes of ACA and given locals of which students are practicing. Students, supervisors, and professors all regularly engage in ethical decision making and the gatekeeping process. Failure to abide by the ACA Code of Ethics will result in remedial and disciplinary action (see Remediation and Discipline)

O. STATE LICENSURE AND ACCREDITATION

Counseling- On-campus adheres to CACREP requirements for all clinical training procedures which should privilege students to become licensed in any state of their choosing. However, some states go beyond CACREP requirements in their requirements and standards for obtaining a professional counseling or a mental health license. To the extent possible, the Department will support students to acquire the necessary experiences to maximize their chances of getting licensed in the states in which they want to reside post-graduation. Students are encouraged to work closely with their teaching and training faculty and regularly check state licensure requirements to remain abreast on changes in local and state licensing laws that affect their ability to achieve licensure post-graduation. Students needing documentation regarding degree or clinical training hours completion may contact the Coordinator of Education Programs, Deidre Hicks dhicks@family-institute.org

P. POLICY ON DISCRIMINATION, SEXUAL MISCONDUCT AND HARASSMENT

Counseling- On campus abides by The Graduate School's policies related to discrimination, harassment, sexual misconduct and harassment (See [Northwestern University's student handbook](#))

Important: Northwestern University's policies on discrimination, harassment, sexual harassment, and sexual misconduct apply to the conduct of the entire University community, including vendors, contractors, visitors, guests, and third parties.



APPENDIX I: CLINICAL TRAINING COURSES

Required Practicum Experiences	
There are 38 weeks in the 2019-2020 Clinical Training Year. Of the 38 weeks, 3 are during NU school breaks. Students participate in training activities for a minimum of 35 weeks and for approximately 9 hours/week.	
NU School Breaks	<p>Thanksgiving Break</p> <ul style="list-style-type: none"> See program calendar <p>Winter Break</p> <ul style="list-style-type: none"> See program calendar <p>Spring Break</p> <ul style="list-style-type: none"> See program calendar
Description of Experience	Minimum Total Hours Required
Face-to-Face Client Hours	<p>*Minimum of 60 face-to-face client hours are required Face-to-face hours include direct client contact and observation of clinical activity.</p> <p>Accrual guidelines:</p> <ul style="list-style-type: none"> Should accrue 20 Face-to-Face Client Hours by Winter Break Should accrue 40 Face-to-Face Client Hours by Spring Break REQUIRED to accrue 60 Face-to-Face Client Hours by Last day to see clients at FI
Triadic Supervision	<p>Minimum of 51 triadic supervision hours are required Individual supervision is when the supervisor and the student participate in supervision together or when the supervisor and two students participate in supervision together (triadic supervision).</p> <p>Students attend 1 ½ hours of triadic supervision on all Thursdays except holiday's:</p> <ul style="list-style-type: none"> Fall Quarter 2019 = 18 hours Winter Quarter 2020 = 16.5 hours Spring Quarter 2020 = 16.5 hours
RPS Group Supervision	<p>Minimum of 66 Preceptorship group supervision hours are required (2 hrs/wk x 33 weeks) Group supervision includes supervision with one supervisor and any number of students greater than two. The RPS is the Practicum Group Supervision Experience. RPS group supervision is held each week of the academic quarter in fall, winter, and spring.</p> <p>Students attend 2 hours of group supervision on the following weeks:</p> <ul style="list-style-type: none"> Fall Quarter 2019 = 22 hours Winter Quarter 2020 = 22 hours Spring Quarter 2020 = 22 hours



Record Keeping	<p>Minimum of 100 hours required (approximately 2-3 hours/week) Record keeping hours include those activities that pertain to clinical orientation and training, paper or computer based clinical records, and/or TIER.</p> <p>Students attend the following mandatory:</p> <p>Clinical Training Orientations</p> <ul style="list-style-type: none">• Counseling Program Orientation to Fieldwork• Counseling Program Orientation to Child Track• FI Clinic Orientation• Orientation to TIER and AV <p>Triadic Supervision Training</p> <ul style="list-style-type: none">• Orientation to Triadic Supervision for All Practicum Students/Triadic Supervisors <p>RPS Group Supervision Training</p> <ul style="list-style-type: none">• Fall Quarter Orientation to RPS Group Supervision• Fall Quarter RPS Wrap-up & Winter Quarter Orientation• Winter Quarter RPS Wrap-up & Spring Quarter Orientation• Spring Quarter RPS Wrap-Up <p>TFI Clinical Trainee Exit Process</p>
Personal Growth	<p>Minimum of 18 hours personal growth activities required (approximately .5 hour/week) Personal growth hours include participation in professional organizations, seminars, FI Grand Rounds, workshops, or other activities that contribute to personal growth. These hours also include attendance at conferences and giving presentations.</p> <p>Students attend the following mandatory experiences:</p> <ul style="list-style-type: none">• Two Plus Luncheon• Careers Night• Resume Writing for Internship Applications• Preparing for the Internship• Interviewing for Internship• 39th Annual Supervisor Luncheon/Colloquium• TFI Grand Rounds – Attend at least 1• Any professional conference – at least 1 hour <p>Some experiences that students are encouraged to attend:</p> <ul style="list-style-type: none">• Pursuing Doctoral Studies• ICA Conference• ACA Conference• Applying to Doctoral Programs

**If there are any problems meeting the supervision hours requirements, please contact Ava Carn-Watkins to discuss the issue.*



Required Internship Experiences		
There are 38 weeks in the 2019-2020 Clinical Training Year. Of the 38 weeks, 3 are during NU school breaks. Students participate in training activities for a minimum of 35 weeks and for approximately 17 hours/week.		
NU School Breaks	<ul style="list-style-type: none"> • Thanksgiving Break – See program calendar • Winter Break – See program calendar • Spring Break – See program calendar 	
Description of Experience	Minimum Total Hours Required	
Face-to-Face Client Contact/ Group Work	240 Hours Required, with the following targets for accrual of hours:	Face-to-Face Contact with Clients Face-to-face hours include but are not limited to the following: intake; assessment; individual, family, and couple counseling; phone contact; IEP; & outreach; advocacy; prevention; and making referrals & sharing community resources.
		Group Work with Clients Group work hours include hours spent leading/co-leading groups with clients.
Individual Supervision	35 Hours Required (1 hour/week x 35 weeks) Individual supervision is when the supervisor and the student participate in supervision together or when the supervisor and two students participate in supervision together (triadic supervision).	
Case Consultation Group Supervision	49.5 Hours Required Group supervision includes supervision with one supervisor and any number of students greater than two. The Case Conference is the Internship Group Supervision Experience. Case Consultation group supervision is held each week of the academic quarter in fall, winter, and spring. Students attend weekly case consultation	
**Other Group Supervision	The Internship field site <i>may</i> also require group supervision. Group supervision includes supervision with one supervisor and any number of students greater than two. Hours will vary by Internship site. The “other group supervision” hours cannot be used in lieu of the 49.5 hours that are required for the Case Consultation Group Supervision.	
Record Keeping & Personal Growth	275.5 Hours Required for Record Keeping, Personal Growth, and Other	Record Keeping Hours include but are not limited to: Record keeping; learning, scoring and interpreting assessment instruments; information and referral; in-service; staff meetings; research; reviewing recordings of counseling sessions; case-related consultation; and case-related peer consultation.
		Personal growth hours include but are not limited to: Participation in professional organizations, seminars, FI Grand Rounds, JumpStart events, workshops, or other activities that contribute to personal growth. These hours also include attendance at conferences and giving presentations.
		Other hours include but are not limited to: Observation of clinical activity or other indirect activities that are not face-to-face client contact.



	<p>Mandatory Record Keeping Hours</p> <p>Mandatory Orientation</p> <ul style="list-style-type: none">• Counseling Program Fieldwork Orientation to Fieldwork (.5 hour) <p>Mandatory Meetings</p> <ul style="list-style-type: none">• Information meeting for the NCE• Graduation Meeting• Exit from FI Clinic (FI Interns only)• Graduation Rehearsal• Exit Interview with Program Director and/or Program Faculty <p>Mandatory Training</p> <ul style="list-style-type: none">• JumpStart Your Career Series: Networking• JumpStart Your Career Series: Resume• JumpStart Your Career Series: Career Ladder• JumpStart Your Career Series: Job Search• JumpStart Your Career Series: Career Ladder• JumpStart Your Career Series: Interviewing <p>Mandatory Events</p> <ul style="list-style-type: none">• Two Plus Luncheon• Careers Night• 39th Annual Supervisor Luncheon/Colloquium• TFI Grand Rounds – <i>Optional</i>• Any professional conference <p>Recommended Events</p> <ul style="list-style-type: none">• Loan Repayment Seminar• NCE Exam
	<p>*600 Total Hours</p>