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From the Director of Clinical Training

Dear Student,

Congratulations on reaching this milestone in your Professional Counseling Program! The Practicum is one of the most crucial professional preparation activities in your educational journey. This experience is meant to be the culminating experience in your program of study by allowing you the opportunity to apply, evaluate, and refine clinical skills by bridging the gap between theory and practice. You will also develop the personal qualities, characteristics and behaviors of a professional counselor as you transition from “Trainee” to “Professional Practitioner.”

All prerequisite coursework has been intended to prepare you for your supervised clinical training experiences. By incorporating what you have learned through your coursework, you can become a reflective practitioner who can use critical thinking and sound decision making skills that are well-grounded in established research and a biblical worldview. Effective counselors must be more than mere technicians. Rather, they must be professionals who have a strong theoretical and ethical foundation, have personal mastery of their own beliefs, values, knowledge, and skills, and have the ability to integrate these aspects into their practice.

This manual is designed to help you prepare for and successfully complete the Practicum, an integral and indispensable part of Liberty University’s counselor education programs. I encourage you to read and review this manual carefully as you progress through the Practicum. We trust that the information will be useful in helping create positive learning experiences between students, supervisors, and faculty while providing quality services to those we are called to help. As the knowledge base in our field rapidly expands, it is clear that students cannot learn everything they need to know about Clinical Mental Health Counseling during their coursework. Professional growth and development are ongoing processes, and key patterns for this grown are established during your supervised clinical training experiences.

Finally, as a 60 hour Professional Counseling student, you participate in both site supervision and faculty supervision experiences. This manual provides information concerning procedures associated with site supervision. The information found in the course syllabus will guide you through the faculty supervision experience. While it may seem overwhelming at times, be encouraged that your clinical training will be enhanced by this dual input into your professional development. May God continue to richly bless you through your clinical training experience!

Melvin Pride, Ph.D., LPC
Director of Clinical Training, Clinical Mental Health Counseling Associate Professor
Department of Counselor Education and Family Studies
(434) 592-3901
From the Director of Clinical Training

Dear Supervisor,

Thank you for your commitment to invest in Liberty University Counseling Interns. Practicum students have completed the majority of their coursework and look forward to the opportunity to demonstrate their knowledge through their supervised counseling experience. As a site supervisor you play a critical role in the development of our students and we sincerely thank you for taking the time to make their supervised clinical experience a positive one.

The purpose of this manual is to introduce both supervisors and students to the requirements of the Practicum experience and provide clear expectations and guidelines. I encourage you to read this manual to orient yourself with the requirements of the Practicum for both student and supervisor. Some requirements include weekly supervision with an approved clinical supervisor, opportunity to complete a total of 100 hours of supervised counseling work (with a percentage of these hours direct and a percentage indirect), evaluations at various checkpoints, and collaboration with faculty supervisors for student evaluations.

We hope you will take some time to become acquainted with this manual for a comprehensive review of the responsibilities and privileges of the site supervisor role. We sincerely thank you for investing in the training of our students and providing them with an opportunity and an atmosphere to practice their clinical skills.

Melvin Pride, Ph.D., LPC  
Director of Clinical Training, Clinical Mental Health Counseling Associate Professor  
Department of Counselor Education and Family Studies  
(434) 592-3901
Online Practicum/Internship Procedural update to Faculty Supervisors

Hello Everyone,

It seems that many of you have gotten off to a good start with WebEx. Although we learned many valuable lessons in our pilot classes, there are unique situations that develop occasionally that we must address. Thank you for your patience and flexibility as we roll out these major changes in our program in order to implement both CACREP and Liberty standards in our program. I intend to send out periodic updates and changes to you as we progress through this process. We will make some permanent changes to the manuals, as appropriate, for the spring term. Our goal is to find the most workable solutions so your input has been and continues to be welcomed. Thank you for your feedback, suggestions, and valuable input thus far. Please note the following updates and changes:

**LiveText** will be implemented within the next few weeks. Thank you for getting the placement information back to us. There is still some missing placement information and ask that you follow up with your students if you are missing any responses from them. This information is needed so that we have the most up to date information after the drop/add period. We will try to alert you when **LiveText** will be forwarding information to you, however they are receiving your input now and may email you before we are able to communicate to you. Please do not delete any email from @LiveText.com as this will be your instructions to register.

We recognize that many of you are getting questions about LiveText and what it will do. Simply put, this tool will automate many of the hardcopy evaluation exercises that both you and the site supervisor must perform.

**Video Presentation**: We do not want to have the students uploading videos to **LiveText** until further notice. While the server is secure, a software to compress the large files needs more user friendly guidelines. For now, let’s use the “Share Screen” feature of WebEx. The video or audio file should remain with the student and not be transmitted to the faculty supervisor. Both you and your student’s have these instructions. THERE IS TO BE NO RECORDING OF YOUR SESSION AND YOU WILL NEED TO VERIFY THAT THE COUNSELEE HAS SIGNED A CONSENT FORM. This verification can be done by the student producing the consent for you to see or an email from the site supervisor that a consent is in the file for the client; obviously, the client’s name will not be shared. Have the student communicate this to the site. An updated copy of the informed consent for recording is attached.

For those sites that choose to employ “Live Observation”, I am attaching a reporting document that the site supervisor can use to guide his/her observation.

We are also attaching a rubric that you may choose to use with the Practicum or the Internship as you view the student presentation.

As we see the need to correct, change, or add necessary documents, we will communicate with you as quickly as possible.

Thank you for your time and commitment to our students.
Melvin Pride, Ph.D., LPC
Director of Clinical Training, Clinical Mental Health Counseling Associate Professor
Department of Counselor Education and Family Studies
(434) 592-3901
Acknowledgement of Practicum Manual

This manual is provided to students and applicants for their general guidance only. It does not constitute a contract, either expressed or implied, and is subject to change at the discretion of Liberty University or the discretion of the Program Directors.

All students are expected to read this manual and have a thorough understanding of its contents. Students should also be aware that they can discuss the manual and direct questions and concerns to their Faculty Advisor or the Director of Clinical Training regarding any material contained in the manual. Students agree to abide by all procedures, policies, and guidelines in the manual. Students understand that this manual may be modified from time to time as University or Program policies, procedures and guidelines are implemented or changed and that it is their responsibility to review the manual from time to time in order to remain current with its contents.
I. Course Overview

A. Course Description: This course involves a highly supervised experience of professional counseling at an approved clinical site in the counseling community. This supervision includes both individuals and group supervision. Students are required to complete a total of 100 hours of counseling and related services, 40 of which are direct client contact hours. Written and oral presentations are a basic part of the group supervisory process with a Liberty faculty member via technology. Additionally, the class will focus on the development of counseling related skills, ethics, and professionalism based on observation and exposure to the counseling field.

B. Rationale: This Practicum course involves participation in a planned clinical experience in an approved agency or other setting under an approved supervisor. During the Practicum experience, status gradually shifts from that of a student to that of a pre-professional. Since most, if not all, required coursework has been completed by this time, Practicum students can contribute to the cooperating agency by assisting its staff in carrying out many of the normal clinical activities of that agency. The purpose of the Counseling Practicum is to provide a supervised, field based, work experience for students.

C. Prerequisites:
   1. COUN 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 646, 667
   2. 3.0 cumulative GPA or above
   3. Academically: good standing
   4. Approved Background Check
   5. Approval from the Practicum/Internship office in order to register for the course
   6. Students must submit all of the required paperwork for approval through SharePoint, prior to enrolling in the course
   7. A $100 class fee is required for Practicum/Internship classes

Important Note: The prerequisite courses are non-negotiable and must be successfully completed prior to the start of the Practicum.

D. Measurable Learning Objectives - Upon successful completion of this course, the student will:
   1. Establish rapport, develop effective working relationships with client(s), and use basic counseling skill effectively.
   2. Build a therapeutic relationship with clients, conduct assessment, develop treatment plans, and terminate the counseling relationship appropriately.
   3. Conduct a psychosocial history that includes client background information, behavioral observations, and current functioning, quality of relationships, and
client resources and challenges.

4. Utilize feedback, direction, and constructive criticism from supervision and consultation in order to enhance professionalism in counseling.

5. Apply appropriate documentation procedures related to mental health counseling in a way that meets the standards of the counseling site, the Practicum course, and the field and the understanding of maintaining a professional identity.

6. Articulate the process of becoming a licensed professional in the counseling field and the understanding of maintaining a professional identity.

7. Apply the American Counseling Association’s Code of Ethics in a way that shows ethical reasoning.

8. Evaluate the effectiveness of the student’s role and function in the setting and in the supervisory relationship during the Practicum experience.

E. Course Materials


Audio or Video equipment needed to record the required number of taped sessions.

LiveText

LiveText is a web-based data management system that the Department of Counselor Education and Family Studies uses to collect data for the purpose of assessment, evaluation and accreditation. LiveText is an integral part of all fieldwork courses within the Department of Counselor Education and Family Studies. Initial and advanced fieldwork candidates are expected to have an activated LiveText account. Throughout the Practicum & Internship coursework, candidates will complete assignments, assessments & time logs, which require an activated account. There are no exceptions to this policy.

* Students on the 60-hour Professional Counseling degree completion plan are required to purchase and activate LiveText with Field Experience as part of their materials for COUN 698 Practicum. LiveText is used for students to log their hours and for approved supervisors to complete evaluations of the students’ counseling skills.

LiveText is a one-time only purchase that is good for 5 years. Once purchased, LiveText must be activated to ensure placement. Students **DO NOT** need to purchase and activate LiveText a second time for COUN 699 Internship if they have purchased it for COUN 698 Practicum. Please understand there will be negative implications if
students do not purchase LiveText.

Email: COUNlivetext@liberty.edu

Website: http://www.liberty.edu/index.cfm?PID=33372

**See Appendix L about Logging Hours in LiveText

*Disclaimer: The above texts provide information consistent with that required by state licensing boards in the class subject area. Liberty University does not necessarily endorse specific religious, philosophical, or political positions found in these texts.*

F. Communication with Instructor, Support Staff and Clinical Director: All concerns regarding the course are to be communicated to the course instructor. Students may be then referred to the Practicum support staff (Practicum@liberty.edu) and/or the Director of Clinical Training. Please keep in mind that all communication with the Practicum Office will be by email so the student and the university have documentation of the outcomes of the communication. Students are expected to be courteous and respectful in all communication with instructors, Practicum support staff, and the Director of Clinical Training. Unprofessional, discourteous, communication will not be tolerated and will result in remediation procedures up to and including dismissal from the program.

As counselors in training, students should conduct themselves in a way that is consistent with the ACA Code of Ethics and the Graduate School Honor Code. Thus, students are expected to communicate their concerns and seek to resolve any conflicts or misunderstandings directly with the person with whom the allegation occurred. When a student circumvents the process and contacts the university administration (e.g., Dean, Provost, or Chancellor), this action constitutes retaliation and will be sanctioned accordingly. For more detailed information please refer to the Graduate School Honor Code: http://www.liberty.edu/academics/graduate/index.cfm?PID=19443.

II. Practicum Requirements

A. Course Requirements: This field experience requires completion of a supervised Practicum of 100 clock hours over a minimum of 10 weeks. The Practicum can only be taken after successful completion of all prerequisite requirements.
Each student’s Practicum includes all of the following:

1. At least 40 clock hours of direct service with actual clients that contributes to the development of counseling skills.

2. A minimum of one hour per week of individual and/or triadic supervision throughout the Practicum with the approved site supervisor. Each student is expected to initiate contact with his/her supervisor. It is the student’s responsibility to ensure that he/she meets for supervision throughout the semester.

3. An average of 1 ½ hours per week of WebEx Faculty Group Supervision provided on a regular schedule throughout the Practicum and performed by a program faculty member.

4. The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision to receive live supervision of his or her interactions with clients. Students are required to submit at least three video or audio taped counseling sessions with verbatim transcripts. See the syllabus for details.

* Students utilizing live observation in lieu of taped sessions will also be required to have a pseudo client to allow faculty the ability to assess clinical skills.

5. Evaluation of the student’s counseling performance throughout the Practicum, including documentation of a formal evaluation after the student completes the Practicum by a program faculty member in consultation with the site supervisor. Students and site supervisors discuss the site supervisors’ evaluation of student performance at four scheduled times throughout the semester. In addition, the faculty supervisor consults with the site supervisor bi-weekly and completes one site visit per semester.

B. WebEx Faculty Group Supervision

During the Practicum, 60 hour Professional Counseling students will also participate in regular, scheduled group supervision sessions in an online classroom format. Group supervision involves working with a member of the counseling faculty working with two or more students using a tutorial and mentoring form of instruction. Practicum students meet every week and count one and a half (1 ½) hours of class time towards group supervision.

C. Finding a Site and Supervisor

The relationship between the student, the site, and the supervisor is an important one. Therefore, students need to be cautious and prudent in picking a site and supervisor. Remember that as a student, when you interview for a potential placement, you are not only being interviewed, but you are interviewing the site and supervisor to determine a good fit. The choice of a Practicum site and supervisor should be a mutual one. Practicum students are allowed a maximum of two sites and two supervisors at any time that have been approved by the Practicum Office.
First, make sure the site can offer you enough Direct Client Contact hours so that you can complete your Practicum in one semester. Second, make sure that the supervisor can meet the requirements for supervision as well as provide you a minimum of one hour of supervision per week. Interview your potential supervisor to determine his/her expectations of you in terms of hours and times you will be available, the duties you will be performing, etc. Finally, remember that your relationship with your potential supervisor is a personal, as well as, professional one. You want to select a supervisor with whom you feel you will be able to communicate and work with in a collaborative, professional matter.

A list of currently approved sites may be accessed from the Practicum office, practicum@liberty.edu. You are not limited to these sites; you may submit a site that is not on the list for approval.

**It is essential to discuss the 40/100 hour requirement with the site representative and/or the supervisor during the initial interview to ensure that you can obtain these hours.**

Other considerations to keep in mind include:
1. Do the supervisor, activities, and site meet the requirements for COUN 698? (See appropriate sections in this manual for requirements.)
2. Is the clientele of the agency similar to the clientele whom the student wishes to work with during his/her professional career?
3. Is there enough diversity in the clientele to provide a wide range of experiences (e.g., adults, adolescents, children, married couples, singles, group therapy, etc.)?
4. Does the agency have a large enough client base to have adequate Direct Client Contact client hours to meet course requirements?
5. Are qualified supervisors available who are willing to invest the time to provide a quality Practicum experience which includes provision of individual supervision?
6. Do they have the credentials (i.e., doctoral level or master’s level and licensure) so that a licensing board will accept clinical work completed under their supervision?
7. Is this agency one in which the student might be interested in employment after the Practicum is completed?

D. Site Supervisor Requirements:

Practicum Supervisors must meet the following requirements:
1. A minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. Must hold a master’s degree or above in counseling or a related field.
3. Must have a minimum of two years professional experience.
4. Knowledge with program requirements and procedures for evaluations.
5. Appropriate training in counseling supervision.
6. Must hold a valid state license at an independent level of practice; i.e., supervisors must be able to practice without being under supervision.

7. Must be in good standing in the profession. For any potential supervisors with a listed disciplinary action against their license (past or present), Liberty University reserves the right to approve or deny the potential supervisor based on the nature of the violation and the disciplinary action taken by the board.

8. LiveText: Provide evaluations of the student’s counseling skills and progress through the LiveText portal; this process will include verification of the hours that the student submits. This electronic submission is to be input in the 1st and 3rd quarter in a short form format; then again for mid-term and a final evaluation in a more comprehensive format. We also ask that the supervisor evaluates their experience with Liberty’s students and faculty through LiveText as well. A reminder will be sent automatically when these evaluations are due.

9. Must hold a license that qualifies the individual to provide clinical supervision.

The following licenses that typically qualify include: Licensed Professional Counselors (LPC), Licensed Mental Health Counselor (LMHC), Licensed Marriage and Family Therapists (LMFT), Licensed Clinical Psychologists (LCP), Licensed Clinical Social Workers (LCSW), Psychiatrists, and Ph.D. in Counselor Education and Supervision from an accredited university. **Note:** Students who plan to seek state licensure in a state other than Virginia upon graduation are responsible to know and understand any unique supervision requirements of their state licensure board.

Licenses that do not qualify include: School Counselor, Certified Teacher, Limited Licensed Professional Counselor (LLPC), Licensed Master Social Worker (LMSW), national licenses or certifications, Pastoral Counselors, Master of Divinity, licenses related primarily to ministerial/pastoral duties, and Doctoral degrees that are not in the counseling field or are not from an accredited university.

10. Dual Relationship
Our office has approved students to use their place of employment as their Practicum site if the site meets the requirements, such as clinical in nature. When applying students will not be able to use their direct supervisors for their position at their place of employment as their approved supervisor for the COUN 698 Practicum, as the supervisor cannot have dual role (dual relationship). Students will need to locate another licensed individual for their potential supervisor for the Practicum. If a site requests the student to be supervised by their direct supervisor for their position at the site, the director will need to email The Practicum and Internship Office with an explanation about how the supervisor will separate their role from being the student’s direct employee supervisor and the student’s Practicum supervisor.
E. Site Supervisor Responsibilities:
The supervisor assesses the student’s progress, consults with the student regarding strategies and procedures, consults with the student’s professor as needed, and completes four written evaluations of the student during the semester. The supervisor has significant influence on the outcome of the clinical counseling experience. Therefore, the supervisor’s relationship with the student is a matter of vital importance. It should serve as a model exemplifying professional behavior in daily counseling activities. The supervisor ensures that relevant work experience, on-site feedback, counseling, and consultation are provided for the student counselor.

Typically, approved site supervisors will:
1. Provide an orientation with the agency and staff for the student unless the supervisor is off-site. This should include such items as agency policies, structure, personnel, and resources.
2. Ensure access to agency manuals, policy statements, and files as needed for the student.
3. Assist the student to refine details of Practicum activities appropriate to the specific setting.
4. Provide structure for the student to achieve Practicum objectives.
5. Establish weekly supervisory meetings with the student. The supervisor uses this time to hear student’s self-report of Practicum activities, listen to session recordings, provide feedback, plan tasks, and discuss other aspects of the Practicum experience with the student.
6. Critique observed and recorded interviews. The supervisor shall have access to all recorded counseling sessions by the student.
7. Provide evaluations of the student’s counseling skills and progress, review these with the student, and give the original evaluations to the student. The student is responsible for uploading these forms onto Blackboard.
8. Initiate immediate contact with the student’s professor if problems are encountered with the student during placement.

F. Site Activities: Practicum sites need to be able to provide students with a variety of clinical activities that meet the course requirements for COUN 698 Practicum. Please refer to the syllabus for the required activities.

G. Time Limitation to Complete the Practicum:
Students must complete their Practicum hours in one semester. Since the required hours for Practicum total 100 hours, students must select a site that will allow them to obtain all of their needed hours at that site. If students find themselves in a situation where the site is not meeting their agreed-upon hours, students should proactively address the situation with the site representative, approved supervisor, and/or faculty supervisor. If needed, students may request to switch to another site. Before changing sites students must first obtain approval for the site from the Practicum office. Do not wait until the last minute to address any shortage of hours. It takes time to approve another site, so students should carefully monitor their hours.
Important Notes:

- If the student fails to complete the Practicum, they will also receive a failing grade for the course. The course must be retaken and the hours completed.
- If a student fails or withdraws from the course at any point during the semester, all earned hours will be lost and the student will have to start earning hours from the beginning.
- Hours accrued in excess of the 100-hour requirement will not rollover to the Internship.

H. Facts to Remember:

1. Students must obtain a minimum of 1 hour of supervision a week
2. Most supervisors give their time and expertise with no monetary reimbursement. Students can help their supervisors by lightening their workload through the cases the student takes on and doing clinically-related tasks to free up supervisors’ time.
3. Some supervisors may charge a fee for services rendered. The student is responsible for any financial cost associated with supervision.
4. Students must check their state board’s requirements for supervision if planning to practice in another state after graduation. Some states have different requirements than Virginia for the supervisor and supervision meets the board’s requirement.

III. Things to Do Before the Start of Practicum:

Please note that in order to complete all of the Practicum requirements by the approval deadline, students will need to do several things during the semester prior to the one that they plan to begin the Practicum. Be sure to start early and allow a minimum of three to four months to complete the process. Because of ethical, legal, and liability precautions that must be taken, the process of registering for this course is more extensive than for other courses. Please read and follow these steps carefully.

A. Background Check Policy:
All COUN students are required to complete a new criminal background check prior to Practicum approval. Students must submit a copy of their background check receipt as part of the application and approval paperwork process through SharePoint. The background check website can be found at: //www.liberty.edu/index.cfm?PID=27644.

B. Obtain Processional Liability Insurance.
The student is responsible for obtaining insurance in their name and submitting a copy of the policy face sheet to SharePoint as part of the Practicum application process. The face sheet should include the student’s name, address, amount of coverage, the effective dates of the policy, and the minimum amounts acceptable. Insurance coverage should be at least
$1 million per occurrence and $3 million aggregate. In addition, students will need to submit this proof of insurance at the end of the semester as a graded assignment. Liberty University will not provide insurance coverage for students.

The following organizations offer professional liability insurance:
- Healthcare Providers Service Organization (HPSO) 1-800-982-9491 or hpso.com
- American Counseling Association (ACA) 1-800-545-2223
- American Professional Agency, Inc. 1-800-421-6694
- American Association of Christian Counselors (AACC) 1-800-526-8673

Note: Professional liability insurance coverage must start on or before the start of the Practicum so that coverage is in effect for the duration of class enrollment. Students must still obtain their own liability insurance even in cases where a Practicum student’s fieldwork site provides liability insurance coverage for the student.

C. Complete Required Approval Documents. Once a site and supervisor have been chosen, the student, site and supervisor complete and sign the Fieldwork Contract (Appendix A) found on the Practicum website and submit to SharePoint. The supervisor must also fill out the Supervisor Information Form. The supervisor and site director must complete and sign the Site Information Form. The student should retain copies of all documents for his/her own records.

1. All approval documents must be submitted to the Practicum office through the SharePoint submission portal prior to the deadline listed on the Practicum website. No late documents will be accepted. Submission of the above forms does not mean automatic acceptance of the proposed site and/or supervisor: they must be approved first. The university wants to make sure the student’s proposed site will provide a good education experience and that it has adequate oversight and safeguards built in to ensure an appropriate clinical environment.

IV. International Practicum/Internship Policy
Policy for approval of sites and supervisors abroad

The Department of Counselor Education and Family Studies is aware of many challenges that students living abroad face regarding the completion of the practicum and/or internship requirements. Therefore, the Practicum/Internship Office has created the following policy in order to help our students living abroad succeed in completing their practicum/internship experience. In addition to the standard application process, students looking to complete a practicum/internship at an international site must also meet the following criteria:

- Students seeking a Site Outside of the Unites States:
  - Site must be sponsored by an American Organization
Site must follow the general guidelines established by the counseling profession in the U.S. (e.g., ACA Code of Ethics, state board regulations, etc.).
  - Informed consent
  - Treatment plans
  - Record keeping

Supervisor must be licensed in the United States
  - Supervisor must have a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate licenses and/or certifications.
  - Must hold a master’s degree or above in counseling or related field.
  - Must have a minimum of two years professional experience.
  - Knowledge with program requirements and procedures for evaluations.
  - Appropriate training in counseling supervision.
  - Must hold a valid state license at an independent level of practice; i.e., supervisors must be able to practicum without being under supervision.
  - Must be in good standing in the profession.
  - Must hold a license that qualifies the individual to provide clinical supervision.

Licenses that typically qualify include:
  - Licensed Professional Counselors (LPC)
  - Licensed Mental Health Counselor (LMHC)
  - Licensed Marriage and Family Therapists (LMFT)
  - Licensed Clinical Psychologists (LCP)
  - Licensed Clinical Social Workers (LCSW)
  - Psychiatrists
  - Ph.D./Ed.D in Counselor Education and Supervision from a regionally accredited university.

Students seeking licensure in the United States are responsible to know and understand the requirements of the state board in the state in which they wish to become licensed.

V. Practicum Documentation for Fieldwork Experience:
Practicum documentation will be very important not only for this course, but equally so in the years ahead as the student uses it to apply for licensure and/or employment. The course requirements for COUN 698 are designed to meet the requirements for the Virginia State Board of Professional Counseling. Students who plan to seek licensure in a state other than Virginia after graduation should verify their state’s requirements.

The following hours must be met during a student’s fieldwork experience:
  - 100 hours of activities related to the Practicum should fall into one of four categories
    - Direct Client Contact (minimum of 40 hours required)
    - Individual Supervision (must meet at least one hour per week with a minimum of 10 hours)
    - WebEx Faculty Group Supervision (1.5 hours per week required)
    - Related Activities
VI. Grading for Practicum

In order to pass COUN 698, students must complete the following:

- Earn a passing grade for all Course Assignments
- Obtain at least 100 hours of clinical experience according to the categories listed above (direct client contact, individual supervision, etc.)
- Receive passing evaluations by the supervisor
- Adhere to the ACA Code of Ethics at all times
- Complete a minimum of three video or audio recorded sessions with a verbatim transcript submitted in class/faculty supervision.
  - At three points throughout the semester, students submit a recording of a session. This will include getting informed consent from your site and client, recording and submitting a session to the professor, and transcribing and analyzing a 5-8 minute portion of the session. The due dates are in the syllabus. The transcription form is available in the appendix of the syllabus and the appendix of the manual.
- Meet the COUN 698 class attendance policy
  - 60 Hour Processional Counseling students will attend a weekly face-to-face (via the internet program WebEx) group supervision session with the faculty supervisor. Attendance is mandatory. Day and time TBA. Students are allowed a maximum of 3 absences during the semester.
  - COUN 698/699 FN Policy: The U.S. Department of Education requires that every university monitor the attendance of their students. Liberty University uses the following definition in determining student attendance, “Submission of an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event) or communication with the professor regarding academic content or an assignment.” However, with the Practicum/Internship courses, the Practicum/Internship office can factor both the academic (Blackboard/WebEx) and fieldwork (presence at the site) aspects of the Practicum/Internship into student’s academic progress. In order to post an FN for Practicum/Internship, the student would need to be lacking attendance for 21 consecutive days both in Blackboard and on-site. A student who does not show attendance in Blackboard but does regularly attend his/her Practicum/Internship site would not receive an FN. The student’s Practicum/Internship professor will need to email the site director/supervisor to confirm that the student has been attending the site. Once the professor receives confirmation back from the site of the student’s attendance on-site, the professor then needs to forward that email documentation to luoacademicprogress@liberty.edu.

Pass/No Pass:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>P (Pass)</td>
<td>Must meet <strong>all</strong> of the requirements below:</td>
</tr>
</tbody>
</table>
• Completes all assigned work
• Receives a passing grade on all verbatims
• Attended and participated in WebEx Faculty Group Supervision and Peer Supervision

NP (No Pass) If you fail to meet any of the above requirements.

Grade Scale Breakdown:
P (Pass): 800-1010
NP (No Pass): 0-799

Traditional Incomplete
  o Traditional Incomplete is given to a student if they are needing a maximum of two-weeks after the last day of the semester to complete the requirements/hours for Internship. Students are to request the traditional incomplete by contacting their Faculty Supervisor.

Though the supervisor’s evaluation of the student weighs heavily on students’ final grade, students must also successfully complete the other assignments in the class as outlined in the course syllabus.

Late Assignments: Penalties will follow the late assignment policy as stated in the course syllabus.

Tests/Exams: Penalties will follow the late assignment policy as stated in the course syllabus.

VII. Professional Behavior Expectations
While at the Practicum site and in all interactions with clients, supervisors, peers and LU faculty and staff, students are expected to exhibit attitudes and behaviors consistent with professionalism. This includes, but it is not limited to, the following:
• Punctuality and promptness to all appointments
• Appropriate dress and grooming (business attire)
• Professional written communication
• Professional oral communication (this includes correct verb usage and the avoidance of inappropriate language including informal language or slang)
• Adherence to the American Counseling Association Code of Ethics
• Be teachable and receptive to feedback given by the supervisor

Students should conduct themselves in a way that is consistent with the ACA Code of Ethics and the Graduate School Honor Code as counselors in training. As such, students are expected to communicate their concerns, and seek to resolve any conflicts or misunderstandings directly with the person with whom the allegation
occurred. When a student in such a position circumvents the process and contacts the University Administration, such as the Dean, the Provost or the Chancellor, that action constitutes retaliation and will be sanctioned accordingly. For more detailed information please refer to the Graduate School Honor Code website: http://www.liberty.edu/academics/graduate/index.cfm?PID=19443

Per the Liberty Way (p. 14), “Liberty student email accounts are the official means of communication for the Liberty University community. Students must check their email account on a regular basis.” The Liberty account will be the primary email address where important information and reminders will be sent regarding this course. The staff is unable to include other email addresses in regular communication. Therefore, the student is responsible for checking their account for any relevant information sent to that account.

VIII. Site Dismissal or Course Withdrawal

If, during the Practicum, a student fails to successfully demonstrate the required skills in this course and consequently receives failing evaluations or if a student is dismissed from the site, the supervisor will also notify the student’s professor. The professor will write an incident report and send it to the Program Director and the Practicum office of the Department of Counselor Education and Family Studies. The Director of Clinical Training and the Leadership Team will examine the nature and reason for the skills deficit and/or dismissal and refer to the Remediation Committee if warranted. At this point the student may receive a grade of “F” for the skills deficient and/or dismissal and be placed on hold in the program in order to fulfill remediation procedures aimed to address and resolve the verifiable deficits. The Remediation Committee will determine whether the student is eligible to retake the Practicum course.

If the dismissal involves a violation of the University’s Honor Code, the professor will fill out an Honor Code Violation form, which will be investigated by the Program Director and Graduate Student Affairs. These remediation procedures can include such things as requiring the student to retake certain courses and/or seek personal counseling, etc. If, after remediation, the student is unable to correct the deficits, the Remediation Committee and the Leadership Team will meet to decide the best course of action for the student up to and including removal from the program. The student has an opportunity to appeal. The final decision regarding a student’s hours accrued in the Practicum are at the discretion of the Remediation and Leadership Teams based on a thorough evaluation of the incident.

Practicum students are required to fulfill their semester-long contract with the site. If a student makes the decision to withdraw from the Practicum course, then the student will forfeit all Practicum hours earned for the semester. The student will need to reapply for the Practicum in a future semester.

IX. Professional Competency Expectations and Remediation Process
Supervisors and Liberty University faculty have a professional and ethical responsibility to evaluate students on the following:

- Counseling skills competency
- Professional behaviors
- Personal and professional dispositions
- Ethical competency

As such, the faculty of Liberty will not automatically approve program completion for students who demonstrate deficits that may interfere with future professional competence. Students enrolled in Practicum class may be given a failing grade and/or placed on hold and a plan of remediation implemented if any of the following apply:

- Unprofessional or unethical conduct either at the Practicum site or in the interaction with Liberty University faculty and staff.
- Any verifiable complaints about the student from the Site Supervisor or Site Director.
- Threat of lawsuits toward the site, supervisor, Liberty University or any employee of Liberty University.
- If the supervisor and/or Liberty University faculty determines that the student’s current emotional, mental or physical well-being compromises the integrity of the Practicum experience or potentially places the student, or others, in harm’s way or an unduly vulnerable position.

The abovementioned behaviors constitute violation of the University’s Honor Code, and the student’s professor will fill out an Honor Code Violation form. This will be investigated by the Director of Clinical Training. If warranted, the Director of Clinical Training will bring the issue to the Department of Counselor Education and Family Studies (DCEFS) core faculty. A remediation plan will be formulated in conjunction with the DCEFS, the student, and supervisor. The purpose of the remediation plan is to assist the student in correcting any deficits in the counseling skills or personal, interpersonal, or ethical problems so that the student may successfully continue in the program. Remediation procedures can include such actions as repeating particular courses, obtaining personal counseling, completing additional assignments, academic dismissal from the DCEFS or Liberty University. Once the student has fulfilled all stipulations of the remediation plan, the Leadership Team for the DCEFS will meet to decide if the student is ready to continue. In cases involving the Honor Code Violation, students will have an opportunity to appeal.

**Provision if Unsuccessful:** If remediation is unsuccessful or the student refuses to comply with the Remediation Plan, the student may be dismissed from the COUN program. Notice of dismissal from the program will be provided to the student in writing by the program director. Should the student decide to submit a formal complaint, the student will follow the formal complaint procedure through the LUO Student Advocate Office [http://www.liberty.edu/online/student-advocate-office/](http://www.liberty.edu/online/student-advocate-office/)
X. Frequently Asked Questions (Practicum COUN 698):

Please note: Students are responsible for determining the state requirements if they plan to practice in a state other than Virginia post-graduation. Please visit the following website to view NBCC’s state directory: [http://nbcc.org/directory](http://nbcc.org/directory).

**General Questions**

1. **What is the time frame for completing the Practicum?**
   The Practicum must be completed in one semester (Fall and Spring-17 weeks and Summer-15 weeks). Only under special circumstance will the student be permitted an additional consecutive semester to complete the Practicum. Permission must be obtained by the Director of Clinical Training to extend the Practicum into a second semester. Students are expected to pay for the additional semester of Practicum.

2. **What do I need to do to enroll in the Practicum?**
   Upon completing the final prerequisites, the student will submit all final documentation and any necessary paperwork outlined in the syllabus and on the Practicum website for the Practicum. For full instructions please refer to the practicum website: [http://www.liberty.edu/index.cfm?PID=28215](http://www.liberty.edu/index.cfm?PID=28215)
   Once all the application paperwork is received our office will proceed with the approval process. Once the site and supervisor have been approved, the Practicum Office will enroll the student in COUN 698.

3. **Does Liberty University place students in their Practicum sites?**
   No, Liberty does not place students in their Practicum sites. Finding a fieldwork placement is up to the student. However, students may email practicum@liberty.edu regarding obtaining a list of potential sites.

4. **How do I go about finding a Practicum site?**
   You should begin by talking with the people in your area who are currently doing the type of counseling in which you are interested. The best places to start are local community service boards or mental health agencies. These agencies usually have ample experience with Practicum students and usually provide a variety of options and opportunities for individual and group counseling. Additionally, they may provide students with helpful information regarding the services and opportunities in the student’s local areas. Liberty may also have a listing for your state of sites previously used by our students. You may inquire about this list one semester prior to starting the Practicum. This list does not guarantee placement for a Liberty University student. Please send your request to practicum@liberty.edu and include the state you would like a list for.

Students are encouraged to approach finding their Practicum as a job search and should take advantage of the services provided by the career center to assist students with resume building and interview preparation. Students can find additional information about service offered at the career center:
5. **May I have more than one site?**
   Yes, if you cannot find one site to provide all of the hours needed, you may request an additional site. Before adding the additional site, you must first obtain approval before counting hours at the new site. A student may have no more than two Practicum sites at one time. Please see the Practicum website for more instructions (http://www.liberty.edu/index.cfm?PID=28215).

6. **What are the requirements for a supervisor?**
   A supervisor must have a minimum of a master’s degree and be licensed as a Professional Counselor, Clinical Social Worker, or Psychologist; OR, have earned a doctorate in Counselor Education and Supervision from an accredited university. Supervisors must also hold a valid license in the state where the students are accumulating hours for their Practicum. Students planning to seek licensure in a state other than Virginia should check to make sure their supervisor(s) meet state requirements. Students are responsible for researching their state’s requirements, as some have very specific qualifications that need to be met if the Practicum is to be accepted for licensure purposes. Review the Practicum Manual for additional information regarding approved Supervisor.

7. **May I have more than one supervisor?**
   Yes, if you cannot find one supervisor to provide all of the hours needed, you may request an additional supervisor. Before adding the additional supervisor, you must first obtain approval before counting hours with the new supervisor. A student may have no more than two Practicum supervisors at one time. Please see the Practicum website for more instructions (http://www.liberty.edu/index.cfm?PID=28215).

8. **What are the different types of supervision?**
   *Individual Supervision* occurs when this supervision session involves a supervisor and a counseling student. *Triadic Supervision* occurs when the supervision session takes place with the supervisor and two counseling students. *Group Supervision* occurs when there is a supervision session with the supervisor and more than two counseling students. During your Practicum, your supervisor is responsible for monitoring your activities, facilitating your learning, and skill development experiences. The supervisor not only monitors and evaluates your clinical work, but he/she is also responsible for the quality of services offered to clients. While an ongoing process, you will meet with your supervisor weekly for formal supervision.

9. **How do I count supervision hours?**
   If you meet with your supervisor for individual and/or triadic supervision, then you count the time that the meeting lasts (i.e., 1 hour meeting = 1 hour of Individual Supervision). If you and other counselors meet in a group with your supervisor and are discussing a variety of cases (both yours and those of other counselors), then you may count the full time that the meeting lasts (i.e., 2 hour meeting = 2 hours of Group Supervision).

10. **How many hours are required for the Practicum?**
One hundred (100) total hours of counseling related work are required for the Practicum. These hourly requirements are divided into the following categories:

- 40 hours of Direct Client Contact counseling
- Individual Supervision (1 hour per week is required)
- Related Activities (phone calls, case notes, researching diagnoses, etc.)

Note: For the purposes of licensure, some states require more than 100 Practicum hours. Therefore, it is imperative that students intending to seek licensure in a state other than Virginia are aware of their own state’s requirements and meet whichever are greater. Liberty does not accept responsibility for knowing state licensure board requirements. This is the sole responsibility of the student to research. Please note: You may not start accumulating hours towards the Practicum requirement until the official start date for the COUN 698 course.

11. What types of counseling count as Direct Client Contact hours?
Direct Client Contact hours include individual, group, family, co-therapy, marital, and pre-marital counseling sessions. To qualify as Direct Client Contact hours, counseling sessions must be a minimum of 20 minutes in length. Please see the Practicum Manual for additional information.

12. What is the difference between observation and co-therapy?
Observation implies that you are silently observing another therapist while they are counseling. Observation may occur in the counseling room with the client and therapist, watching a videotaped session, or from behind a one-way mirror. Co-therapy means that you are actively doing counseling with another therapist, participating in the therapy process, and collaborating on the treatment plan.

13. How many hours of observation may I count towards my Direct Client Contact hours?
You may not count observation hours towards Direct Client Contact hours. Any observation hours must be reported as Related Activity.

14. How many hours of co-therapy may I count towards my Direct Client Contact hours?
You may count all 40 hours as co-therapy, if this is approved by your Practicum site.

15. When I do co-therapy, how do I document the session and my hours?
Document co-therapy as you would document solo therapy.

16. When I do group counseling, how do I count my hours?
If you conduct a 1-hour session with 7 group members, the session counts as 1 hours of Direct Client Contact, not 7 hours.

17. What are Related Activities hours?
Related Activities include time spent doing paperwork, research into counseling issues, seminars, workshops, phone calls to clients, consultation with colleagues, and counseling sessions that last less than 20 minutes. This category does not include hours spent doing coursework for the COUN 698 class or driving time.
Contact Information

Students and supervisors are expected to contact university personnel with comments, questions, and/or concerns that arise during the Practicum. Generally, it is best to contact us sooner rather than later in the event that challenges arise during the course of your clinical training.

For questions, comments, and concerns regarding the Practicum, please contact:

Practicum Office: practicum@liberty.edu

For questions not addressed in this manual, please contact:

Melvin Pride, Ph.D., LPC, NCC  
Director of Clinical Training  
Clinical Mental Health Counseling Associate Professor  
Department of Counselor Education and Family Studies  
mpride2@liberty.edu

For questions about LiveText, please contact:  
COUNLiveText@liberty.edu  
http://www.liberty.edu/index.cfm?PID=33372

Department of Counselor Education and Family Studies  
Liberty University  
1971 University Blvd  
Lynchburg, VA 24515  
Fax: 434-522-0477  
http://www.liberty.edu/academics/healthsciences/counseling/index.cfm?PID=673

Graduate Student Affairs Office, Honor Codes, Handbooks & Appeal Policies  
http://www.liberty.edu/index.cfm?PID=19155

IT HelpDesk  
Chat: http://www.liberty.edu/hdchat  
Mon-Fri: 8:30 a.m. - 10 p.m.

Telephone: 866-447-2869  
Mon-Fri: 7 a.m. - Midnight  
Sat: 10 a.m. - 6 p.m.  
Sun: 1 p.m. – Midnight
Appendices: Forms to Complete for COUN 698 Practicum
Appendix A
Course Approval Documents

CHECKLIST FOR FIELDWORK
APPROVAL COUN 698*

Must be completed prior to course registration. Approval documents must be submitted prior to approval deadline. Please see course webpage for semester deadlines. All documents must be fully completed and submitted on time in order to be approved. No late work is accepted.

As students near completion of the prerequisites for COUN 698, students should submit paperwork for approval. Prerequisites for this course are listed in the syllabus. Also, students must hold a 3.0 GPA or higher and be in Good Standing with the University in order to be approved.

- Fieldwork Contract
- Copy of Student Liability Insurance
- Supervisor & Site Forms
- Affiliation Agreement
- Digital Photo of Student
- Copy of DCP Audit from ASIST
- Copy of Background Check Receipt from American Databank
- Copy of Supervisor License Verification from State Board website

IMPORTANT APPROVAL INFORMATION:

- Once enrolled in the final prerequisites, students will need to begin prepping for Practicum.

- Students must check the Graduate Counseling Practicum webpage for instructions on how to submit the approval documents. The approval documents will only be submitted through electronic submission. You may not fax, e-mail, or mail the approval documents to our office.

- An approval e-mail will be sent to the student with the date that the student can begin earning hours. The student cannot earn hours prior to this point.

- In addition, students must keep student liability insurance up-to-date for the duration of course enrollment.
PRACTICUM & INTERNSHIP FIELDWORK CONTRACT

Draw up a typed contract that explicitly describes the agreement between you the student, the supervisor, and the site, including:

- Student’s name, address, and telephone number
- The name, address and telephone number of the site
- The clinical supervisor’s name and credentials
- The contact person for the site, if different from the supervisor
- The time commitment per week/per semester by the student
- The supervision commitment by the supervisor

Sample Fieldwork Contract
(Use as a template)

STUDENT:  
John Q. Student  
123 Main St  
Lynchburg, VA 12345  
Home: (111) 222-3333  
Work: (111) 222-4444

AGENCY:  
Community Counseling Center  
45 Shady Ln  
Lynchburg, VA 12345  
(111) 222-5555  
Contact person: Jane Smith, LPC, ACS

I, John Student, agree to provide approximately hours of counseling-related services as a Master’s-level fieldwork student at the Community Counseling Center during the four-month period between and . During this time, I agree to become familiar with the policies and procedures of the Community Counseling Center. I will observe therapy, do co-therapy, and do individual, group, and family therapy on my own as directed by my supervisor, Jane Smith. I also agree to be available to help with any other therapy-related or educationally relevant experiences that would be helpful within the constraints of the hours. In all of my work, I will observe the established policies and procedures of the Community Counseling Center.

I, Jane Smith, agree to supervise John Student approximately 1 hour of individual supervision per week during the period between and . I will meet the responsibilities of a clinical supervisor as outlined in the “Clinical Supervisor Responsibilities” form. This includes meeting one hour per week, regardless of hours John has spent with clients. To the degree that I am able, I will try to structure John’s time so that he will have a minimum of hours of face-to-face contact with clients. I understand that this contact can include co-therapy, individual, group, and/or family therapy done by John. In addition, I will support John in conducting three (Practicum) or two (Internship) taped sessions or provide & document live supervision. I will complete periodic evaluations of John and, after discussing it with him, will submit the original into LiveText. I am aware that I will meet with the faculty supervisor on site at least once per term. I understand that the faculty member will provide John with group supervision an average of 1.5 hours per week.

____________________________  ________________  ______________________  ________________
Supervisor Name                  Date                  Student Name                  Date
**SUPERVISOR INFORMATION FORM**

*This form must be completely filled in before our office will process and review your paperwork for Practicum or Internship approval. Any missing blanks will prevent students from being approved in the course.*

Name of Student: ___________________________  Student Number: _______________________

Student’s Full Address: ____________________________________________________________

Student’s tel. #: (home or cell): ______________________ (work): _______________________

Student’s Liberty email address: ___________________________________________________

Agency/Site Name: _______________________________________________________________

Agency/Site Address: _____________________________________________________________________________

Group Supervision is provided at this site:  ☐ Yes  ☐ No*

*Group supervision is a requirement of the COUN 698 Practicum course. Though the group supervision requirement may be met by faculty group supervision, students are encouraged to find sites that provide a group supervision experience.

Name of Supervisor:  ☐ Mr.  ☐ Ms./Mrs.  ☐ Dr. ________________________________

Position (title) __________________________________________

Supervisor’s tel. #: (work): _______________________________ Supervisor’s Email: __________________________

(Required) (Required)

**Academic Background of Supervisor:**

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<th>Degree</th>
<th>Major</th>
<th>Year Received</th>
<th>Educational Institution</th>
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**Licenses and Certifications Currently Held by Supervisor:**

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<th>Type</th>
<th>Number</th>
<th>State Where Valid</th>
<th>Expiration Date</th>
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**Clinical Experience & Other Relevant Information**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

I certify that I have at least 2 years of clinical experience in the area I am supervising: Yes ☐ No ☐

Supervisor’s Signature ___________________ Date ___________  Student’s Signature ___________________ Date ___________
SITE INFORMATION FORM*

*This form must be completely filled in before our office will process and review your paperwork for Practicum or Internship approval. Any missing blanks will prevent students from being approved in the course.

Name of Student: ___________________________ Student Number: __________

Please circle the course that you are applying for: Practicum   Internship

Student’s Full Address: _______________________

Student’s tel. #: (home or cell): ______________ (work): ______________

Agency/Site Name: __________________________

Agency/Site Address: _________________________

Name of Director: ___________________________ Position (title): ______________

Agency/Site’s tel. #: _________________________ Fax #: ______________

Usual Business Hours: ________________________

Please check all services that apply:

☐ Agency          ☐ Individual Adult
☐ Private Practice ☐ Group
☐ Faith-Based Center ☐ Child
☐ University Counseling Center ☐ Adolescent
☐ In-Home         ☐ Marriage & Family
☐ Inpatient       ☐ Psycho-educational groups
☐ Outpatient      ☐ Substance Abuse
☐ Day treatment   ☐ Rehabilitation
☐ Non-profit      ☐ Other: __________________________
☐ Other: __________________________

Please list at least three examples of the weekly fieldwork duties that the student will be performing:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Will the student be paid at this site? _______ If so, what are the conditions? ______________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Director’s Signature ___________________________ Date __________ Student’s Signature ___________________________ Date __________
Appendix B
State Requirement Checklist

Go to your state board’s website to review their Rules and Regulations regarding the practice of professional counseling or marriage and family therapy (depending on which degree you are getting) and complete the information needed. Each state requires different coursework and different amounts and types of student Practicum and Internship hours. It is the student’s responsibility to know what is required by his/her state. To access your state board for professional counseling, go to: http://www.nbcc.org/directory/Default.aspx. If you are unsure as to which state you will be seeking licensure from, pick any state to complete this assignment.

1. From which state will you be seeking licensure?
2. What license will you be seeking from your state?
3. List your state course requirements, the projected LU equivalent course (or indicate “needed” if you need to find this course and complete it somewhere else) and the number of hours for each course, required by your state below:

<table>
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<tr>
<th>Course Name</th>
<th>Projected LU Equivalent Course (or indicated “needed”)</th>
<th>Hours Required</th>
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4. List the type and number of student Practicum hours required by your state below: Total # of hours required by state: _
   Total # of hours that must be direct client contact: _ Total # of hours of individual supervision: _
   Total # of hours of group supervision: _

PLEASE NOTE: IF THE TOTAL NUMBER OF HOURS REQUIRED BY YOUR STATE IS LESS THAN THAT REQUIRED OF THE PRACTICUM COURSE, YOU MUST STILL COMPLETE THE HOURS REQUIRED BY THE PRACTICUM COURSE.
The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors’ and trainees’ skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their 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 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 this 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 & record rating in the “score” column on the left.
CACREP (2009) Standards relating to the Counselor Competencies Scale (CCS)

- Counselor characteristics and behaviors that influence helping processes (Section II, Standard 5.b.)
- Essential interviewing and counseling skills (Section II, Standard 5.c.)
- Self-care strategies appropriate to the counselor role (Section II, Standard 1.d.)
- The program faculty conducts a systematic developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development. Consistent with established institutional due process policy and the ACA Code of Ethics and other relevant codes of ethics and standards of practice, if evaluation indicate that a student is not appropriate for the program, faculty members help facilitate the student’s transition out of the program and, if possible, into a more appropriate area of study (Section I, Standard P).
- Professional practice, which includes practicum & internship, provides for the application of theory & the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic & demographic diversity of their community (Section III, Professional Practice).
- Students must complete supervised internship experiences that total a minimum of 600 clock hours. Each student’s internship includes all of the following (Section III, Standard G. 1-6)
  1. At least 240 clock hours of direct service with actual clients that contributes to the development of counseling skills.
  2. Weekly interaction that averages of one hour per week of individual and/or triadic supervision throughout the internship by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
  3. An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the internship by a program faculty member.
  4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings)
  5. The development of program-appropriate audio/video recordings for use in supervision or live supervision of the student’s interactions with clients.
  6. Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship
# Part I: Counseling Skills & Therapeutic Conditions

<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Counseling Skill(s)</th>
<th>Specific Counseling Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (5)</th>
<th>Meets Expectations / Demonstrates Competencies (4)</th>
<th>Near Expectations / Developing towards Competencies (3)</th>
<th>Below Expectations / Unacceptable (2)</th>
<th>Harmful (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>A</td>
<td>Nonverbal Skills</td>
<td>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)</td>
<td>Demonstrates effective nonverbal communication skills, conveying connectedness &amp; empathy (85%).</td>
<td>Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)</td>
<td>Demonstrates inconsistency in his or her nonverbal communication skills.</td>
<td>Demonstrates limited nonverbal communication skills.</td>
<td>Ignores client &amp;/or gives judgmental looks.</td>
</tr>
<tr>
<td>1.</td>
<td>B</td>
<td>Encouragers</td>
<td>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</td>
<td>Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).</td>
<td>Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)</td>
<td>Demonstrates inconsistency in his or her use of appropriate encouragers.</td>
<td>Demonstrates limited ability to use appropriate encouragers.</td>
<td>Uses skills in a judgmental manner.</td>
</tr>
<tr>
<td>1.</td>
<td>C</td>
<td>Questions</td>
<td>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</td>
<td>Demonstrates appropriate use of open &amp; close-ended questions, with an emphasis on open-ended question (85%).</td>
<td>Demonstrates appropriate use of open &amp; close-ended questions for the majority of counseling sessions (70%).</td>
<td>Demonstrates inconsistency in using open-ended questions &amp; may use closed questions for prolonged periods.</td>
<td>Uses open-ended questions sparingly &amp; with limited effectiveness.</td>
<td>Uses multiple questions at one time.</td>
</tr>
<tr>
<td>1.</td>
<td>D</td>
<td>Reflecting a Paraphrasing</td>
<td>Basic Reflection of Content – Paraphrasing</td>
<td>Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).</td>
<td>Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).</td>
<td>Demonstrates paraphrasing inconsistently &amp; inaccurately or mechanical or parroted responses.</td>
<td>Demonstrates limited proficiency in paraphrasing or is often inaccurate.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
</tr>
<tr>
<td>1.</td>
<td>E</td>
<td>Reflecting b Reflection of Meaning</td>
<td>Reflection of Feelings</td>
<td>Demonstrates appropriate use of reflection of feelings as a primary approach (85%).</td>
<td>Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).</td>
<td>Demonstrates reflection of feelings inconsistently &amp; is not matching the client.</td>
<td>Demonstrates limited proficiency in reflecting feelings &amp;/or is often inaccurate.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
</tr>
<tr>
<td>1.</td>
<td>F</td>
<td>Reflecting c Summarizing</td>
<td>Summarizing content, feelings, behaviors, &amp; future plans</td>
<td>Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).</td>
<td>Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent &amp; inaccurate ability to use summarization.</td>
<td>Demonstrates limited ability to use summarization.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
</tr>
<tr>
<td>1.</td>
<td>G</td>
<td>Advanced Reflection (Meaning)</td>
<td>Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level)</td>
<td>Demonstrates consistent use of advanced reflection &amp; promotes discussions of greater depth during counseling sessions (85%).</td>
<td>Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent &amp; inaccurate ability to use advanced reflection. Counseling sessions appear superficial.</td>
<td>Demonstrates limited ability to use advanced reflection &amp;/or switches topics in counseling often.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th></th>
<th>Skill(s)</th>
<th>Competencies (5)</th>
<th>Competencies (4)</th>
<th>Competencies (3)</th>
<th>Competencies (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. H</td>
<td>Confrontation</td>
<td>Counselor challenges client to recognize &amp; evaluate inconsistencies.</td>
<td>Demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words &amp;/or actions in a supportive fashion. Balance of challenge &amp; support (85%).</td>
<td>Demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words &amp;/or actions in a supportive fashion (can confront, but hesitant) or was not needed and therefore appropriately not used (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words &amp;/or actions in a supportive fashion. Used minimally/missed opportunity.</td>
</tr>
<tr>
<td>1. I</td>
<td>Goal Setting</td>
<td>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals</td>
<td>Demonstrates consistent ability to establish collaborative &amp; appropriate therapeutic goals with client (85%).</td>
<td>Demonstrates ability to establish collaborative &amp; appropriate therapeutic goals with client (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to establish collaborative &amp; appropriate therapeutic goals with client.</td>
</tr>
<tr>
<td>1. J</td>
<td>Focus of Counseling</td>
<td>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling</td>
<td>Demonstrates consistent ability to focus &amp;/or refocus counseling on client’s goal attainment (85%).</td>
<td>Demonstrates ability to focus &amp;/or refocus counseling on client’s goal attainment (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to focus &amp;/or refocus counseling on client’s therapeutic goal attainment.</td>
</tr>
<tr>
<td>1. K</td>
<td>Facilitate Therapeutic Environment a</td>
<td>Expresses accurate empathy &amp; care. Counselor is “present” and open to client. (includes immediacy and concreteness)</td>
<td>Demonstrates consistent ability to be empathic &amp; uses appropriate responses (85%).</td>
<td>Demonstrates ability to be empathic &amp; uses appropriate responses (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to be empathic &amp;/or use appropriate responses.</td>
</tr>
<tr>
<td>1. L</td>
<td>Facilitate Therapeutic Environment b</td>
<td>Counselor expresses appropriate respect &amp; unconditional positive regard</td>
<td>Demonstrates consistent ability to be respectful, accepting, &amp; caring with clients (85%).</td>
<td>Demonstrates ability to be respectful, accepting, &amp; caring with clients (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to be respectful, accepting, &amp; caring.</td>
</tr>
</tbody>
</table>

_____ : Total Score
<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Professional Dispositions</th>
<th>Specific Professional Disposition Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (5)</th>
<th>Meets Expectations / Demonstrates Competencies (4)</th>
<th>Near Expectations / Developing towards Competencies (3)</th>
<th>Below Expectations / Unacceptable (2)</th>
<th>Harmful (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. A</td>
<td>Professional Ethics</td>
<td>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies.</td>
<td>Demonstrates consistent &amp; advanced (i.e., exploration &amp; deliberation) ethical behavior &amp; judgments.</td>
<td>Demonstrates consistent ethical behavior &amp; judgments.</td>
<td>Demonstrates ethical behavior &amp; judgments, but on a concrete level with a basic ethical decision-making process.</td>
<td>Demonstrates limited ethical behavior &amp; judgment, and a limited ethical decision-making process.</td>
<td>Repeatedly violates the ethical codes &amp;/or makes poor decisions</td>
<td></td>
</tr>
<tr>
<td>2. B</td>
<td>Professional Behavior</td>
<td>Behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes). Able to collaborate with others.</td>
<td>Demonstrates consistent &amp; advanced respectfulness and thoughtfulness, &amp; appropriate within all professional interactions.</td>
<td>Demonstrates consistent respectfulness and thoughtfulness, &amp; appropriate within all professional interactions.</td>
<td>Demonstrates inconsistent respectfulness and thoughtfulness, &amp; appropriate within professional interactions.</td>
<td>Demonstrates limited respectfulness and thoughtfulness &amp; acts inappropriate within some professional interactions.</td>
<td>Dresses inappropriately after discussed &amp;/or repeatedly disrespects of others.</td>
<td></td>
</tr>
<tr>
<td>2. C</td>
<td>Professional &amp; Personal Boundaries</td>
<td>Maintains appropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Demonstrates consistent &amp; strong appropriate boundaries.</td>
<td>Demonstrates consistent appropriate boundaries.</td>
<td>Demonstrates appropriate boundaries inconsistently.</td>
<td>Demonstrates inappropriate boundaries.</td>
<td>Harmful relationship with others</td>
<td></td>
</tr>
<tr>
<td>2. D</td>
<td>Knowledge &amp; Adherence to Site Policies</td>
<td>Demonstrates an understanding &amp; appreciation for all counseling site policies &amp; procedures.</td>
<td>Demonstrates consistent adherence to all counseling site policies &amp; procedures, including strong attendance and engagement.</td>
<td>Demonstrates adherence to most counseling site policies &amp; procedures, including strong attendance and engagement.</td>
<td>Demonstrates inconsistent adherence to all counseling site policies &amp; procedures, including attendance and engagement.</td>
<td>Demonstrates limited adherence to all counseling site policies &amp; procedures, including attendance and engagement.</td>
<td>Failure to adhere to policies after discussed with supervisor.</td>
<td></td>
</tr>
<tr>
<td>2. E</td>
<td>Record Keeping &amp; Task Completion</td>
<td>Completes all weekly record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</td>
<td>Completes all required record keeping, documentation, and assigned tasks in a thorough, timely, &amp; comprehensive fashion.</td>
<td>Completes all required record keeping, documentation, and tasks in a competent &amp; timely fashion.</td>
<td>Completes all required record keeping, documentation, and tasks, but in an inconsistent &amp; questionable fashion.</td>
<td>Completes required record keeping, documentation, and tasks inconsistently &amp; in a poor fashion.</td>
<td>Failure to complete paperwork &amp;/or tasks by specified deadline.</td>
<td></td>
</tr>
</tbody>
</table>

# Score Primary Specific Professional Exceeds Expectations / Meets Expectations / Near Expectations / Below Expectations Harmful
<table>
<thead>
<tr>
<th>Professional Dispositions</th>
<th>Disposition Descriptors</th>
<th>Demonstrates Competencies (5)</th>
<th>Demonstrates Competencies (4)</th>
<th>Developing towards Competencies (3)</th>
<th>/ Insufficient / Unacceptable (2)</th>
<th>(1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. F Multicultural Competencies</td>
<td>Demonstrates multicultural awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</td>
<td>Demonstrates consistent &amp; advanced multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Not accepting worldviews of others</td>
</tr>
<tr>
<td>2. G Emotional Stability &amp; Self-control</td>
<td>Demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in relationships with supervisor, peers, &amp; clients.</td>
<td>Demonstrates consistent emotional resiliency &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Demonstrates emotional stability &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Demonstrates inconsistent emotional stability &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Demonstrates limited emotional stability &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Inappropriate interactions with others continuously, high levels of emotional reactants with clients, peers, and supervisors.</td>
</tr>
<tr>
<td>2. H Motivated to Learn &amp; Grow / Initiative</td>
<td>Demonstrates engagement in learning &amp; development of his or her counseling competencies.</td>
<td>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates consistent engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates inconsistent engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates limited engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Expresses lack of appreciation for the profession &amp;/or is apathetic in promoting his or her professional and personal growth &amp; development.</td>
</tr>
<tr>
<td>2. I Openness to Feedback</td>
<td>Responds non-defensively &amp; alters behavior in accordance with supervisory feedback.</td>
<td>Demonstrates consistent and strong openness to supervisory feedback &amp; implements suggested changes.</td>
<td>Demonstrates consistent openness to supervisory feedback &amp; implements suggested changes.</td>
<td>Demonstrates openness to supervisory feedback; however, does not implement suggested changes.</td>
<td>Demonstrates a lack of openness to supervisory feedback &amp; does not implement suggested changes.</td>
<td>Defensive &amp;/or disrespectful when given supervisory feedback.</td>
</tr>
<tr>
<td>2. J Flexibility &amp; Adaptability</td>
<td>Demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations.</td>
<td>Demonstrates consistent and strong ability to adapt &amp; “reads-&amp;-flexes” appropriately.</td>
<td>Demonstrates consistent ability to adapt &amp; “reads-&amp;-flexes” appropriately.</td>
<td>Demonstrated an inconsistent ability to adapt &amp; flex to his or her clients’ diverse changing needs.</td>
<td>Demonstrates a limited ability to adapt &amp; flex to his or her clients’ diverse changing needs.</td>
<td>Not flexible, demonstrates rigidity in work with clients.</td>
</tr>
<tr>
<td>2. K Congruence &amp; Genuineness</td>
<td>Demonstrates ability to be present and “be true to oneself”</td>
<td>Demonstrates consistent ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates consistent ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates inconsistent ability to be genuine &amp; accepting of self &amp; others (incongruent).</td>
<td>Demonstrates a limited ability to be genuine &amp; accepting of self &amp; others (incongruent).</td>
<td>Incongruent and not genuine</td>
</tr>
</tbody>
</table>

______: Total Score
<table>
<thead>
<tr>
<th>Total CCS</th>
<th>95+</th>
<th>94-85</th>
<th>84-75</th>
<th>74-65</th>
<th>64 &amp; below</th>
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</thead>
<tbody>
<tr>
<td>Rating</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Developing Competency</td>
<td>Below Expectations</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

### Verification of Hours

<table>
<thead>
<tr>
<th>Type of Activity (Hours)</th>
<th>First Quarter Evaluation</th>
<th>Midterm Evaluation</th>
<th>Third Quarter Evaluation</th>
<th>Final Evaluation</th>
<th>Previous Semester Hours</th>
<th>Total Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Face to Face</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Individual Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Faculty/Group Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Related Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Totals For Each Column</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: All Hours [ ]
Narrative Feedback from Site 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

__________________________  ________________________
Site Supervisor’s Name (print)                                                                                                           Date

Date CCS was reviewed with Counselor or Trainee –   ________________________________________________________________________________

__________________________  ________________________
Counselor’s or Trainee’s Signature                                                                                                          Date

__________________________  ________________________
Site Supervisor’s Signature                                                                                                           Date
Appendix D: Informed Consent for Video Recording of Counseling Session

Informed Consent for Video Recording of Counseling Session

Note: *This is a sample informed consent. All content here must be used in your informed consent. Please add the relevant information regarding your specific site.*

**CLIENT CONFIDENTIALITY AGREEMENT**

I understand that my counselor is a graduate student in the MA in Clinical Mental Health Counseling program at Liberty University who is providing my counseling sessions as a part of his or her practicum or internship course requirements.

I give my permission for my counselor, **insert-your-name**, to video record all or part of the counseling session. I understand that the purpose of the recording is to improve the quality of counseling that I receive. This video will be used only for the purposes of professional training, consultation and/or improving skills in individual supervision (my counselor and **his/her** supervisor) and/or group supervision (my counselor, **his/her** supervisor, and other student counselor trainees). Put another way, these digital video recordings are used for the training and the development of the counseling skills of the counseling student. Recordings are erased after the supervision takes place, unless the recordings are needed for ongoing training. The recording will be erased by ______ (fill in date for erasing session).

I understand that my counselor, as a student-trainee at Liberty University; is practicing under the supervision of a faculty supervisor, **____Fill in Name____**, I understand that the content of my counseling sessions and/or video may be discussed with my counselor’s supervisor and other counseling graduate students during group supervision solely for the purposes of supervision and ongoing training in counseling skills. During these supervised case presentations, all identifying data will be modified to protect confidentiality, including any submitted paperwork and discussion of the case in supervision.

I understand that my supervisor and counseling graduate students will maintain the same parameters of confidentiality as agreed to when I began the therapeutic relationship. As such, the content of these sessions will be kept confidential. However, the following are exceptions to confidentiality: 1) I report potential harm to self, harm to others, 2) I disclose the abuse of a minor, an elder, or an incapacitated adult, and/or 3) there is a court order or subpoena. I may revoke this authorization at any time by advising my counselor in writing.

Client or Guardian Signature

______________________________

Date______________________________

Witness: __________________________ Date: __________________________
Appendix E:
Site Supervisor LIVE OBSERVATION Suggested Guidelines

Name of Student: __________________________________________

Name of Supervisor: ________________________________________

Practicum/Internship Site: ____________________________________

Semester: _________________________________________________

Day and Time of Observation _________________________________

How does the student accomplish the following therapy characteristics with clients? Please be thorough and specific with examples where applicable:

Establish a therapeutic/alliance:

Identify and focus the therapy needed:

How self-aware is the student of their client’s way of understanding their presenting problem?

Handle resistance?

Handle conflict:

Does the intern present a particular theoretical orientation, and is this appropriate for the client?

Please comment on any developmental needs of the student as well as observed strengths.

Thank you for your contributions to this student’s development.

Signature: ______________________

Date: __________________________
Appendix F: Video Recording Instructions

For the purposes of faculty supervision and site supervision, interns must record three counseling sessions to submit to site supervisors and three counseling verbatim to submit to faculty supervisors for review. See Course Schedule for verbatim due dates. Students will submit a verbatim form of a five to eight minute segment of the recorded session. Faculty will provide feedback on this portion of the session during student’s case presentation.

Check and make sure the sound quality is acceptable prior to submitting the sessions to your instructor.

Interns may introduce this exercise with a statement similar to the following, “As you know, I am an intern and counseling student at Liberty University completing my training to become a Licensed Professional Counselor (LPC), as a part of this training my professors would need to review my counseling skills in session via video recording to give me feedback and to assist me in providing the best care and support possible, therefore I need for you to acknowledge you have been informed about how these recordings will be used and provide your permission and consent…”

1. The verbatim form should be submitted, through Blackboard as indicated on the presentation schedule. Please remember to de-identify client information in all written documentation and indicate that the contents are confidential and are to be opened only by the recipient/professor.

2. The sessions should evidence the demonstration of strong basic skills and when appropriate an advanced technique (e.g. empty chair, use of REBT (using chart), etc.). The technique must be appropriate to the treatment goals described in the case conceptualization treatment plan section.

3. Faces of the counselor must be easily seen. Seating for these recordings should be in an L or V shape rather than the normal facing each other.
Appendix G: Sample Verbatim Form

Student Counselor’s Name: __________
Student Client’s Name: __________

Start Time of Clip: __________
End Time of Clip: __________

Directions:
Select a five to eight minute clip of the video. Type a verbatim transcript of that session (recall verbatim means word for word and includes “umm,” “err” and other filler words. Provide a revised response in the column titled “Rework Counselor’s Statements” for all counselor statements, with the exception of paralanguage. Also, include comments regarding counselor self-awareness and conceptualization throughout for the “Conceptualization and Comments” section.

<table>
<thead>
<tr>
<th>Client’s Statements</th>
<th>Counselor’s Statements</th>
<th>Rework Counselor’s Statements</th>
<th>Conceptualization Thoughts and Comments</th>
<th>Grader’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What I think is that this is very hard to do. I think that being a good person is almost impossible.</strong></td>
<td>Why do you think it is impossible?</td>
<td>You use the term good person. I am wondering if you could tell me how a good person acts?</td>
<td>I am wondering who has defined for him, a good person and why he doesn’t think he is one.</td>
<td></td>
</tr>
<tr>
<td><strong>Because I always screw up.</strong></td>
<td>Always, you don’t do anything right ever?</td>
<td>You seem pretty disappointed in yourself, can you explain more about that.?</td>
<td>I am really wondering why is he upset and feeling hopeless about. His face seems so sad too.</td>
<td></td>
</tr>
<tr>
<td><strong>It doesn’t feel like it. I do the same thing, over and over. I just can’t get my life right.</strong></td>
<td>You sound pretty frustrated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I am. I do the same things all the time.</strong></td>
<td>What’s an example of something you’re doing ‘over and over’ that is frustrating you?</td>
<td>Here I wanted to tie the sense of frustration to a concrete example. I need to have a better idea about what behaviors/situations are generating this affect.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix H: Verbatim and Video Grading Rubric

Below, you will see all the areas that are evaluated in the grading process. This rubric is a guideline for grading. The professor reserves the right to raise or lower a student’s final grade if it is believed that these rubric values have not evaluated the assignment worth appropriately.

NAME of Counselor:

PSEUDO Name of Client:

Date:

<table>
<thead>
<tr>
<th>Video/Verbatim</th>
<th>150</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionally/seriously conducted oneself in role as counselor and responded well to supervision &amp; feedback</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Informed consent, appropriately completed for video and sent to faculty supervisor. The purpose is to verify that the student did gain an informed consent for their site, not necessarily to keep this document on file with the faculty supervisor.</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Practiced core counseling skills:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOLER</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Open questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting with statements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimal Encourages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>One word encouragers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting keywords/feelings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Empathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Neutrality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td><strong>Practice of Advanced counseling techniques:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(e.g. empty chair, REBT chart, advanced empathy &amp; confrontation)</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td><strong>Technique is appropriate for treatment goals:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provided insightful comments and reflections on Verbatim</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Turned in 8-10 minute verbatim to Bb</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Formatted verbatim correctly</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Turned assignment on time</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>150</td>
<td></td>
</tr>
</tbody>
</table>
Appendix I: Case Presentation Instructions

To protect the confidentiality of your client please refer to them by a pseudo-name in your case presentation.
The case presentation is an opportunity to integrate all learning from the counseling curriculum and will include the following sections/sub-headings:

**Demographic Information** - this includes family, age, ethnicity, gender, work history, health history.

**Presenting Problem** - this section includes the problem the client brought to the first session or the problem reported in the intake (sometimes the problem changes or is modified as therapy progresses, however what is reported here is the original presenting problem).

**History of the Presenting Problem** - this section includes other pertinent information about the client and the problems presented. This will include previous counseling and/or solutions attempted to resolve the issues.

**Diagnosis** - this section should include a diagnosis consistent with the DSM-5 criteria and should include primary, secondary and tertiary diagnoses (and all other components as appropriate, see the DSM-5 for more information).

**Treatment Planning** - This section should be integrated with the research/evidence based treatments section. This should include short term, mid-range, and long-term goals and interventions and should be in the format of a chart (see sample form). This is a comprehensive form that includes the presenting problems, diagnosis, goals, and interventions in one form.

**Ethics Section** - What ethical considerations were addressed or considered in this client’s case?

**Multi-cultural Section** - this section should include multi-cultural considerations. Discuss cautions or perspectives that this culture might have. Provide information that indicates that you recognize the cultural diversity.

**Research/Evidence based treatments Section** - this section should naturally support the treatment plan with citations from the literature regarding effective treatments and interventions. This section should include 5-10 citations from the peer-reviewed literature regarding evidence based treatments.

**Assessment Section** - This should include baseline data from scaling during session one on the presenting problem and a chart including the level on the scale in subsequent sessions, clients attributions of improvements and/or and the various treatment interventions used and content from assessments (such as a genogram, Beck Depression Inventory, etc.) if they are used.
<table>
<thead>
<tr>
<th>Category/Points</th>
<th>Description</th>
<th>Feedback</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidentiality 4 points</td>
<td>• Protected clients confidentiality • Referred to the client by a pseudo-name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demographic Information 6 points</td>
<td>• Family • Age • Ethnicity • Gender • Work history • Health history</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presenting Problem 10 points</td>
<td>• Included original problem reported in the intake</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of Presenting the Problem 10 points</td>
<td>• Discussed prior counseling • Solutions attempted to resolve this issue.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diagnosis 15 points</td>
<td>• Diagnosis Consistent with DSM-5 criteria • Primary, Secondary, Tertiary Diagnosis provided</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Treatment Planning 20 points</td>
<td>• Short term goals • Mid-range goals • Long-term goals • Adequate Interventions corresponding to each of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ethics 5 points</td>
<td>• Discusses ethical considerations.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Multicultural 5 points</td>
<td>• Provides information indicating recognition of cultural diversity. • Discusses cautions and perspectives regarding client’s culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research/Evidence based Treatments 15 points</td>
<td>• 5-10 citations from peer-reviewed literature that support the interventions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment 10 points</td>
<td>• Student used baseline data from scaling. • Student reported client’s attributions of improvements.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix J: COUN 698 Treatment Plan Worksheet

Counselor Name: 
Client Name: 
Case #: 

Problem 1: 
	Goal 1: 
		Objective 1: 
			Intervention 1: 
			Intervention 2: 
		Objective 2: 
			Intervention 1: 
			Intervention 2: 
	Goal 2: 
		Objective 1: 
			Intervention 1: 
			Intervention 2: 
		Objective 2: 
			Intervention 1: 
			Intervention 2: 

Problem 2: 
	Goal 1: 
		Objective 1: 
			Intervention 1: 
			Intervention 2: 
		Objective 2: 
			Intervention 1: 
			Intervention 2: 
	Goal 2: 
		Objective 1: 
			Intervention 1: 
			Intervention 2: 
		Objective 2: 
			Intervention 1: 
			Intervention 2: 
Appendix K: LiveText Verification of Hours Procedure

In the past, supervisors verified the number of hours that you earned in a quarter by signing the page of the evaluation that contained the cumulative chart of your total hours per quarter. The purpose of the LiveText Verification of Hours is to allow your supervisor to approve your hours online rather than on a paper evaluation. Below is the format you will use to report your hours.

Five Categories of Hours:
- Direct Hours (Face to face with a client)
- Faculty Supervision (Group supervision in the classroom setting)
- Individual Supervision (Approved site supervisor – can be triadic)
- Site Group Supervision (Group supervision at your clinical setting)
- Indirect Hours (Related activities associated with your clinical duties)

Activity and Time: Select one of the following: Only use the below descriptors:
- **First Q** (Total hours accumulated in a category during the first quarter)
- **Midterm** (Total hours accumulated in a category during the second quarter)
- **Third Q** (Total hours accumulated in a category during the third quarter)
- **Final** (Total hours accumulated in a category during the fourth quarter)

Required Hours:

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Activity</th>
<th>Add'l Info</th>
<th>Hrs:Mn</th>
<th>Appr</th>
</tr>
</thead>
<tbody>
<tr>
<td>03/07/15</td>
<td>Direct Hours</td>
<td>First Q</td>
<td></td>
<td>34:30</td>
<td></td>
</tr>
<tr>
<td>03/07/15</td>
<td>Individual Supervision</td>
<td>First Q</td>
<td>Leave Blank</td>
<td>04:00</td>
<td></td>
</tr>
<tr>
<td>03/07/15</td>
<td>Faculty Supervision</td>
<td>First Q</td>
<td></td>
<td>03:30</td>
<td></td>
</tr>
<tr>
<td>03/07/15</td>
<td>Indirect Hours</td>
<td>First Q</td>
<td></td>
<td>25:00</td>
<td></td>
</tr>
<tr>
<td>03/07/15</td>
<td>Site Group Supervision</td>
<td>First Q</td>
<td></td>
<td>0:0</td>
<td></td>
</tr>
<tr>
<td>03/30/15</td>
<td>Direct Hours</td>
<td>Midterm</td>
<td></td>
<td>34:30</td>
<td></td>
</tr>
<tr>
<td>03/30/15</td>
<td>Individual Supervision</td>
<td>Midterm</td>
<td></td>
<td>04:00</td>
<td></td>
</tr>
<tr>
<td>03/30/15</td>
<td>Faculty Supervision</td>
<td>Midterm</td>
<td></td>
<td>03:30</td>
<td></td>
</tr>
<tr>
<td>03/30/15</td>
<td>Indirect Hours</td>
<td>Midterm</td>
<td></td>
<td>25:00</td>
<td></td>
</tr>
<tr>
<td>03/30/15</td>
<td>Site Group Supervision</td>
<td>Midterm</td>
<td></td>
<td>0:0</td>
<td></td>
</tr>
<tr>
<td>04/21/15</td>
<td>Direct Hours</td>
<td>Third Q</td>
<td></td>
<td>34:30</td>
<td></td>
</tr>
<tr>
<td>04/21/15</td>
<td>Individual Supervision</td>
<td>Third Q</td>
<td></td>
<td>04:00</td>
<td></td>
</tr>
<tr>
<td>04/21/15</td>
<td>Faculty Supervision</td>
<td>Third Q</td>
<td></td>
<td>03:30</td>
<td></td>
</tr>
<tr>
<td>04/21/15</td>
<td>Indirect Hours</td>
<td>Third Q</td>
<td></td>
<td>25:00</td>
<td></td>
</tr>
<tr>
<td>04/21/15</td>
<td>Site Group Supervision</td>
<td>Third Q</td>
<td></td>
<td>0:0</td>
<td></td>
</tr>
<tr>
<td>05/12/15</td>
<td>Direct Hours</td>
<td>Final</td>
<td></td>
<td>34:30</td>
<td></td>
</tr>
<tr>
<td>05/12/15</td>
<td>Individual Supervision</td>
<td>Final</td>
<td></td>
<td>04:00</td>
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</tr>
<tr>
<td>05/12/15</td>
<td>Faculty Supervision</td>
<td>Final</td>
<td></td>
<td>03:30</td>
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</tr>
<tr>
<td>05/12/15</td>
<td>Indirect Hours</td>
<td>Final</td>
<td></td>
<td>25:00</td>
<td></td>
</tr>
<tr>
<td>05/12/15</td>
<td>Site Group Supervision</td>
<td>Final</td>
<td></td>
<td>0:0</td>
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</tbody>
</table>