

LIBERTY UNIVERSITY

SCHOOL *of* BEHAVIORAL
SCIENCES

**DEPARTMENT OF COUNSELOR EDUCATION
AND FAMILY STUDIES**

Professional Counseling Internship Fieldwork Manual

2017-2018

Table of Contents

From the Director of Clinical Training to the Student.....	4
From the Director of Clinical Training to the Site Supervisor.....	5
Acknowledgement of Internship Manual.....	6
Course Overview	7
Course Description	7
Rationale.....	7
Prerequisites	7
Course Objectives	8
Communication with Instructor, Support Staff and Clinical Director.....	9
Internship Requirements	9
Course Requirements.....	9
WebEx Faculty Group Supervision.....	10
Finding a Site and Supervisor.....	11
Site Supervisor Requirements	12
Site Supervisor Responsibilities	13
Site Activities	13
Site/Supervisor Switch Policy.....	13
Facts to Remember	14
Things to Do Before the Start of Internship	14
Background Check Policy	14
Obtain Professional Liability Insurance	14
Complete Required Approval Documents.....	15
International Practicum/Internship Policy	15
Internship Documentation for Fieldwork Experience	16
Grading for Internship	17
WebEx	17
COUN 698/699 FN Policy	17
Traditional Incomplete	17
Pass/No Pass Policy.....	18

	3
Late Assignments	18
Test/Exams	19
Professional Behavior Expectations	19
Site Dismissal or Course Withdrawal	19
Professional Competency Expectations and Remediation Process	20
Students Needing More Than One Semesters to Complete Internship	21
Frequently Asked Questions	21
Contact Information	25
Appendices: Forms to Complete for Practicum/Internship.....	26
Appendix A: Checklist for Fieldwork Approval	27
Sample Internship Fieldwork Contract	28
Supervisor Information Form	29
Site Information Form.....	30
Appendix B: State Requirement Checklist.....	31
Appendix C: Counselor Competencies Scale.....	32
Verification of Hours	38
Appendix D: Informed Consent for Video Recording of Counseling Session.....	40
Appendix E: Live Observation Instructions and Form	41
Appendix F: Video Recording Instructions.....	43
Appendix G: Sample Verbatim Form.....	44
Appendix H: Verbatim and Video Grading Rubric.....	45
Appendix I: Case Presentation Instructions	46
Appendix J: COUN 699 Treatment Plan Worksheet	52
Appendix K: LiveText Verification of Hours Procedure	53

From the Director of Clinical Training

Dear Student,

Congratulations on reaching this milestone in your Professional Counseling or Marriage and Family Therapy Program! The Internship 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 Internship, 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 Internship. 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 Professional Counseling during their coursework. Professional growth and development are ongoing processes, and key patterns for this growth are established during your supervised clinical training experiences.

Finally, if you are 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!



Steve Johnson, PhD, LPC, LMFT, ACS

Director of Clinical Training

**Department of Counselor Education & Family Studies
School of Behavioral Sciences**

From the Director of Clinical Training

Dear Supervisor,

Thank you for your commitment to invest in Liberty University Counseling Interns. Internship 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 Internship experience and provide clear expectations and guidelines. I encourage you to read this manual to orient yourself with the requirements of the Internship for both student and supervisor. Some requirements include weekly supervision with an approved clinical supervisor, opportunity to complete a total of 600 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.



Steve Johnson, PhD, LPC, LMFT, ACS

Director of Clinical Training

Department of Counselor Education & Family Studies

School of Behavioral Sciences

Acknowledgement of Internship 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.

M.A. in Professional Counseling 60 hour Internship Fieldwork Manual

I. Course Overview

A. Course Description: This course involves an intensely supervised experience in the student's designated program area at an approved site. Students are required to complete a total of 600 clock hours of counseling and related services, 240 of which are direct client contact hours. While gaining direct service experience with clients, students regularly meet with an approved supervisor. Student counseling performance is evaluated throughout the internship. Written and oral presentations are a basic part of the group supervisory process with a Liberty faculty member via technology. The student's professional development along with the dynamics of the counseling relationship, diagnosis, treatment, and legal/ethical issues are primary areas of focus.

B. Rationale: This Internship course involves participation in a planned clinical experience in an approved agency or other setting under an approved supervisor. During the Internship 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, Internship 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 Internship is to provide a supervised, field based, work experience that allows students to:

1. Integrate and synthesize theories and techniques learned in the classroom in a real work setting
2. Develop more fully the personal qualities, characteristics, and behavior of a professional counselor
3. Transition from "trainee" to "professional practitioner."

C. Prerequisites:

1. COUN 500, 501, 502, 515, 504, 505, 506, 510, 512, 521, 522, 646, 667, 698
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
8. Students enrolled on the 2016-2017 DCP, please note the Internship will be split into 2 required semesters worth 3 credit hours each. Students enrolled in a DCP prior to 2016-2017 will be permitted to enroll in 3 consecutive semesters of Internship.

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

D. Course Objectives - Upon successful completion of this course, the student will:

1. Develop a counselor identity as evidenced by:
 - a. Active participation in professional development opportunities including: professional conference, professional workshops, and/or seminars.
 - b. Incorporation of a developmental wellness counseling perspective during interactions with clients and during site and faculty supervision.
 - c. Application of professional literature to practice through the synthesis of peer reviewed counseling literature into case presentations.
2. Gain self-supervision skills through a process of self-evaluation and feedback from faculty and site supervisors as evidenced by:
 - a. Collaborative discussion with site supervisors of midterm evaluations of competencies in developing an action plan to sustain growth and address any scores that are below competency levels.
 - b. Accurate identification of strengths and areas of needed development in knowledge, skills, and case conceptualization.
 - c. Demonstration of sustained improvement from midterm to final evaluations of competencies, with all scores at or above competency levels.
 - d. Self-evaluation of a client-counselor interaction and development of more effective interventions in the revised responses on the verbatim transcript.
3. Increase skill levels as evidenced by the following:
 - a. Adherence to ethical standards when presenting and obtaining informed consent with clients; including confidentiality, the limitations of confidentiality, process of recording sessions, procedural safeguards to protect the client's identity in handling and viewing of tapes, and the role and responsibilities of the supervisor.
 - b. Application of supervisory feedback and recommendations for skill development given while reviewing recorded sessions in supervision in subsequent sessions.
 - c. Development of new counseling skills and interventions that are targeted to meet client needs.
 - d. Ability to review recorded counseling sessions and prepare a comprehensive case presentation including a written treatment plan.
4. Demonstrate their ability to apply the ACA Code of Ethics to their fieldwork as evidenced by the following:
 - a. Application of ethical guidelines when rendering a DSM-5 diagnosis and information to case conceptualization and treatment planning.
 - b. Development of ethically appropriate emergency plans, risk assessments, and other emergency interventions as they are needed.
 - c. Application of a working knowledge of the ACA Code of Ethics through evidence of using appropriate and ethical behaviors and identification of potential ethical dilemmas when interacting with clients.
 - d. Demonstration of ethically appropriate conceptualizations and description of professional behaviors in group supervision.

E. 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 Internship support staff (internship@liberty.edu) and/or the Director of Clinical Training. Please keep in mind that all communication with the Internship 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, Internship 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. Internship Requirements

- A. Course Requirements:** The program requires completion of a supervised Internship in the student's designated program area of **600 clock hours, begun after successful completion of all prerequisite requirements**. The Internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area.

Each student's Internship includes all of the following:

1. At least 240 clock hours of direct service through solo-therapy by working with clients through the therapeutic process (clinical in nature) learned during COUN 505, 512, & 667.
Examples of Direct Client Contact: Individual counseling, marital counseling, family counseling, group therapy, or intakes. (Please contact the Practicum/Internship Office for any question regarding whether or not an activity counts as Direct Client Contact).
2. A minimum of one hour per week of individual and/or triadic supervision throughout the Internship with the approved site supervisor.
3. An average of 1 ½ hours per week of faculty group supervision for a minimum of 14 weeks with no more than 2 excused absences.
 - a. 60 Hour Professional Counseling students – this will provided on a regular schedule throughout the Internship and performed by a program faculty member. (See WebEx statement on pg. 13.)
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 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 share at least two video or audio taped counseling sessions (per semester) during WebEx Faculty Group Supervision and submit verbatim transcripts into Blackboard. 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.**

6. Evaluation of the student's counseling performance throughout the Internship, including documentation of a formal evaluation after the student completes the Internship 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.

B. WebEx Faculty Group Supervision

During the Internship, 60 hour Professional Counseling students will also participate in regular, scheduled faculty group supervision sessions in an online classroom format. Faculty 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. Internship students meet an average of 1 ½ hours per week for a minimum of 14 weeks with no more than 2 excused absences and count this class time towards faculty group supervision.

Students must choose two time preference options when applying for Practicum/Internship and are assigned to classes in the order that their application was received. The time preference for the class the student has been assigned to will be provided with the student's approval. Students must keep all days and times within the time preference of their assigned class open until they are notified of their class meeting time by their professor in their Blackboard course. The Practicum/Internship office only assigns classes based on time preferences. Specific days and times for each class are not available when students are assigned to their sections. Please see below a list of the time preference options:

- Weekday Morning – Monday through Friday 6am-11:30am start time
- Weekday Afternoon – Monday through Friday 12pm-4:30pm start time
- Weekday Evening – Monday through Friday 5pm-9:30pm start time
- Weekend Morning – Saturday or Sunday 6am-11:30am start time
- Weekend Afternoon – Saturday or Sunday 12pm-4:30pm start time
- Weekend Evening – Saturday or Sunday 5pm-9:30pm start time

*Please note: students must choose two separate preferences when submitting their application.

Students with specific time constraints should notify the Practicum/Internship office during the application process to be noted in their file. Requests to switch sections will only be approved through the end of Week Zero. Students who find they are in a class time that conflicts with their schedule should try the following:

- Speak with the site/supervisor/work about the schedule conflicts to determine if something can be moved.
- If the WebEx meeting falls while the student is at their site ask if the site will allow an hour and a half in a quiet place to attend WebEx.
- If the student is unable to attend because of travel time home from work/their site/church they should look for a quiet place at their work/site/church, or nearby location they can use to attend WebEx.
- The student may contact the Practicum/Internship office through Friday of Week Zero, but cannot be guaranteed a seat in a time slot that will work with their schedule.

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 an Internship site and supervisor should be a mutual one. Internship students are allowed a maximum of two sites and two supervisors at any time that have been approved by the Internship Office.

First, make sure the site can offer you enough face-to-face client hours so that you can complete your Internship in one to three semesters. 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 Internship office, internship@liberty.edu. You are not limited to these sites; you may submit a site that is not on the list for approval.

Other considerations to keep in mind include:

1. Do the supervisor, activities, and site meet the requirements for COUN 699? (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 face-to-face client hours to meet course requirements?

5. Are qualified supervisors available who are willing to invest the time to provide a quality Internship 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 Internship is completed?

D. Site Supervisor Requirements:

Internship 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. 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./Ed.D in Counselor Education and Supervision from a regionally 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.

9. Dual Relationship - Our office has approved students to use their place of employment as their Internship 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 699 Internship, as the supervisor cannot have dual role (dual relationship). Students will need to locate another licensed individual for their potential supervisor for the internship.

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 Internship activities appropriate to the specific setting.
4. Provide structure for the student to achieve Internship objectives.
5. Establish weekly supervisory meetings with the student. The supervisor uses this time to hear student's self-report of Internship activities, listen to session recordings, provide feedback, plan tasks, and discuss other aspects of the Internship Experience with the student. These weekly supervisory meetings are face-to-face. Students are not eligible to use Skype, telephone or digital as a means of earning Individual Supervision hours.
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. 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. Initiate immediate contact with the student's professor if problems are encountered with the student during placement.

F. Site Activities: Internship sites need to be able to provide students with a variety of clinical activities that meet the course requirements for COUN 699 Internship. Please refer to the syllabus for the required activities.

G. Site/Supervisor Switch Policy:

1. Students may only earn hours once a site/supervisor has been approved by the Practicum/Internship office. Hours worked prior to the official approval date given by the Practicum/Internship office may not be counted.

2. It is the student's responsibility to immediately let the Practicum/Internship Office and faculty supervisor know about any changes to the site and/or supervisor for the Practicum/Internship.
3. All required paperwork must be submitted (correctly) within two weeks of switching a site/supervisor at your site, dropping a site/supervisor, or adding a site/supervisor. Example: If your site switches your supervisor on Aug. 28, 2018, our office will need all correctly filled out approval documents by Sept. 11, 2018. This would be two weeks after the switch occurs.
4. Barring any extenuating circumstances, no paperwork will be accepted the last two weeks of the semester.

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 Internship:

Please note that in order to complete all of the Internship 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 Internship. 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 students are **required to complete a new** criminal background check prior to Internship 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](http://www.liberty.edu/index.cfm?PID=27644).

B. Obtain Professional 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 Internship 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. The 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 hpsso.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 Internship so that coverage is in effect for the duration of class enrollment. Students must still obtain their own liability insurance **even in cases where an Internship 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* found on the Internship website and submit to SharePoint. The student should retain copies of all documents for his/her own records.

- 1. All approval documents must be submitted to the Internship office through the SharePoint submission portal prior to the deadline listed on the Internship 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.
- 2. Students need to submit completed Liberty University Affiliation Agreement or an Affiliation Agreement that is approved by Liberty University. Extensions will not be granted for Affiliation Agreements negotiations.**

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 United 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. Internship Documentation for Fieldwork Experience: Internship 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 699 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:

- 600 hours of activities related to the Internship should fall into one of four categories
 - Direct Client Contact (minimum of 240 hours required)
 - Individual Supervision (minimum of 25 hours required; must meet at least one hour per week.
 - If Individual Supervision is skipped one week it may be made up and counted during the week before or after
 - Faculty group supervision (average of 1 ½ hours per week for a minimum of 14 weeks with no more than 2 excused absences)
 - Related Hours
- Note:** The Internship course is a full-semester commitment, even if students complete the required hours before the official end date of the semester.
- **Winter Break (Between Fall semester and Spring semester)**
 - Our office will allow students to continue to count hours during the Winter Break. The Practicum and Internship Office must receive an official letter, on the site's letterhead, from the approved supervisor. The letter must state that the supervisor understands the student will not be under Liberty University's supervision nor the supervision of a Faculty Supervisor during the break and assumes full responsibility for the student, as students are not enrolled in an Internship course during this four-week break. Students will need to submit this letter with their request for an additional semester of Internship during Fall semester.

VI. Grading for Internship

In order to pass COUN 699, students must complete the following:

- Earn a passing grade for all Course Assignments
- Obtain at least 600 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 two video or audio recorded sessions (per semester) with a verbatim transcript submitted in class/faculty supervision.
 - At two 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 699 class attendance policy
 - **60 Hour Professional Counseling** students will attend a weekly face-to-face (via the internet program **WebEx**) faculty group supervision session with the faculty supervisor. Attendance is mandatory. Day and time TBA. No unexcused absences will be allowed. Students are allowed a maximum of 2 absences during the semester.
 - **COUN698/699 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.
- **Traditional Incomplete**
 - 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.

Pass/No Pass:

Letter Grade

Requirement

P (Pass)

Must meet **all** of the requirements below.

- Completes assigned work:
 - **Must** complete **all** clinical work to pass:
 - All evaluations
 - Upload all hours to LiveText and all hours are approved
 - Proof of liability insurance
 - Completes required hours:
 - Internship:
 - Direct: 240
 - Individual Supervision: 1 per week
 - Faculty group supervision: average of 1 ½ hours per week for a minimum of 14 weeks with no more than 2 excused absences
 - Related: Any other hours completed which pertain to the Internship or are assigned by the Internship Site Supervisor
 - Total: 600
 - Should complete all academic work, but will only affect point total not final grade.
 - Discussion boards
 - Peer supervision reflection
 - Self-reflections
 - Case Presentations
 - Verbatim
 - Informed Consent
 - Recordings and transcriptions
 - Quizzes
- Attended and participated in WebEx Faculty group supervision (no more than 3 excused absences permitted) and Peer Supervision.
- Received at least 800 points for the semester.

NP (No Pass) If you fail to meet any of the clinical requirements and/or do not earn a minimum of 800 total points for the semester.

Grade Scale Breakdown:

P (Pass): 800-1010 NP

(No Pass): 0-799

Late Assignments:

Course Assignments, including discussion boards, exams, and other graded assignments, should be submitted on time.

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.

Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week after the due date will receive a 10% deduction.
2. Assignments submitted more than one week and less than 2 weeks late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Group projects, including group discussion board threads and/or replies, and assignments will not be accepted after the due date.

Special circumstances (e.g. death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

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

VII. Professional Behavior Expectations

While at the Internship 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 must receive passing evaluations on professionalism on the CCS.

VIII. Site Dismissal or Course Withdrawal

If, during the Internship, 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 Internship 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 "NP" 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 Internship 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 Internship are at the discretion of the Remediation and Leadership Teams based on a thorough evaluation of the incident.

Internship students are required to fulfill their semester-long contract with the site. If a student makes the decision to withdraw from the Internship course, then the student will forfeit all Internship hours earned for the semester. The student will need to reapply for the Internship 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 Internship 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 Internship 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 Internship 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 Clinical Director. 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 DECFS, 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 DECFS or Liberty University. Once the student has fulfilled all stipulations of the remediation plan, the Leadership Team for the DECFS 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/>

X. Students Needing More than One Semester to Complete Internship:

In the Week 15 Module of the COUN 699 Blackboard Course, all students will complete the required “Internship Documentation Quiz”. The purpose of this quiz is for the student to inform the Internship Office of his/her intent to complete the Internship during the current semester OR to request an additional semester of the COUN 699 Internship in the next consecutive semester. In addition to completing the quiz, students requesting an additional semester of the COUN 699 Internship course must submit a copy of their liability insurance face sheet and updated Fieldwork Contract through the corresponding links. Students seeking a new site or supervisor will need to submit their Internship site or supervisor approval paperwork to internship@liberty.edu. The Internship may only be taken for a maximum of 3 terms (9 credit hours) for students enrolled on a 2015-2016 60-hour Professional Counseling degree. Students enrolled on 2016-2017 60-hour Professional Counseling are required to enroll in two semesters of Internship. Students must pay for each additional semester. A grade of “I” (Incomplete) will be posted until all hours and course requirements have been met.

Important Note:

1. If the student fails to enroll in the additional term, then the consecutive enrollment cycle is broken. Thus, the previous hours accumulated towards the Internship will *not* count. The student will also receive a failing grade for the course, until it is retaken and the hours are completed.
2. 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.

XI. Frequently Asked Questions (Internship COUN 699):

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>.

General Questions

1. What is the time frame for completing the Internship?

It typically takes a student two full semesters (two 17 week semesters) to complete the Internship. However, the Internship can be completed in one semester and the student is permitted a maximum of three consecutive semesters to complete the Internship. Students are expected to pay for each individual semester of Internship.

Students enrolled on the 2016-2017 DCP, please note the Internship will be split into 2 required semesters worth 3 credit hours each. Students enrolled in a DCP prior to 2016- 2017 will be

permitted to enroll in 3 consecutive semesters of internship.

2. What do I need to do to enroll in the Internship?

Once all the required prerequisites are met the student may submit all approval paperwork to apply for enrollment in Internship. The approval documents can be found on our website:

<http://www.liberty.edu/index.cfm?PID=6333>

Once all the paperwork is reviewed and approved by the Internship office the student will be automatically notified and enrolled in COUN 699.

3. Does Liberty University place students in their Internship sites?

No, Liberty does not place students in their Internship sites. Finding a fieldwork placement is up to the student. However, students may email internship@liberty.edu regarding obtaining a list of potential sites.

4. How do I go about finding an Internship 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 Internship 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 Internship.

This list does not guarantee placement for a Liberty University student. If you need a list please email internship@liberty.edu with your request.

Students are encouraged to approach finding their Internship 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: <http://www.liberty.edu/academics/general/career/index.cfm?PID=153>.

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. You may not begin logging hours at the new site until you have received approval from our office. A student may have no more than two Internship sites at one time. For more information on the procedure to add a second site please reference the instructions on the internship website: <http://www.liberty.edu/index.cfm?PID=6333> Please email the internship office at internship@liberty.edu to turn in your approval documents for your additional site supervisor.

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 & Supervision from an accredited university.

Supervisors must also hold a valid license in the state where the students are accumulating hours for their Internship. 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 Internship is to be accepted for licensure purposes. Students should review the Internship Manual for additional information regarding approved Supervisors.

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. However, you must first obtain approval before counting any supervision hours with the new supervisor. A student may have no more than two supervisors at one time. For more information on the procedure to add a second supervisor please reference the instructions on the internship website: <http://www.liberty.edu/index.cfm?PID=6333>

Please email the internship office at internship@liberty.edu to turn in your approval documents for your additional supervisor.

8. **What are the different types of supervision?**

Individual Supervision takes place when a student is in a one-on-one session with the approved supervisor. Triadic Supervision occurs when the supervision session takes place with the supervisor and two counseling students. Faculty group supervision occurs when there is a supervision session with the supervisor and more than three counseling students as well as other counselors/staff. You may not start accumulating hours towards the Internship requirement until the official start date for the COUN 699 course as stated in your approval email.

During your Internship, 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 Internship?**

Six hundred (600) total hours of counseling related work are required for the Internship. These hourly requirements are divided into the following categories:

- 240 hours of Direct Client Contact
- 25 hours of Individual Supervision (one hour per week)
- Faculty group supervision (average of 1 ½ hours per week for a minimum of 14 weeks with no more than 2 excused absences)

Note: For the purposes of licensure, some states require more than 600 Internship 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.

11. **May I begin counting internship hours before my start date?**

No, hours earned during the Practicum do not count towards Internship.

12. **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 Internship Manual for additional information.

13. 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.

14. How many hours of observation may I count towards my Direct Client Contact hours?

You may not count observation hours toward direct client contact hours. Any observation hours must be reported as Related Activity.

15. How many hours of co-therapy may I count towards my Direct Client Contact hours?

You may count all 240 hours as co-therapy, if this is approved by your Internship site.

16. When I do co-therapy, how do I document the session and my hours?

Document co-therapy as you would document solo therapy.

17. 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 hour of Direct Client Contact, not 7 hours.

18. 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 699 class or driving time.

19. How do I request an additional semester of Internship?

Once you are approved for your first semester of internship, you can continue to enroll in up to 3 consecutive semesters for students enrolled on a 2015-2016 and prior 60 hour Professional Counseling degree of the COUN 699 internship course in order to complete all hours and requirements of the internship course. Students enrolled in a 2016-2017 60 hour Professional Counseling degree, you are required to complete Internship in two semesters. You will submit your request for an additional semester of the COUN 699 internship course by completing a set of assignments in your COUN 699 internship course in Blackboard. The 3 assignments that you will need to complete are:

- Internship Documentation Quiz
- Internship Site/Supervisor Paperwork
- Liability Insurance Face Sheet

If you plan to continue with your current, approved site(s) and supervisor(s), then you will need to submit an updated fieldwork contract for each approved supervisor through the “Internship Site/Supervisor Paperwork” assignment link. Please send our office an email at internship@liberty.edu after you have completed the 3 assignments to let us know that you have submitted your request for an additional semester.

Contact Information

Students and supervisors are expected to contact university personnel with comments, questions, and/or concerns that arise during the Internship. 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 Internship, please contact:

Internship office
internship@liberty.edu

For questions not addressed in this manual, please contact:

Steve Johnson, PhD, LPC, LMFT, ACS
Director of Clinical Training
Department of Counselor Education & Family Studies
School of Behavioral Sciences
sgjohnson2@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 699 Internship

Appendix A
Course Approval Documents

CHECKLIST FOR FIELDWORK
APPROVAL COUN 699*

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 699, 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.

- | | |
|---|--|
| <input type="checkbox"/> Fieldwork Contract | <input type="checkbox"/> Copy of Student Liability Insurance |
| <input type="checkbox"/> Supervisor & Site Forms | <input type="checkbox"/> Affiliation Agreement |
| <input type="checkbox"/> Digital Photo of Student | <input type="checkbox"/> Copy of DCP Audit from ASIST |
| <input type="checkbox"/> Copy of Background Check Receipt from CastleBranch. | |
| <input type="checkbox"/> 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 Internship.
- Students must check the Graduate Counseling Internship 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.

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 two 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 need to have quarterly consultation with the faculty supervisor. 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

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:

- | | |
|---|--|
| <input type="checkbox"/> Agency | <input type="checkbox"/> Individual Adult |
| <input type="checkbox"/> Private Practice | <input type="checkbox"/> Group |
| <input type="checkbox"/> Faith-Based Center | <input type="checkbox"/> Child |
| <input type="checkbox"/> University Counseling Center | <input type="checkbox"/> Adolescent |
| <input type="checkbox"/> In-Home | <input type="checkbox"/> Marriage & Family |
| <input type="checkbox"/> Inpatient | <input type="checkbox"/> Psycho-educational groups |
| <input type="checkbox"/> Outpatient | <input type="checkbox"/> Substance Abuse |
| <input type="checkbox"/> Day treatment | <input type="checkbox"/> Rehabilitation |
| <input type="checkbox"/> Non-profit | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> 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
_____	_____	_____	_____

Counselor Competencies Scale—Revised (CCS-R) © (Lambie, Mullen, & Swank, & Blount, 2014)

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.**

Addendum

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

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

		Skill(s)		Competencies (5)	Competencies (4)	Competencies (3)	(2)	
1. H		Confrontation	Counselor challenges client to recognize & evaluate inconsistencies.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was <i>not</i> needed and therefore appropriately <i>not</i> used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Degrading client, harsh, judgmental, &/or being aggressive
1. I		Goal Setting	Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goals	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.	No therapeutic goals collaboratively established
1. J		Focus of Counseling	Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Superficial, &/or moves focus away from client
1. K		Facilitate Therapeutic Environment a	Expresses accurate empathy & care. Counselor is “present” and open to client. (includes immediacy and concreteness)	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client
1. L		Facilitate Therapeutic Environment b	Counselor expresses appropriate respect & unconditional positive regard	Demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client

_____ : Total Score

Part 2: Counseling Dispositions & Behaviors

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

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

_____ : Total Score

_____ : Total CCS Score

Total CCS	95+	94-85	84-75	74-65	64 & below
Rating	Exceeds Expectations	Meets Expectations	Developing Competency	Below Expectations	Unacceptable

Verification of Hours

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

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: **Live Observation**

If a site does not permit video/audio recording of client sessions, students may use Live Observation in lieu of video/audio recording.

For sites that choose to use Live Observation, students will need to provide the Live Observation Form, located in the course manual (include page number or Appendix), to their site supervisor to utilize during his/her observation.

Site supervisor(s) will be responsible for assessing the student's clinical skills during Live Observation. Such skills include:

- Identification and focus the therapy needed
- How self-aware is the student of their client's way of understanding their presenting problem?
- Establishment of a therapeutic/alliance

Students utilizing Live Observation will also be required to record a taped session with a pseudo client in order to complete the verbatim assignment.

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 two counseling sessions to submit to site supervisors and two counseling verbatim to submit to faculty supervisors for review. See Course Schedule for verbatim due dates. Students will submit a verbatim form of a eight to ten 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.

1. 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..."
2. 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.
3. 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.
4. 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 paralinguage. Also, include comments regarding counselor self-awareness and conceptualization throughout for the “Conceptualization and Comments” section.

Client's Statements	Counselor's Statements	Rework Counselor's Statements	Conceptualization Thoughts and Comments	Grader's Comments
<i>What I think is that this is very hard to do. I think that being a good person is almost impossible.</i>	Why do you think it is impossible?	You use the term good person. I am wondering if you could tell me how a good person acts?	I am wondering who has defined for him , a good person and why he doesn't think he is one.	
<i>Because I always screw up.</i>	Always, you don't do anything right ever?	You seem pretty disappointed in yourself, can you explain more about that.?	I am really wondering why is he upset and feeling hopeless about. His face seems so sad too.	
<i>It doesn't feel like it. I do the same thing, over and over. I just can't get my life right.</i>	You sound pretty frustrated.			
<i>I am. I do the same things all the time.</i>	What's an example of something you're doing 'over and over' that is frustrating you?		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.	

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:

Video/Verbatim	150		Comments
Professionally/seriously conducted oneself in role as counselor and responded well to supervision & feedback	10		
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.	10		
Practiced core counseling skills : SOLER Open questions Reflecting with statements Minimal Encourages One word encouragers Reflecting keywords/feelings Paraphrasing Empathy Neutrality Summarizing	80		
Practice of Advanced counseling techniques: (e.g. empty chair, REBT chart, advanced empathy & confrontation)	10		
Technique is appropriate for treatment goals:	10		
Provided insightful comments and reflections on Verbatim	15		
Turned in 8-10 minute verbatim to Bb	5		
Formatted verbatim correctly	5		
Turned assignment on time	5		
Total	150		

Appendix I: COUN 699 Case Presentation (sp17) [Show Properties](#)

by Counseling Administrator

Assessment

Standards

- CACREP-CMHC-2009.A.2** Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling.
- CACREP-CMHC-2009.A.5** Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.
- CACREP-CMHC-2009.B.1** Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.
- CACREP-CMHC-2009.C.4** Knows the disease concept and etiology of addiction and co-occurring disorders.
- CACREP-CMHC-2009.C.7** Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.
- CACREP-CMHC-2009.D.1** Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.
- CACREP-CMHC-2009.D.2** Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.
- CACREP-CMHC-2009.D.3** Promotes optimal human development, wellness, and mental health through prevention, education, and advocacy activities.
- CACREP-CMHC-2009.D.4** Applies effective strategies to promote client understanding of and access to a variety of community resources.
- CACREP-CMHC-2009.D.5** Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.
- CACREP-CMHC-2009.D.6** Demonstrates the ability to use procedures for assessing and managing suicide risk.
- CACREP-CMHC-2009.D.8** Provides appropriate counseling strategies when working with clients with addiction and co-occurring disorders.
- CACREP-CMHC-2009.E.1** Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.

- CACREP-CMHC-2009.E.2** Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.
- CACREP-CMHC-2009.E.3** Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.
- CACREP-CMHC-2009.F.3** Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.
- CACREP-CMHC-2009.G.1** Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.
- CACREP-CMHC-2009.G.2** Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.
- CACREP-CMHC-2009.H.1** Selects appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation and interpretation of assessment protocols.
- CACREP-CMHC-2009.H.2** Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.
- CACREP-CMHC-2009.H.3** Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.
- CACREP-CMHC-2009.I.1** Understands how to critically evaluate research relevant to the practice of clinical mental health counseling.
- CACREP-CMHC-2009.J.1** Applies relevant research findings to inform the practice of clinical mental health counseling.
- CACREP-CMHC-2009.J.2** Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments.
- CACREP-CMHC-2009.J.3** Analyzes and uses data to increase the effectiveness of clinical mental health counseling interventions and programs.
- CACREP-CMHC-2009.L.1** Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments.
- CACREP-CMHC-2009.L.2** Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential

diagnosis with collaborating professionals.

CACREP-CMHC-2009.L.3 Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.

Case Presentation Rubric

	Exceeds (3.000 pts)	Meets (2.000 pts)	Emerging Falls Below (1.000 pt) Expectations (0.000 pt)
Confidentiality (1.000, 3%) CACREP-CMHC- 2009.A.2 CACREP-CMHC- 2009.B.1		Understands and demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling	
Demographic & Presenting Problem (1.000, 3%) CACREP-CMHC- 2009.H.2		Demonstrates skill in conducting an intake interview	
Mental Status Exam (1.000, 3%) CACREP-CMHC- 2009.H.2		Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management	
History of Presenting Problem (1.000, 3%) CACREP-CMHC- 2009.H.2		Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management	
Biopsychosocial History (1.000, 3%) CACREP-CMHC- 2009.H.2		Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload	

<p>Addiction Screening (1.000, 3%) CACREP-CMHC- 2009.H.3</p>	<p>management Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders</p>
<p>Risk Assessment (1.000, 3%) CACREP-CMHC- 2009.D.6</p>	<p>Demonstrates the ability to use procedures for assessing and managing suicide risk.</p>
<p>Theory/Model (1.000, 3%) CACREP-CMHC- 2009.A.5</p>	<p>Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.</p>
<p>Diagnosis I (1.000, 3%) CACREP-CMHC- 2009.L.1</p>	<p>Demonstrates appropriate use of diagnostic tools, including the current edition of the DSM, to describe the symptoms and clinical presentation of clients with mental and emotional impairments</p>
<p>Diagnosis II (1.000, 3%) CACREP-CMHC- 2009.L.2</p>	<p>Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals</p>
<p>Diagnosis III (1.000, 3%) CACREP-CMHC- 2009.L.3</p>	<p>Differentiates between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events.</p>
<p>Treatment Plan I (1.000, 3%) CACREP-CMHC- 2009.J.2</p>	<p>Develops measurable outcomes for clinical mental health counseling programs, interventions, and treatments</p>
<p>Ethics (1.000, 3%) CACREP-CMHC- 2009.B.1</p>	<p>Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling</p>
<p>Multicultural I (1.000, 3%) CACREP-CMHC-</p>	<p>Applies multicultural competencies to clinical mental health counseling involving case conceptualization,</p>

2009.D.2	diagnosis, treatment, referral, and prevention of mental and emotional disorders.
Multicultural II (1.000, 3%) CACREP-CMHC- 2009.D.5	Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, terminating counseling
Multicultural III (1.000, 3%) CACREP-CMHC- 2009.E.1	Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services
Multicultural IV (1.000, 3%) CACREP-CMHC- 2009.E.2	Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client
Multicultural V (1.000, 3%) CACREP-CMHC- 2009.F.3	Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations
Research I (1.000, 3%) CACREP-CMHC- 2009.E.3 CACREP-CMHC- 2009.I.1	Understands how to critically evaluate research, including counseling current literature outlining approaches, strategies, techniques shown to be effective when working with specific populations of clients with mental and emotional disorders
Research II (1.000, 3%) CACREP-CMHC- 2009.I.1	Applies relevant research findings to inform the practice of clinical mental health counseling
Assessment I (1.000, 3%) CACREP-CMHC- 2009.G.1	Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans
Assessment II (1.000, 3%)	Understands diagnostic interviews, mental status examinations, symptom

**CACREP-CMHC-
2009.G.2**

**Assessment III
(1.000, 3%)**

**CACREP-CMHC-
2009.H.1**

**Referral/Access
(1.000, 3%)**

**CACREP-CMHC-
2009.D.4**

**Overall I (1.000,
3%)**

**CACREP-CMHC-
2009.C.7**

**Overall II (1.000,
3%)**

**CACREP-CMHC-
2009.D.1**

inventories, and psycho-educational
personality assessments

Selects appropriate comprehensive
assessment interventions to assist in
Diagnosis/Treatment planning, with
an awareness of cultural bias of
assessment protocols

Applies effective strategies to
promote client understanding of and
access to a variety of community
resources.

Knows the principles of
biopsychosocial case
conceptualization and treatment
planning.

Uses the principles and practices of
diagnosis, treatment, referral, and
prevention of mental and emotional
disorders to initiate, maintain, and
terminate counseling.

LIVETEXT

Created with LiveText - livetext.com

Appendix J: COUN 699 Treatment Plan Worksheet (Add spacing as needed)

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

	LiveText Time Log	Summary and Verification of Hours Spreadsheet														
Location:	On the right side of your Placement page under the Field Experience Tab	The spreadsheet is available in your Blackboard class, as an assignment on the Dashboard in LiveText, and on our LiveText Webpage. At the Midterm and Final the spreadsheet will need to be uploaded to the Attachments workspace at the bottom of the Placement page under the Field Experience tab														
How to Log Hours:	At the end of each Quarter students should make 1 entry for all hours earned during that quarter for each category of hours. (each quarter is color-coded on the spreadsheet)	Weekly														
Categories of Hours:	<ul style="list-style-type: none"> • Direct Hours (Direct Client Contact 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 – counts as related activities) • Indirect Hours (Related activities associated with your clinical duties) 															
The Hours Format:	<p>All hours for both the Time Log and the Verification of Hours Spreadsheet must be logged in an hours and minutes format. Every entry must have a number in both the hours and minutes places with a colon in between. For example:</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th><u>Hours of Supervision</u></th> <th><u>How to Enter into Spreadsheet</u></th> </tr> </thead> <tbody> <tr> <td>Two hours and fifty-eight minutes</td> <td>2:58</td> </tr> <tr> <td>Twenty-one minutes</td> <td>0:21</td> </tr> <tr> <td>Half an hour</td> <td>0:30</td> </tr> <tr> <td>Four hours and forty-five minutes</td> <td>4:45</td> </tr> <tr> <td>One hour and fifteen minutes</td> <td>1:15</td> </tr> <tr> <td>Three hours</td> <td>3:00</td> </tr> </tbody> </table>		<u>Hours of Supervision</u>	<u>How to Enter into Spreadsheet</u>	Two hours and fifty-eight minutes	2:58	Twenty-one minutes	0:21	Half an hour	0:30	Four hours and forty-five minutes	4:45	One hour and fifteen minutes	1:15	Three hours	3:00
<u>Hours of Supervision</u>	<u>How to Enter into Spreadsheet</u>															
Two hours and fifty-eight minutes	2:58															
Twenty-one minutes	0:21															
Half an hour	0:30															
Four hours and forty-five minutes	4:45															
One hour and fifteen minutes	1:15															
Three hours	3:00															
Approval	The supervisor must check off and approve each entry in LiveText.	The supervisor will approve the uploaded spreadsheet at the Mid Term and Final through the corresponding assessments.														
Other Information:	<p>Activity and Time: Select one of the following: Only use the below descriptors:</p> <ul style="list-style-type: none"> • First Q (Hours accumulated during the first quarter) • Midterm (Hours accumulated during the second quarter) • Third Q (Hours accumulated during the third quarter) • Final (Hours accumulated during the fourth quarter) <p>If a student has 2 sites hours for each site should be logged separately in the corresponding placement.</p>	<p>The Summary and Verification of Hours Spreadsheet has 3 tabs which must ALL be completed by the end of the semester.</p> <ul style="list-style-type: none"> • Time Log – Hours entered weekly according to the above directions. If a student has 2 sites this tab should only show the hours logged for the site they are completing it for. • Verification of Hours – Log the Total Hours accumulated at ALL sites and for All semesters. • Sites – Document information for All Sites and All semesters. 														