DEPARTMENT OF COUNSELOR EDUCATION AND FAMILY STUDIES

Professional Counseling Internship Fieldwork Manual

2015-2016
Table of Contents

From the Director of Clinical Training to the Student ................................................................. 4
From the Director of Clinical Training to the Site Supervisor .................................................... 5
Online Practicum/Internship Procedural update ....................................................................... 6
Acknowledgement of Internship Manual .................................................................................. 8

Course Overview ....................................................................................................................... 9
  Course Description .................................................................................................................. 9
  Rationale ................................................................................................................................. 9
  Prerequisites .......................................................................................................................... 9
  Course Objectives ................................................................................................................. 10
  Course Materials .................................................................................................................. 11
  Communication with Instructor, Support Staff and Clinical Director ................................... 12

Internship Requirements ......................................................................................................... 13
  Course Requirements .......................................................................................................... 13
  WebEx Faculty Group Supervision ....................................................................................... 13
  Finding a Site and Supervisor .............................................................................................. 14
  Site Supervisor Requirements ............................................................................................. 15
  Site Supervisor Responsibilities .......................................................................................... 16
  Site Activities ....................................................................................................................... 17
  Facts to Remember .............................................................................................................. 17

Things to Do Before the Start of Internship ............................................................................. 17
  Background Check Policy .................................................................................................... 17
  Obtain Professional Liability Insurance ............................................................................... 17
  Complete Required Approval Documents ............................................................................ 18

International Practicum/Internship Policy .............................................................................. 18

Internship Documentation for Fieldwork Experience ............................................................. 19

Grading for Internship ............................................................................................................ 20
  WebEx ................................................................................................................................. 20
  COUN 698/699 FN Policy .................................................................................................... 20
Pass/No Pass Policy……………………………………………………………………………… 21
Late Assignments ...........................................................................................................21
Test/Exams ....................................................................................................................21
Traditional Incomplete...............................................................................................21

Professional Behavior Expectations .............................................................................22
Site Dismissal or Course Withdrawal ...........................................................................22
Professional Competency Expectations and Remediation Process ..............................22
Students Needing More Than One Semesters to Complete Internship ......................23
Frequently Asked Questions .......................................................................................24
Contact Information ....................................................................................................28
Appendices: Forms to Complete for Practicum/Internship ..........................................29
   Appendix A: Checklist for Fieldwork Approval...........................................................30
       Sample Practicum & Internship Fieldwork Contract .............................................31
       Supervisor Information Form ..............................................................................32
       Site Information Form ...........................................................................................33
   Appendix B: State Requirement Checklist ..............................................................34
   Appendix C: Counselor Competencies Scale ............................................................35
       Verification of Hours ............................................................................................41
   Appendix D: Informed Consent for Video Recording of Counseling Session .............43
   Appendix E: Live Observation Form ........................................................................44
   Appendix F: Video Recording Instructions ...............................................................45
   Appendix G: Sample Verbatim Form ........................................................................46
   Appendix H: Verbatim and Video Grading Rubric .....................................................47
   Appendix I: Case Presentation Instructions ..............................................................48
   Appendix J: COUN 699 Treatment Plan Worksheet ................................................50
   Appendix K: LiveText Verification of Hours Procedure ............................................51
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 grown 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!

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

Dear Supervisor,

Thank you for your commitment to invest in Liberty University Counseling Interns. 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.

Melvin Pride, Ph.D., LPC
Director of Clinical Training, Clinical Mental Health Counseling Associate Professor
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Online Practicum/Internship Procedural update

Hello Everyone,

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

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

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

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

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

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

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

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


Internship Manual (Available on Blackboard and on the COUN website)


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

**LiveText**

LiveText is a web-based data management system that the Department of Counselor Education and Family Studies uses to collect data for the purpose of assessment, evaluation and accreditation. LiveText is an integral part of all fieldwork courses within the Department of Counselor Education and Family Studies. Initial and advanced fieldwork candidates are expected to have an activated LiveText account. Throughout the Practicum & Internship coursework, candidates will complete assignments, assessments & time logs, which require an activated account. There are no exceptions to this policy.
Students on the 60-hour Professional Counseling degree completion plan are required to purchase and activate LiveText with Field Experience as part of their materials for COUN 698 Practicum. LiveText is used for students to log their hours and for approved supervisors to complete evaluations of the students’ counseling skills.

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

**Email:** COUNlivetext@liberty.edu

**Website:** [http://www.liberty.edu/index.cfm?PID=33372](http://www.liberty.edu/index.cfm?PID=33372)

**See Appendix L about Logging Hours in LiveText**

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

**F. Communication with Instructor, Support Staff and Clinical Director:**

All concerns regarding the course are to be communicated to the course instructor. Students may be then referred to the 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
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.
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 group supervision.
   - a. 60 Hour Professional Counseling students – this will be 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 submit at least two video or audio taped counseling sessions (per semester) with verbatim transcripts. See the syllabus for details.

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

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 group supervision sessions in an online classroom format. Group supervision involves working with a member of the counseling faculty working with two or more students using a tutorial and mentoring form of instruction. Internship students meet every week and count one and a half (1 ½) hours of class time towards group supervision.

C. Finding a Site and Supervisor
The relationship between the student, the site, and the supervisor is an important one. Therefore, students need to be cautious and prudent in picking a site and supervisor. Remember that as a student, when you interview for a potential placement, you are not only being interviewed, but you are interviewing the site and supervisor to determine a good fit. The choice of 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.

If a site requests the student to be supervised by their direct supervisor for their position at the site, the director will need to email The Practicum and Internship Office with an explanation about how the supervisor will separate their role from being the student’s direct employee supervisor and the student’s internship supervisor.

E. **Site Supervisor Responsibilities:**

The supervisor assesses the student’s progress, consults with the student regarding strategies and procedures, consults with the student’s professor as needed, and completes four written evaluations of the student during the semester. The supervisor has significant influence on the outcome of the clinical counseling experience. Therefore, the supervisor’s relationship with the student is a matter of vital importance. It should serve as a model exemplifying professional behavior in daily counseling activities. The supervisor ensures that relevant work experience, on-site feedback, counseling, and consultation are provided for the student counselor.

Typically, approved site supervisors will:

1. Provide an orientation with the agency and staff for the student unless the supervisor is off-site. This should include such items as agency policies, structure, personnel, and resources.
2. Ensure access to agency manuals, policy statements, and files as needed for the student.
3. Assist the student to refine details of 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.

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. 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](//www.liberty.edu/index.cfm?PID=27644).

**B. Obtain Processional Liability Insurance.**
The student is responsible for obtaining insurance in their name and submitting a copy of the policy face sheet to SharePoint as part of the 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 hpso.com
- American Counseling Association (ACA) 1-800-545-2223
- American Professional Agency, Inc. 1-800-421-6694
- American Association of Christian Counselors (AACC) 1-800-526-8673

**Note:** Professional liability insurance coverage must start **on or before** the start of the 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.

**IV. International Practicum/Internship Policy**

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

- **Students seeking a Site Outside of the Unites States:**
  - Site must be sponsored by an American Organization
  - Site must follow the general guidelines established by the counseling profession in the U.S. (e.g., ACA Code of Ethics, state board regulations, etc.).
    - Informed consent
    - Treatment plans
    - Record keeping
  - Supervisor must be licensed in the United States
    - Supervisor must have a minimum of a master’s degree in counseling or a related profession with equivalent qualifications, including appropriate licenses and/or certifications.
    - Must hold a master’s degree or above in counseling or related field.
    - Must have a minimum of two years professional experience.
    - Knowledge with program requirements and procedures for evaluations.
    - Appropriate training in counseling supervision.
    - Must hold a valid state license at an independent level of practice; i.e., supervisors must be able to practicum without being under supervision.
    - Must be in good standing in the profession.
    - Must hold a license that qualifies the individual to provide clinical supervision. Licenses that typically qualify include:
      - Licensed Professional Counselors (LPC)
      - Licensed Mental Health Counselor (LMHC)
      - Licensed Marriage and Family Therapists (LMFT)
      - Licensed Clinical Psychologists (LCP)
      - Licensed Clinical Social Workers (LCSW)
      - Psychiatrists
      - Ph.D./Ed.D in Counselor Education and Supervision from a regionally accredited university.

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

V. **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.
  - Group Supervision (minimum of 25 hours required; must average 1.5 hours per week.)
  - Related Activities (310 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) 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 3 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:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>P (Pass)</td>
<td>Must meet all of the requirements below:</td>
</tr>
<tr>
<td></td>
<td>- Completes all assigned work</td>
</tr>
<tr>
<td></td>
<td>- Receives a passing grade on all verbatims</td>
</tr>
<tr>
<td></td>
<td>- Attended and participated in WebEx Faculty Group Supervision and Peer Supervision</td>
</tr>
</tbody>
</table>
NP (No Pass) If you fail to meet any of the above requirements.

Grade Scale Breakdown:

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

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

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

VII. Professional Behavior Expectations

While at the 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 “F” for the skills deficient and/or dismissal and be placed on hold in the program in order to fulfill remediation procedures aimed to address and resolve the verifiable deficits. The Remediation Committee will determine whether the student is eligible to retake the 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). 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.

X. 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](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](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](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. Group Supervision occurs when there is a supervision session with the supervisor and more than two counseling students. 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 for every week you are work at your site)
    - 25 hours of Group Supervision
    - 310 hours of Related Activities (research, case notes, treatment plans, workshops, etc.)

    **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 of the COUN 699 internship course in order to complete all hours and requirements of the internship course. 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:

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

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

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

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

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

Telephone: 866-447-2869
Mon-Fri: 7 a.m. - Midnight
Sat: 10 a.m. - 6 p.m.
Sun: 1 p.m. – Midnight
Appendices: Forms to Complete for COUN 699 Internship
Appendix A
Course Approval Documents

CHECKLIST FOR FIELDWORK
APPROVAL COUN 698*

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

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

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

IMPORTANT APPROVAL INFORMATION:

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

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

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

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

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

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

Sample Fieldwork Contract
(Use as a template)

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

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

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

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

Supervisor Name  Date  Student Name  Date
SUPERVISOR INFORMATION FORM*

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

Name of Student: _______________________ Student Number: ____________

Student’s Full Address: ______________________________________________________

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

Student’s Liberty email address: ______________________________________________

Agency/Site Name: __________________________________________________________

Agency/Site Address: _________________________________________________________

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

*Group supervision is a requirement of the COUN 699 Internship course. Though the group supervision requirement may be met by faculty group supervision, students are encouraged to find sites that provide a group supervision experience.

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

Position (title) ____________________________________________________________

Supervisor’s tel. #: (work): __________________Supervisor’s Email: ______________________

(Required) (Required)

Academic Background of Supervisor:

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<tr>
<th>Degree</th>
<th>Major</th>
<th>Year Received</th>
<th>Educational Institution</th>
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<tr>
<th>Type</th>
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Clinical Experience & Other Relevant Information

__________________________________________________________________________

__________________________________________________________________________

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

_________________________________________ Date ___________________________________________

Supervisor’s Signature Student’s Signature
SITE INFORMATION FORM*

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

Name of Student:____________________________________ Student Number: ________________

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

Student’s Full Address: ______________________________________________

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

Agency/Site Name: ________________________________________________

Agency/Site Address: ________________________________________________

Name of Director:_______________________________ Position (title) ____________________

Agency/Site’s tel. #:________________________________ Fax #: ____________________

Usual Business Hours: ________________________________________________

Please check all services that apply:

- Agency
- Private Practice
- Faith-Based Center
- University Counseling Center
- In-Home
- Inpatient
- Outpatient
- Day treatment
- Non-profit
- Other: ______________

- Individual Adult
- Group
- Child
- Adolescent
- Marriage & Family
- Psycho-educational groups
- Substance Abuse
- Rehabilitation
- Other: ______________

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

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Will the student be paid at this site? ________ If so, what are the conditions? ________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Director’s Signature __________________________ Date ____________ Student’s Signature __________________________ Date ____________
Appendix B
State Requirement Checklist

STATE REQUIREMENT CHECKLIST

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

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

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

PLEASE NOTE: IF THE TOTAL NUMBER OF HOURS REQUIRED BY YOUR STATE IS LESS THAN THAT REQUIRED OF THE PRACTICUM COURSE, YOU MUST STILL COMPLETE THE HOURS REQUIRED BY THE PRACTICUM COURSE.
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

<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Counseling Skill(s)</th>
<th>Specific Counseling Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (5)</th>
<th>Meets Expectations / Demonstrates Competencies (4)</th>
<th>Near Expectations / Developing towards Competencies (3)</th>
<th>Below Expectations / Unacceptable (2)</th>
<th>Harmful (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A</td>
<td>Nonverbal Skills</td>
<td>Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)</td>
<td>Demonstrates effective nonverbal communication skills, conveying connectedness &amp; empathy (85%).</td>
<td>Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70%)</td>
<td>Demonstrates inconsistency in his or her nonverbal communication skills.</td>
<td>Demonstrates limited nonverbal communication skills.</td>
<td>Ignores client &amp;/or gives judgmental looks.</td>
<td></td>
</tr>
<tr>
<td>1. B</td>
<td>Encouragers</td>
<td>Includes Minimal Encouragers &amp; Door Openers such as “Tell me more about...”, “Hmm”</td>
<td>Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).</td>
<td>Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%)</td>
<td>Demonstrates inconsistency in his or her use of appropriate encouragers.</td>
<td>Demonstrates limited ability to use appropriate encouragers.</td>
<td>Uses skills in a judgmental manner.</td>
<td></td>
</tr>
<tr>
<td>1. C</td>
<td>Questions</td>
<td>Use of Appropriate Open &amp; Closed Questioning (e.g., avoidance of double questions)</td>
<td>Demonstrates appropriate use of open &amp; close-ended questions, with an emphasis on open-ended question (85%).</td>
<td>Demonstrates appropriate use of open &amp; close-ended questions for the majority of counseling sessions (70%).</td>
<td>Demonstrates inconsistency in using open-ended questions &amp; may use closed questions for prolonged periods.</td>
<td>Uses open-ended questions sparingly &amp; with limited effectiveness.</td>
<td>Uses multiple questions at one time</td>
<td></td>
</tr>
<tr>
<td>1. D</td>
<td>Reflecting &amp; Paraphrasing</td>
<td>Basic Reflection of Content – Paraphrasing</td>
<td>Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).</td>
<td>Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).</td>
<td>Demonstrates paraphrasing inconsistently &amp; inaccurately or mechanical or parroted responses.</td>
<td>Demonstrates limited proficiency in paraphrasing or is often inaccurate.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
<td></td>
</tr>
<tr>
<td>1. E</td>
<td>Reflecting &amp; Reflection of Meaning</td>
<td>Reflection of Feelings</td>
<td>Demonstrates appropriate use of reflection of feelings as a primary approach (85%).</td>
<td>Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).</td>
<td>Demonstrates reflection of feelings inconsistently &amp; is not matching the client.</td>
<td>Demonstrates limited proficiency in reflecting feelings &amp;/or is often inaccurate.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
<td></td>
</tr>
<tr>
<td>1. F</td>
<td>Reflecting &amp; Summarizing</td>
<td>Summarizing content, feelings, behaviors, &amp; future plans</td>
<td>Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).</td>
<td>Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent &amp; inaccurate ability to use summarization.</td>
<td>Demonstrates limited ability to use summarization.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
<td></td>
</tr>
<tr>
<td>1. G</td>
<td>Advanced Reflection (Meaning)</td>
<td>Advanced Reflection of Meaning including Values and Core Beliefs (taking counseling to a deeper level)</td>
<td>Demonstrates consistent use of advanced reflection &amp; promotes discussions of greater depth during counseling sessions (85%).</td>
<td>Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent &amp; inaccurate ability to use advanced reflection. Counseling sessions appear superficial.</td>
<td>Demonstrates limited ability to use advanced reflection &amp;/or switches topics in counseling often.</td>
<td>Judgmental, dismissing, &amp;/or overshoots</td>
<td></td>
</tr>
<tr>
<td>Skill(s)</td>
<td>Competencies (5)</td>
<td>Competencies (4)</td>
<td>Competencies (3)</td>
<td>Competencies (2)</td>
<td></td>
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</tr>
<tr>
<td>1. H</td>
<td>Confrontation</td>
<td>Counselor challenges client to recognize &amp; evaluate inconsistencies. Demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words &amp;/or actions in a supportive fashion. Balance of challenge &amp; support (85%).</td>
<td>Demonstrates the ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in the client’s words &amp;/or actions in a supportive fashion (can confront, but hesitant) or was not needed and therefore appropriately not used (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies &amp; discrepancies in client’s words &amp;/or actions in a supportive fashion in a supportive fashion. Used minimally/missed opportunity.</td>
<td>Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client’s words &amp;/or actions in a supportive fashion, &amp;/or skill is lacking. Degrading client, harsh, judgmental, &amp;/or being aggressive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. I</td>
<td>Goal Setting</td>
<td>Counselor collaborates with client to establish realistic, appropriate, &amp; attainable therapeutic goals Demonstrates consistent ability to establish collaborative &amp; appropriate therapeutic goals with client (85%).</td>
<td>Demonstrates ability to establish collaborative &amp; appropriate therapeutic goals with client (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to establish collaborative &amp; appropriate therapeutic goals with client.</td>
<td>Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client. No therapeutic goals collaboratively established</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. J</td>
<td>Focus of Counseling</td>
<td>Counselor focuses (or refocuses) client on his or her therapeutic goals – i.e., purposeful counseling Demonstrates consistent ability to focus &amp;/or refocus counseling on client’s goal attainment (85%).</td>
<td>Demonstrates ability to focus &amp;/or refocus counseling on client’s goal attainment (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to focus &amp;/or refocus counseling on client’s therapeutic goal attainment.</td>
<td>Demonstrates limited ability to focus &amp;/or refocus counseling on client’s therapeutic goal attainment. Superficial, &amp;/or moves focus away from client</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. K</td>
<td>Facilitate Therapeutic Environment a</td>
<td>Expresses accurate empathy &amp; care. Counselor is “present” and open to client. (includes immediacy and concreteness) Demonstrates consistent ability to be empathic &amp; uses appropriate responses (85%).</td>
<td>Demonstrates ability to be empathic &amp; uses appropriate responses (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to be empathic &amp;/or use appropriate responses.</td>
<td>Demonstrates limited ability to be empathic &amp;/or use appropriate responses. Creates unsafe space for client</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. L</td>
<td>Facilitate Therapeutic Environment b</td>
<td>Counselor expresses appropriate respect &amp; unconditional positive regard Demonstrates consistent ability to be respectful, accepting, &amp; caring with clients (85%).</td>
<td>Demonstrates ability to be respectful, accepting, &amp; caring with clients (majority of counseling sessions; 70%).</td>
<td>Demonstrates inconsistent ability to be respectful, accepting, &amp; caring.</td>
<td>Demonstrates limited ability to be respectful, accepting, &amp;/or caring. Demonstrates conditional or negative respect for client</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

_____ : Total Score
### Part 2: Counseling Dispositions & Behaviors

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

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<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary</th>
<th>Specific Professional</th>
<th>Exceeds Expectations</th>
<th>Meets Expectations</th>
<th>Near Expectations</th>
<th>Below Expectations</th>
<th>Harmful</th>
</tr>
</thead>
</table>

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

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

### Verification of Hours

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

Total: All Hours
Narrative Feedback from Site Supervisor

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

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

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

__________________________
Counselor’s or Trainee’s Name (print)

__________________________
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 their practicum or internship course requirements.

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

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

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

Client or Guardian Signature________________________________________

Date________________________

Witness: ______________________   Date: __________________
Appendix E:
Site Supervisor LIVE OBSERVATION Suggested Guidelines

Name of Student: __________________________________________

Name of Supervisor: ________________________________________

Practicum/Internship Site: _________________________________

Semester: _________________________________

Day and Time of Observation _________________________________

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

Establish a therapeutic/alliance:

Identify and focus the therapy needed:

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

Handle resistance?

Handle conflict:

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

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

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

Signature: ____________________________

Date: ________________________________
Appendix F: Video Recording Instructions

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

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

1. Describe the assignment and obtain signed informed consent from the pseudo-client.
2. Student counselor will be required during this session to explain the informed consent (including confidentiality and the limits to confidentiality) and the release of information/video-taping form. This should be seen at the beginning of the video-taped session. Please note, the client will take cues from the counselor regarding their attitude towards being recorded. Please indicate the purpose of recording is for counselor training and to insure that clients obtain the best support possible.

For example, interns may introduce this 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…”

3. The verbatim form should be submitted, through Blackboard. Please remember to de-identify client information in all written documentation.
4. 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.
5. The session must be able to be heard easily (free from background noises, loud enough, clear enough).
6. Faces of both client and counselor must be easily seen. Seating for these recordings should be in an L or V shape rather than the normal facing each other.

Any recording that does not meet the above criterion must be redone.
Appendix G: Sample Verbatim Form

Student Counselor’s Name: _____________
Student Client’s Name: _____________

Start Time of Clip: _____________
End Time of Clip: _____________

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

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

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

NAME of Counselor:

PSEUDO Name of Client:

Date:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Required Hours:

<table>
<thead>
<tr>
<th>Date</th>
<th>Category</th>
<th>Activity</th>
<th>Add'l Info</th>
<th>Hrs:Mn</th>
<th>Appr</th>
</tr>
</thead>
<tbody>
<tr>
<td>01/10/15</td>
<td>Direct Hours</td>
<td>Carrying</td>
<td>(Leave Blank)</td>
<td>125:00</td>
<td></td>
</tr>
<tr>
<td>01/10/15</td>
<td>Individual Supervision</td>
<td>Carryover</td>
<td></td>
<td>13:30</td>
<td></td>
</tr>
<tr>
<td>01/10/15</td>
<td>Faculty Supervision</td>
<td>Carryover</td>
<td></td>
<td>27:30</td>
<td></td>
</tr>
<tr>
<td>01/10/15</td>
<td>Indirect Hours</td>
<td>Carryover</td>
<td></td>
<td>259:00</td>
<td></td>
</tr>
<tr>
<td>01/10/15</td>
<td>Site Group Supervision</td>
<td>Carryover</td>
<td></td>
<td>2:0</td>
<td></td>
</tr>
<tr>
<td>03/07/15</td>
<td>Direct Hours</td>
<td>First Q</td>
<td></td>
<td>34:30</td>
<td></td>
</tr>
<tr>
<td>03/07/15</td>
<td>Individual Supervision</td>
<td>First Q</td>
<td></td>
<td>04:00</td>
<td></td>
</tr>
<tr>
<td>03/07/15</td>
<td>Faculty Supervision</td>
<td>First Q</td>
<td></td>
<td>03:30</td>
<td></td>
</tr>
<tr>
<td>03/07/15</td>
<td>Indirect Hours</td>
<td>First Q</td>
<td></td>
<td>25:00</td>
<td></td>
</tr>
<tr>
<td>03/07/15</td>
<td>Site Group Supervision</td>
<td>First Q</td>
<td></td>
<td>0:0</td>
<td></td>
</tr>
<tr>
<td>03/30/15</td>
<td>Direct Hours</td>
<td>Midterm</td>
<td></td>
<td>34:30</td>
<td></td>
</tr>
<tr>
<td>03/30/15</td>
<td>Individual Supervision</td>
<td>Midterm</td>
<td></td>
<td>04:00</td>
<td></td>
</tr>
<tr>
<td>03/30/15</td>
<td>Faculty Supervision</td>
<td>Midterm</td>
<td></td>
<td>03:30</td>
<td></td>
</tr>
<tr>
<td>03/30/15</td>
<td>Indirect Hours</td>
<td>Midterm</td>
<td></td>
<td>25:00</td>
<td></td>
</tr>
<tr>
<td>03/30/15</td>
<td>Site Group Supervision</td>
<td>Midterm</td>
<td></td>
<td>0:0</td>
<td></td>
</tr>
<tr>
<td>04/21/15</td>
<td>Direct Hours</td>
<td>Third Q</td>
<td></td>
<td>34:30</td>
<td></td>
</tr>
<tr>
<td>04/21/15</td>
<td>Individual Supervision</td>
<td>Third Q</td>
<td></td>
<td>04:00</td>
<td></td>
</tr>
<tr>
<td>04/21/15</td>
<td>Faculty Supervision</td>
<td>Third Q</td>
<td></td>
<td>03:30</td>
<td></td>
</tr>
<tr>
<td>04/21/15</td>
<td>Indirect Hours</td>
<td>Third Q</td>
<td></td>
<td>25:00</td>
<td></td>
</tr>
<tr>
<td>04/21/15</td>
<td>Site Group Supervision</td>
<td>Third Q</td>
<td></td>
<td>0:0</td>
<td></td>
</tr>
<tr>
<td>05/12/15</td>
<td>Direct Hours</td>
<td>Final</td>
<td></td>
<td>34:30</td>
<td></td>
</tr>
<tr>
<td>05/12/15</td>
<td>Individual Supervision</td>
<td>Final</td>
<td></td>
<td>04:00</td>
<td></td>
</tr>
<tr>
<td>05/12/15</td>
<td>Faculty Supervision</td>
<td>Final</td>
<td></td>
<td>03:30</td>
<td></td>
</tr>
<tr>
<td>05/12/15</td>
<td>Indirect Hours</td>
<td>Final</td>
<td></td>
<td>25:00</td>
<td></td>
</tr>
<tr>
<td>05/12/15</td>
<td>Site Group Supervision</td>
<td>Final</td>
<td>0:0</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>