



**DEPARTMENT OF COUNSELOR EDUCATION AND FAMILY  
STUDIES**

**Addiction Counseling  
Internship Fieldwork Manual**

**2019-2020**

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## From the Director of Clinical Training

Dear Student,

Congratulations on reaching this milestone in your Addiction Counseling 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 an addiction counseling professional as you transition from “Trainee” to “Addiction 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 addiction 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 Counseling Internship, an integral and indispensable part of Liberty University’s addiction counselor education program. I encourage you to read and review this manual carefully as you progress through the Counseling 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 Addiction Counseling during their coursework.

Professional growth and development are ongoing processes, and key patterns for this growth are established during your supervised clinical training experiences.

May God continue to richly bless you through your clinical training experience!



**Steve Johnson, PhD, LPC, LMFT, ACS**

*Director of Clinical Training, Clinical Mental Health Counseling;  
Associate Professor*

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

## **From the Director of Clinical Training**

Dear Supervisor,

Thank you for your commitment to invest in Liberty University Addiction Counseling Interns. Counseling internship students have completed the majority of their coursework and look forward to the opportunity to demonstrate their knowledge through their supervised clinical 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 Addiction Counseling Internship experience and provide clear expectations and guidelines. I encourage you to read this manual to orient yourself with the requirements of the Counseling Internship for both student and supervisor. Some requirements include weekly supervision with an approved clinical supervisor, opportunity to complete a total of 300 hours of supervised counseling work in addiction-specific activities and/or settings (with half of these hours direct client contact), evaluations at various checkpoints, and collaboration with faculty supervisors for student evaluations.

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



**Steve Johnson, PhD, LPC, LMFT, ACS**

*Director of Clinical Training, Clinical Mental Health Counseling;  
Associate Professor*

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

## **Acknowledgement of Addiction Counseling 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.

## 1. in Addiction Counseling 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 300 clock hours of addiction counseling and related services, 150 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 Addiction Counseling Internship. 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 Addiction Counseling Internship course involves participation in a planned clinical experience in an approved agency or other setting under an approved supervisor. The Addiction Counseling Internship is the culminating experience of the ADCN program. The purpose of the Addiction Counseling Internship is to provide a supervised, field-based, work experience that allows students to:
- Further continue to integrate and synthesize addiction counseling theories and techniques
  - Develop more fully the personal qualities, characteristics, and behavior of an addiction professional;
  - Develop more advanced clinical reasoning and conceptualization skills.

**C. Prerequisites:**

2. CEFS 501, 504, 510, 515, 521, 546, 601, 691; ADCN 667
3. 3.0 cumulative GPA or above
4. Academically: good standing
5. Approved Background Check
6. Approval from the Internship Office in order to register for the course
7. Students must submit all of the required paperwork for approval through SharePoint, prior to enrolling in the course

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

- A. Course Objectives -** Upon successful completion of this course, the student will:
1. Develop an addiction 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 addiction 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 addiction 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 and NAADAC Codes 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 and NAACAC Codes 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, if obtained.

## B. Course Materials

American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorders* (5<sup>th</sup> Ed.). Washington, DC: Author. ISBN -13: 978-0890425558

American Psychological Association. *Publication manual of the American Psychological Association* (Current ed.). Washington, DC: Author.

Scott, J., Boylan, J. C., & Jungers, C. M. (2015). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy*. (5th ed.). New York, NY: Routledge. ISBN: 9781138796515

Thomas, J. C. (Ed.) (2018). *Counseling techniques: A comprehensive resource for Christian counselors*. Grand Rapids, MI: Zondervan. ISBN-10: 9780310529446

*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.*

- C. 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 Addiction Counseling Internship support staff ([internship@liberty.edu](mailto: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 and NAADAC Codes of Ethics and the Graduate School Honor Code. Thus, students are expected to communicate their concerns and seek to resolve any conflicts or misunderstandings directly with the person with whom the allegation occurred. When a student circumvents the process and contacts the university administration (e.g., Dean, Provost, or Chancellor), this action constitutes retaliation and will be sanctioned accordingly. For more detailed information please refer to the Graduate School Honor Code: <http://www.liberty.edu/academics/graduate/index.cfm?PID=19443>.

## II. Addiction Counseling Internship Requirements

- A. Course Requirements:** The program requires completion of a supervised Addiction Counseling Internship in the student's designated program area of **300 clock hours, begun after successful completion of all prerequisite requirements.** The Addiction Counseling Internship is intended to reflect the comprehensive work experience of an addiction counselor appropriate to the designated program area.

Each student's Addiction Counseling Internship includes all of the following:

1. Minimum 150 clock hours of direct service (face-to-face), including experience leading groups. Students are not eligible to use Skype, telecounseling, or other digital means of earning Direct Client Contact.
  - Self-help or Mutual Help groups and/or counseling does not count as direct client contact.
2. A minimum of one hour per week of individual and/or triadic supervision throughout the Addiction Counseling Internship with the approved site supervisor. In addition, there must be one hour of supervision for every 10 hours of direct client contact.
3. It is recommended that you find a site that provides group supervision. Although not required, group supervision of addiction counseling is a valuable component of growth as an addiction professional. Up to 5 hours of group supervision, if obtained, would count toward the minimum 15 hours of supervision.
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. Evaluation of the student's counseling performance throughout the Addiction Counseling Internship, including documentation of a formal evaluation after the student completes the Addiction Counseling Internship. Students and site supervisors discuss the site supervisors' evaluation of student performance at four scheduled times throughout the semester.

### **B. Group Supervision (if obtained)**

During the Addiction Counseling Internship, students may also participate in regular, scheduled group supervision sessions. Group supervision involves working with a supervisor working with two or more students using a tutorial and mentoring form of instruction. Group supervision must occur on-site with your approved supervisor in order to count toward group supervision.

### **C. Finding a Site and Supervisor**

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

First, make sure the site can offer you enough face-to-face client hours in addiction-specific activities so that you can complete your Internship in one to two 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 ADCN Internship office, [MAAC699@liberty.edu](mailto:MAAC699@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 ADCN 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 with credentialing in addiction) 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 Addiction Counseling Internship is completed?

#### **D. Site Supervisor Requirements:**

Addiction Counseling 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 addiction 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 addiction counseling 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. 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; with a preferred Psy.D. All other degrees are reviewed on a case by case basis.), Licensed Clinical Social Workers (LCSW), Psychiatrists, and Ph.D. in Counselor Education and Supervision from an accredited university.

The following addiction credentials that typically qualify include:

Licensed Substance Abuse Treatment Professional (LSATP), Certified Substance Abuse Counselor (CSAC), Licensed Clinical Addiction Specialist (LCAS), Master Addiction Counselor (MAC), Certified Addiction Specialist (CAS)

**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. **Additionally, no supervisor will be approved without specialty credentialing in the addiction field.** (see examples of credentials above)

## 8. Dual Relationship

Our office has approved students to use their place of employment as their Addiction Counseling 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 ADCN 699 Counseling Internship, as the supervisor cannot have dual role (dual relationship). Students will need to locate another licensed individual for their potential supervisor for the Addiction Counseling 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 ADCN 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 Addiction Counseling 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 Addiction Counseling Internship activities appropriate to the specific setting.
4. Provide structure for the student to achieve Addiction Counseling Internship objectives.
5. Establish weekly supervisory meetings with the student. The supervisor uses this time to hear student's self-report of Addiction Counseling Internship activities, listen to session recordings, provide feedback, plan tasks, and discuss other aspects of the Counseling Internship Experience with the student. These weekly supervisory meetings are face-to-face. Students are not eligible to use Skype, telephone or digital as a means of earning Individual Supervision hours.
6. Provide evaluations of the student's addiction 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.
7. Initiate immediate contact with the student's professor if problems are encountered with the student during placement.

**F. Site Activities:** Addiction Counseling Internship sites need to be able to provide students with a variety of clinical activities that meet the course requirements for ADCN 699 Counseling 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 Addiction Counseling Internship:***

*Please note that in order to complete all of the Addiction Counseling 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 Addiction Counseling 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 or re-check prior to Addiction Counseling 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:  
<https://portal.castlebranch.com/LM71>

#### **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 Counseling 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. Liberty University will not provide insurance coverage for students.

The following organizations offer professional liability insurance:

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

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

Counseling 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 Counseling 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 Counseling Internship office through the SharePoint submission portal prior to the deadline listed on the Counseling Internship website.** No late documents will be accepted. Submission of the above forms does not mean automatic acceptance of the proposed site and/or supervisor: they must be approved first. The university wants to make sure the student's proposed site will provide a good education experience and that it has adequate oversight and safeguards built in to ensure an appropriate clinical environment.
- 2. International students** must contact the Office of International Student Services ([intlstucenter@liberty.edu](mailto:intlstucenter@liberty.edu)) to obtain the *Counseling Practicum and Internship – Approval Form*. All international students are required to fill out this form before beginning the Counseling Internship.

#### **IV. Addiction Counseling Internship Documentation for Fieldwork**

**Experience:** Addiction Counseling 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 ADCN 699 are designed to meet the requirements for the Virginia State Board of 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:

- 300 hours of activities related to the Addiction Counseling Internship should fall into one of four categories
  - Direct Client Contact (minimum of 150 hours required)
  - Individual Supervision (minimum of 15 hours required; must meet at least one hour per week. One hour for every 10 hours of direct client contact beyond this.)
  - Group Supervision (minimum of 25 hours recommended; must average 1.5 hours per week.)
  - Related Activities (minimum of 110 hours)

**Note:** The Addiction Counseling 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

ADCN 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 Addiction Counseling Internship course during this four-week break. Students will need to submit this letter with their request for an additional semester of Addiction Counseling Internship during Fall semester.

## V. Grading for Addiction Counseling Internship

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

- Earn a passing grade for all Course Assignments
- Obtain at least 300 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
- Meet the ADCN 699 class attendance policy
  - **ADCN 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 Addiction Counseling Internship courses, the Counseling Internship office can factor both the academic (Blackboard) and fieldwork (presence at the site) aspects of the Addiction Counseling Internship into student's academic progress. In order to post an FN for Counseling 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 Addiction Counseling Internship site would not receive an FN. The student's Addiction Counseling 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](mailto:luoacademicprogress@liberty.edu).

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.

**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 Addiction Counseling Internship. Students are to request the traditional incomplete by contacting their Faculty Supervisor.

**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.

## **VI. Professional Behavior Expectations**

While at the Addiction Counseling 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.

### ***Social Media Disclaimer***

Please be aware that group pages created on social media (including posts, links, and other content posted on such group pages) related to the School of Behavioral Sciences, Practicums, and/or Internships are unofficial, not sponsored by Liberty University, and views expressed in these groups do not necessarily represent those of Liberty University. Such group pages must state that they are unofficial and not run by Liberty University or its School of Behavioral Sciences. It is imperative you be mindful of professionalism, ethics, laws, university honor codes, and be aware you are bound by confidentiality and cannot share confidential client information or violate HIPAA.

## **VII. Site Dismissal or Course Withdrawal**

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

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

### **VIII. 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 Addiction Counseling 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 Addiction Counseling 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 Addiction Counseling 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.

## **IX. Virginia Students Needing More than One Semester to Complete**

**Addiction Counseling Internship:** Virginia students are required to take 600 hours. This means they have the option to request an additional semester in case they cannot gain all hours in one semester. You will need to reach out to the internship office during your first semester of internship to request this. They will then walk you through the process and register you for an additional semester once you have been approved.

### **Minimum Internship hours 600:**

- Direct Client Contact hours: 240
- Individual Supervision hours: 20
- Group Supervision hours: 20
- Related activities hours: 320

### **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 Counseling 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 (Counseling Internship ADCN 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>.

### **1. What is the time frame for completing the Addiction Counseling Internship?**

It typically takes a student one semester (17 week semester) to complete the Addiction Counseling Internship. However, the Addiction Counseling Internship students from Virginia are permitted a maximum of two consecutive semesters to complete the Addiction Counseling Internship. Students are expected to pay for each individual semester of Counseling Internship.

### **2. What do I need to do to enroll in the Addiction Counseling Internship?**

Upon completing the final prerequisites, the student will submit all final documentation and any necessary paperwork outlined in the syllabus for the Addiction Counseling Internship. This information is also available on the Counseling Internship website. Once received, the student's paperwork will go through the approval process. Once the site and supervisor have been approved, the student will be enrolled in ADCN 699 by the practicum and internship office. Please note: you may not start accumulating hours towards the Addiction Counseling Internship requirement until the start date for the ADCN 699 course.

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

No. Liberty does not place students in their Addiction Counseling Internship sites. Finding a fieldwork placement is up to the student. However, students may email [MAAC699@liberty.edu](mailto:MAAC699@liberty.edu) regarding obtaining a list of potential sites.

**4. How do I go about finding an Addiction Counseling 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 Addiction Counseling Internship students and usually provide a variety of options and opportunities for individual and group counseling.

Additionally, they can provide students with a plethora of 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 can inquire about this list one semester prior to starting the Addiction Counseling Internship. This list does not guarantee placement for a Liberty University student.

Students are encouraged to approach finding their Addiction Counseling Internship as a job search and should take advantage of the services provided by the career center to assist students with resume building and interview preparation. Students can find additional information about service offered at the career center: <http://www.liberty.edu/academics/general/career/index.cfm?PID=153>.

**5. May I have more than one site?**

Yes. If you cannot find one site to supply all the hours needed, you may request an additional site. Before adding the additional site, you must first obtain approval before counting hours at the new site. A student may have no more than two Addiction Counseling Internship sites at one time. Please seek approval beforehand by emailing the Counseling Internship office at [MAAC699@liberty.edu](mailto:MAAC699@liberty.edu).

**6. What are the requirements for a supervisor?**

A supervisor must have a minimum of a master's degree *and* be licensed as a Professional Counselor, Clinical Social Worker, or Psychologist; OR, have earned a doctorate in Counselor Education and Supervision from a regionally accredited university. Please review the Addiction Counseling Internship Manual for additional information regarding approved Supervision. Supervisors must also hold a valid license in the state where the students are accumulating hours for their Addiction Counseling 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 Addiction Counseling Internship is to be accepted for licensure purposes.**

**7. May I have more than one supervisor?**

Yes. If you cannot find one supervisor to supply all 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. Please seek approval beforehand by emailing the Counseling Internship office at [MAAC699@liberty.edu](mailto:MAAC699@liberty.edu).

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

During your Addiction Counseling Internship, your supervisor is responsible for monitoring your activities and facilitating your learning and skill development experiences. The supervisor not only monitors and evaluates your clinical work, but he or 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. ***Individual Supervision*** occurs when this supervision session involves a supervisor and a counseling student.

***Triadic Supervision*** occurs when the supervision session takes place with the supervisor and two counseling students. ***Group Supervision*** occurs when there is a supervision session with the supervisor and more than two counseling students.

**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 if you 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 Addiction Counseling Internship?**

Three hundred (300) total hours of counseling related work are required for the Addiction Counseling Internship. These hourly requirements are divided into the following categories:

1. 150 hours of Direct Client Contact
2. 25 hours of Individual Supervision
3. 25 hours of Group Supervision (*recommended*)
4. 110 hours of Related Activities

Note: For the purposes of licensure, some states require more than 300 Addiction Counseling 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.

**11. May I count any counseling hours before enrolling in the Addiction Counseling Internship?**

No, previously earned hours does not count towards Addiction Counseling 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. Self-help or Mutual Help groups and/or counseling does not count as direct client contact. Please see the Addiction Counseling Internship Manual for additional information.

**13. What is the difference between observation and co-therapy?**

Co-therapy means that you are actively doing counseling with another therapist, participating in the therapy process, and collaborating on the treatment plan. 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.

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

You may not count observation hours during the Addiction Counseling Internship. Any observation hours are reported as Related Activity.

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

You may count all 150 hours as co-therapy, if this is approved by your Addiction Counseling 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 seven.

**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 ADCN 699 class.

## Contact Information

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

Internship Office: [MAAC699@liberty.edu](mailto:MAAC699@liberty.edu)

**For questions not addressed in this manual, please contact:**

**Steve Johnson, PhD, LPC, LMFT, ACS**

*Director of Clinical Training, Clinical Mental Health Counseling;*

*Associate Professor*

**Department of Counselor Education & Family Studies**

**School of Behavioral Sciences**

[sgjohnson2@liberty.edu](mailto:sgjohnson2@liberty.edu)

**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>



## Appendices: Forms to Complete for ADCN Counseling Internship

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

*Appendix B: Midterm/Final Evaluation***Midterm and Final Grading Rubric**

*Please mark on the evaluation form the score the student received in each section. You may circle the category that reflects the student's grade in each section. The "5" category reflects a perfect score for the section. If a student receives a "2" or below in a section then please leave a brief comment in the comment section of the rubric. Always feel free to leave comments for any score the student has received.*

For questions on the grading scale please refer to page one of the document; Scales Evaluations Guidelines.

**Intern Name:****Faculty Supervisor(s):****Submitted:****Site Supervisor(s):****Course/Term:****Site:****Assessor:****Subject(s):****Comments:****Grade(s):**

## Scales Evaluation Guidelines

The *Counseling Competencies Scale- Revised (CCS-R)* assesses counseling students' skills development and professional competencies. Additionally, the CCS-R provides counseling students with direct feedback regarding their counseling skills and professional dispositions (dominant qualities), offering the students practical areas for improvement to support their development as effective and ethical professional counselors.

## Scales Evaluation Guidelines

- Exceeds Expectations / Demonstrates Competencies (5) = the counseling student 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). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.
- 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. Click on the box that best describes the student's performance to date.

## Part I: Counseling Skills &amp; Therapeutic Conditions

	Exceeds Expectations / Demonstrates Competencies (5.000 pts)	Meets Expectations / Demonstrates Competencies (4.000 pts)	Near Expectations / Developing towards Competencies (3.000 pts)	Below Expectations / Insufficient / Unacceptable (2.000 pts)	Harmful (1.000 pts)	N/A
Nonverbal Skills --- Includes Body Position, Eye Contact, Posture, Distance from Client, Voice Tone, Rate of Speech, Use of silence, etc. (matches client)	Demonstrates effective nonverbal communication skills, conveying connectedness & empathy (85% of the time).	Demonstrates effective nonverbal communication skills for the majority of counseling sessions (70% of the time)	Demonstrates inconsistency in his/her nonverbal communication skills.	Demonstrates limited nonverbal communication skills.	Ignores client &/or gives judgmental looks.	
Comments:						

Encouragers -- Includes Minimal Encouragers & Door Openers such as "Tell me more about...", "Hmm"	Demonstrates appropriate use of encouragers, which supports development of a therapeutic relationship (85%).	Demonstrates appropriate use of encouragers for the majority of counseling sessions, which supports development of a therapeutic relationship (70%).	Demonstrates inconsistency in his/her use of appropriate encouragers.	Demonstrates limited ability to use appropriate encouragers.	Uses skills in a judgmental manner.	
Comments:						
Questions -- Use of Appropriate Open & Closed Questioning (e.g., avoidance of double questions)	Demonstrates appropriate use of open & close-ended questions, with an emphasis on open-ended question (85%).	Demonstrates appropriate use of open & close-ended questions for the majority of counseling sessions (70%).	Demonstrates inconsistency in his/her use of open-ended questions & may use closed-ended questions for prolonged periods.	Uses open-ended questions sparingly & with limited effectiveness.	Uses multiple questions at one time	
Comments:						
Reflecting Part I -- Basic Reflection of Content and Paraphrasing	Demonstrates appropriate use of paraphrasing as a primary therapeutic approach (85%).	Demonstrates appropriate use of paraphrasing (majority of counseling sessions; 70%).	Demonstrates paraphrasing inconsistently & inaccurately or mechanical or parroted responses.	Demonstrates limited proficiency in paraphrasing or is often inaccurate.	Judgmental, dismissing, &/or overshoots	
Comments:						
Reflecting Part II -- Reflection of Feelings	Demonstrates appropriate use of reflection of feelings as a primary approach (85%).	Demonstrates appropriate use of reflection of feelings (majority of counseling sessions; 70%).	Demonstrates reflection of feelings inconsistently & is not matching the client.	Demonstrates limited proficiency in reflecting feelings &/or is often inaccurate.	Judgmental, dismissing, &/or overshoots	
Comments:						
Reflecting Part III - Summarizing Content, feelings, behaviors, & future plans	Demonstrates consistent ability to use summarization to include content, feelings, behaviors, and future plans (85%).	Demonstrates ability to appropriately use summarization to include content, feelings, behaviors, and future plans (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use summarization.	Demonstrates limited ability to use summarization.	Judgmental, dismissing, &/or overshoots	
Comments:						
Advanced Reflection (Meaning) -- including Values and Core Beliefs (taking counseling to a deeper level)	Demonstrates consistent use of advanced reflection & promotes discussions of greater depth during counseling sessions (85%).	Demonstrates ability to appropriately use advanced reflection, supporting increased exploration in session (majority of counseling sessions; 70%).	Demonstrates inconsistent & inaccurate ability to use advanced reflection. Counseling sessions appear superficial.	Demonstrates limited ability to use advanced reflection &/or switches topics in counseling often.	Judgmental, dismissing, &/or overshoots	
Comments:						
Confrontation -- Counselor challenges client to recognize & evaluate inconsistencies.	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion. Balance of challenge & support (85%).	Demonstrates the ability to challenge clients through verbalizing inconsistencies & discrepancies in the client's words &/or actions in a supportive fashion (can confront, but hesitant) or was not needed and therefore appropriately not used (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to challenge clients through verbalizing inconsistencies & discrepancies in client's words &/or actions in a supportive fashion. Used minimally/missed opportunity.	Demonstrates limited ability to challenge clients through verbalizing discrepancies in the client's words &/or actions in a supportive & caring fashion, &/or skill is lacking.	Degrading client, harsh, judgmental, &/or being aggressive	
Comments:						

Goal Setting -- Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goals	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.	No therapeutic goals collaboratively established	
Comments:						
Focus of Counseling -- Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e. purposeful counseling	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Superficial, &/or moves focus away from client	
Comments:						
Facilitate Therapeutic Environment Part I -- Expresses accurate empathy & care. Counselor is "present" and open to client. (includes immediacy and concreteness)a	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client	
Comments:						
Facilitate Therapeutic Environment Part 2 -- Counselor expresses appropriate respect & unconditional positive regard	Demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client	
Comments:						

## Part 2: Counseling Dispositions & Behaviors

	Exceeds Expectations / Demonstrates Competencies (5.000 pts)	Meets Expectations / Demonstrates Competencies (4.000 pts)	Near Expectations / Developing towards Competencies (3.000 pts)	Below Expectations / Insufficient / Unacceptable (2.000 pts)	Harmful (1.000 pts)	N/A
Professional Ethics -- Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, & NBCC; including practices within competencies.	Demonstrates consistent & advanced (i.e., exploration & deliberation) ethical behavior & judgments.	Demonstrates consistent ethical behavior & judgments.	Demonstrates ethical behavior & judgments, but on a concrete level with a basic ethical decision-making process.	Demonstrates limited ethical behavior & judgment, and a limited ethical decision-making process.	Repeatedly violates the ethical codes &/or makes poor decisions	
Comments:						

Professional Behavior -- Behaves in a professional manner towards supervisors, peers, & clients (includes appropriate dress & attitudes). Able to collaborate with others.	Demonstrates consistent & advanced respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates consistent respectfulness and thoughtfulness, & appropriate within all professional interactions.	Demonstrates inconsistent respectfulness and thoughtfulness, & appropriate within professional interactions.	Demonstrates limited respectfulness and thoughtfulness & acts inappropriate within some professional interactions.	Dresses inappropriately after discussed &/or repeatedly disrespects of others.	
Comments:						
Professional & Personal Boundaries -- Maintains appropriate boundaries with supervisors, peers, & clients.	Demonstrates consistent & strong appropriate boundaries.	Demonstrates consistent appropriate boundaries.	Demonstrates appropriate boundaries inconsistently.	Demonstrates inappropriate boundaries	Harmful relationship with others	
Comments:						
Knowledge & Adherence to Site Policies -- Demonstrates understanding and appreciation for all counseling site policies and procedures.	Demonstrates consistent adherence to all counseling site policies & procedures, including strong attendance and engagement.	Demonstrates adherence to most counseling site policies & procedures, including strong attendance and engagement.	Demonstrates inconsistent adherence to all counseling site policies & procedures, including attendance and engagement.	Demonstrates limited adherence to all counseling site policies & procedures, including attendance and engagement.	Failure to adhere to policies after discussed with supervisor.	
Comments:						
Record Keeping & Task Completion -- Completes all weekly record keeping & tasks correctly & promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).	Completes all required record keeping, documentation, and assigned tasks in a thorough, timely, & comprehensive fashion.	Completes all required record keeping, documentation, and tasks in a competent & timely fashion.	Completes all required record keeping, documentation, and tasks, but in an inconsistent & questionable fashion.	Completes required record keeping, documentation, and tasks inconsistently & in a poor fashion.	Failure to complete paperwork &/or tasks by specified deadline.	
Comments:						
Multicultural Competencies - Demonstrates awareness, appreciation, & respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)	Demonstrates consistent & advanced multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, & skills) in interactions with clients, peers, and supervisors.	Not accepting worldviews of others	



Comments:						
Emotional stability & Self-control -- Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.	Demonstrates consistent emotional resiliency & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates inconsistent emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Demonstrates limited emotional stability & appropriateness in interpersonal interactions with clients, peers, and supervisors.	Inappropriate interactions with others continuously, high levels of emotional reactants with clients, peers, and supervisors.	
Comments:						
Motivated to Learn & Grow / Initiative -- Demonstrates engagement in learning & development of his or her counseling competencies.	Demonstrates consistent and strong engagement in promoting his or her professional and personal growth & development.	Demonstrates consistent engagement in promoting his or her professional and personal growth & development.	Demonstrates inconsistent engagement in promoting his or her professional and personal growth & development.	Demonstrates limited engagement in promoting his or her professional and personal growth & development.	Expresses lack of appreciation for the profession &/or is apathetic in promoting his or her professional and personal growth & development.	
Comments:						
Openness to Feedback -- Responds non-defensively & alters behavior in accordance with supervisory feedback.	Demonstrates consistent and strong openness to supervisory feedback & implements suggested changes.	Demonstrates consistent openness to supervisory feedback & implements suggested changes.	Demonstrates openness to supervisory feedback; however, does not implement suggested changes.	Demonstrates a lack of openness to supervisory feedback & does not implement suggested changes.	Defensive &/or disrespectful when given supervisory feedback.	
Comments:						
Flexibility & Adaptability-- Demonstrates ability to flex to changing circumstance, unexpected events, and new situations.	Demonstrates consistent and strong ability to adapt & "reads-&-flexes" appropriately.	Demonstrates consistent ability to adapt & "reads-&-flexes" appropriately.	Demonstrated an inconsistent ability to adapt & flex to his or her clients' diverse changing needs.	Demonstrates a limited ability to adapt & flex to his or her clients' diverse changing needs.	Not flexible, demonstrates rigidity in work with clients.	
Comments:						
Congruence & Genuineness - Demonstrates ability to be present and "be true to oneself"	Demonstrates consistent and strong ability to be genuine & accepting of self & others.	Demonstrates consistent ability to be genuine & accepting of self & others.	Demonstrates inconsistent ability to be genuine & accepting of self & others.	Demonstrates a limited ability to be genuine & accepting of self & others (incongruent).	Incongruent and not genuine	
Comments:						
						Total:

Supervisor Signature\_\_\_\_\_

*Date*\_\_\_\_\_

Student Signature\_\_\_\_\_

Date\_\_\_\_\_

### SUMMARY OF TIME SPENT IN PLACEMENT ACTIVITIES

**To Be Filled Out By The Student & Approved By The Supervisor:**

In the following section the student is asked to calculate the amount of time spent in each of four types of activities:

1. **Direct Client Contact** (as a co-therapist, solo therapist, or through intake interviews)
2. **Individual Supervision** (includes one hour per week of individual and/or triadic supervision)
3. **Group Supervision** (meeting with approved supervisor and two or more supervisees at the same time)
4. **Related Activities** (learning the agency's policies and procedures, researching treatment strategies, reviewing case notes, etc...)

The categories that are provided are guidelines only. What is important is that the student and the supervisor achieve a description that most fairly reflects the activities of the student. Please indicate the number of hours for each of the following:

Type of Activity	First Quarter	Midterm (Formal Eval)	Third Quarter	Final (Formal Eval)	Previous Semester Hours*	Total Hours
1. Direct Client Contact Hours						
2. Individual Supervision Hours						
3. Group Supervision Hours						
4. Related Activities Hours						
Total Each Column						

\*The column "Previous Semester Hours" is for second or third semester students' use only. Students who are currently in Internship (CEFS 699) may **NOT** enter hours accumulated during their Practicum (CEFS 698). Students may only enter the hours accumulated during a previous semester of the same course.

Total All

**Signatures:**

\_\_\_\_\_  
Site Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**TO INTERNSHIP SUPERVISOR:**

You may want to exercise your option of discussing this evaluation with the student. If you are comfortable sharing this with the student, then the student needs to submit the evaluation through their Blackboard CEFS 699 course. However, if you would like to send this directly to the Internship staff you may do so via email at [internship@liberty.edu](mailto:internship@liberty.edu). Your supervisory help has been a significant contribution to the training and education of this student. Thank you for supervising the student's Internship and for completing this evaluation.

**Supervisor's initials: \_**

### ADDITIONAL COMMENTS

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Appendix C: *ADCN* 699 Treatment Plan Worksheet

**Counselor Name:** **Client**

**Name:** **Case #:**

**Problem 1:**

Goal 1.:

Objective 1.:

Intervention 1.:

Intervention 2.:

Objective 2.:

Intervention 1.:

Intervention 2.:

Goal 2.:

Objective 1.:

Intervention 1.:

Intervention 2.:

Objective 2.:

Intervention 1.:

Intervention 2.:

**Problem 2:**

Goal 1.:

Objective 1.:

Intervention 1.:

Intervention 2.:

Objective 2.:

Intervention 1.:

Intervention 2.:

Goal 2.:

Objective 1.:

Intervention 1.:

Intervention 2.:

Objective 2.:

Intervention 1.:

Intervention 2.: