

LIBERTY
UNIVERSITY
SCHOOL *of* BEHAVIORAL
SCIENCES

**DEPARTMENT OF COUNSELOR EDUCATION
AND FAMILY STUDIES**

**Clinical Mental Health Counseling
COUC 699 Internship Manual**

2021-2022

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From the Director of Clinical Training

Dear Student,

Congratulations on reaching this milestone in your Clinical Mental Health 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 Clinical Mental Health Counseling during their coursework. Professional growth and development are ongoing processes, and key patterns for this growth are established during your supervised clinical training experiences.

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



Steve Johnson, PhD, LPC, LMFT, ACS

Director of Clinical Training

Department of Counselor Education & Family Studies

School of Behavioral Sciences

From the Director of Clinical Training

Dear Supervisor,

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

The purpose of this manual is to introduce both supervisors and students to the requirements of the Internship experience and provide clear expectations and guidelines. I encourage you to read this manual to orient yourself with the requirements of the Internship for both student and supervisor. Some requirements include weekly supervision with an approved clinical supervisor, a total of 600 hours of supervised counseling work (which includes direct and indirect hours), evaluations, and collaboration with faculty supervisors for student evaluations.

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



Steve Johnson, PhD, LPC, LMFT, ACS

Director of Clinical Training

Department of Counselor Education & Family Studies

School of Behavioral Sciences

Acknowledgement of Internship Manual

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

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

M.A. in Clinical Mental Health 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. By the end of the internship semester(s), 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 settings 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. COUC 500, 501, 502, 515, 504, 505, 510, 512, 521, 522, 546*, 667, 698

**COUC 546 was formally known as COUN 646*

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. Students enrolled on the 2016-2017 DCP forward, please note the Internship is 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.

**Note: COUC students can enroll in Clinical Diagnosis & Treatment Planning (COUC 667) as a co-requisite with the Counseling Practicum (COUC 698) only if:*

- *they enroll in the Clinical Diagnosis & Treatment Planning (COUC 667) Intensive that occurs before or in the same month as the start date for the Counseling Practicum (COUC 698),*

OR

- *they are enrolled in a B-term online section of Clinical Diagnosis & Treatment Planning, (COUC 667)*

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

E. Communication with Instructor, Support Staff, and Clinical Director:

All concerns regarding the course are to be communicated to the course instructor. Students may be then referred to the Internship support staff (internship@liberty.edu) and/or the Director of Clinical Training. Please keep in mind that all communication with the Internship Office will be by email so the student and the university have

documentation of the outcomes of the communication. Students are expected to be courteous and respectful in all communication with instructors, Internship support staff, and the Director of Clinical Training. Unprofessional, discourteous, communication will not be tolerated and will result in remediation procedures up to and including dismissal from the program.

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

II. Internship Requirements

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

Each student's Internship includes all of the following:

1. Minimum 240 clock hours of direct service through solo-therapy by working with clients through the therapeutic process (clinical in nature) learned during COUC 505, 512, & 667. Internship students can have **no more than 120** of those hours earned as telehealth. Examples of Direct Client Contact: Individual counseling, marital counseling, family counseling, group therapy, or intakes.
 - Students who are utilizing group counseling as a means of obtaining direct client contact hours must be aware that they are unable to earn more than 50% of their direct client contact hours as group counseling. This is to ensure that students are diversifying their clinical experience.
 - Self-help or Mutual Help groups and/or counseling do not count as direct client contact.
 - Please contact the Practicum/Internship Office for any question regarding whether or not an activity counts as Direct Client Contact.

*** Telehealth and In-Person Counseling Policy:**

- In-person clinical counseling is the expected standard in meeting the direct service requirements. However, students and site supervisors are permitted to use telehealth services if the approved site uses telehealth services as a normal delivery of services. If telehealth is used, students and site supervisors are expected to maintain a reasonable balance between In-Person and telehealth services as a means of making sure students have a well-rounded counseling experience using both modalities. Practicum students can have no more than 20 of their required 40 direct client contact hours earned as telehealth.

- Students will be responsible for the following when telehealth services are used:
 - Coordination of a balanced approach in use of telehealth and in-person clinical services
 - Completion of the Liberty telehealth training prior to conducting telehealth services
 - Quarterly reporting on telehealth services through Tevera.
 - Anticipation of using more than 50% of telehealth services must be approved by the respective Practicum/Internship Field Offices.
 - Faculty should be your initial point of contact for any alternative options beyond the 50/50 ratio.
 - o This would require you provide your faculty supervisor with 3 alternative sites if requesting less than 50% in-person services or requesting 100% telehealth services. Please note the following:
 - § You will need to provide your faculty supervisor with an email from your site supervisor reflecting that your area is limited to predominantly telehealth services, but willing and ready to incorporate face-to-face hours when public health recommendations permit
 - § Must provide faculty supervisor with each site name and point of contact.
 - § Faculty will then notify P/I office of your request and list of alternative sites for review.
2. A minimum of one hour per week (with a minimum total of 25 hours) of individual and/or triadic supervision throughout the Internship with the approved site supervisor.
 - Telesupervision is permitted.
 3. An average of 2 hours per week of faculty group supervision for a minimum of 14 weeks with no more than 2 absences. Showing up to a meeting 15 minutes or more constitutes an absence. *Please note that these 2 absences cannot include the WebEx meeting that the student is scheduled to present.
 - a. Clinical Mental Health 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 share at least two video or audiotaped counseling sessions (per semester) during WebEx Faculty Group Supervision and submit verbatim transcripts into Canvas. See the syllabus for details.

**Students with a site that does not allow either video or audiotaping of clients will need to work with supervisor(s) to complete Live Observations of client sessions and tapings of role-play sessions. Instructions for these can be found in*

this Manual, the Syllabus, and Canvas Classroom.

** Devices that are inherently cloud based such as phone and tablets cannot be used for video recording (please contact the Practicum and Internship Office if you are needing further clarification).*

** Cloud-based software (i.e. transcribing cloud-based services) is **not** permitted.*

- For the purposes of faculty and site supervision, students must record:
 - Two counseling sessions to submit to site supervisors and to be presented during WebEx Faculty Group Supervision.
 - Students will submit a verbatim form:
 - An 8-10 minute segment of the recorded session.
 - Faculty will provide feedback on this portion of the session.
- Devices students can use for recording:
- Digital cameras
 - Camcorders
 - Computer Webcam – must be recorded through a HIPPA compliant platform

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 quarterly.

B. WebEx Faculty Group Supervision

- During the Internship, Clinical Mental Health Counseling students will also participate in regular, scheduled faculty group supervision sessions in an online classroom format. Faculty group supervision involves working with a member of the counseling faculty working with two or more students using a tutorial and mentoring form of instruction. Internship students meet an average of 2 hours per week for a minimum of 14-17 weeks with no more than 2 absences and count this class time towards faculty group supervision. **Please note that these 2 absences cannot include the WebEx meeting that the student is scheduled to present.* Showing up to a meeting 15 minutes late or more constitutes an absence.

Video must be activated, and presence must be visible during the entire session even when not presenting, unless directed otherwise by the faculty member.

- *All practicum and internship students are required to join in group supervision using both audio and video connections through WebEx. Keep in mind, both verbal and nonverbal behavior are being assessed by supervisors; therefore, be sure to connect from a confidential location, wear modest clothing, and practice professional verbal and nonverbal behavior during group supervision.*

Students must choose two-time preference options when applying for Practicum/Internship and are assigned to classes in the order that their application was

received. The time preference for the class the student has been assigned to will be provided with the student's approval. Students must keep all days and times within the time preference of their assigned class open until they are notified of their class meeting time by their professor in their Canvas course. Specific days and times for each class are not available when students are assigned to their sections. Please see below a list of the time preference options:

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

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

Our office will place you into a section based on the time preference chosen on your application. Please do not try and drop/re-add yourself to a more preferred section, as students are unable to add themselves to the practicum or internship courses. If you need to request to be switched to a new section, please email our office and we will review your situation on a case-by-case basis.

Please do your best to accommodate your WebEx meeting time, as our office will be unable to switch you except for dire circumstances that must be first reviewed by our office. Therefore, please try to choose a time preference that will work best for you at the time of application, as we cannot guarantee that your switch request will be granted. Students who find they are in a class time that conflicts with their schedule should try the following:

- Speak with the site/supervisor/work about the schedule conflicts to determine if something can be moved.
- If the WebEx meeting falls while the student is at their site ask if the site will allow an hour and a half in a quiet place to attend WebEx.
- If the student is unable to attend because of travel time home from work/their site/church they should look for a quiet place at their work/site/church, or nearby location they can use to attend WebEx.
- The student may contact the Practicum/Internship office through Tuesday of Week One, but cannot be guaranteed a seat in a time slot that will work with their schedule.
 - Please note that our office is unable to honor section switches based on a preferred professor. Students are placed in sections that best align with their chosen WebEx time at the time of application.

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 the required number of semesters. *Please check your Degree Completion Plan for the number of semesters required.* 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 COUC 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.
 - a. **Examples of Approved Supervisors:**
 - Licensed Clinical Social Worker (LCSW)
 - Licensed Mental Health Counselor (LMHC)
 - Licensed Marriage and Family Therapist (LMFT)
 - Licensed Professional Counselor (LPC)

- Licensed Psychologist (LP) – a Psychologist that earned a doctoral degree in Psychology (Psy. D.)
- Ph.D. or Ed.D in Counselor Education and Supervision (from an accredited university)
- Psychiatrist

b. Examples of Supervisors Not Approved:

- Doctorate degrees that are not in the counseling field or are unaccredited
- Licensed Master Social Worker (LMSW) – with only exception of the macro- or clinical – designations in the state of Michigan.
- Limited Licensed Professional Counselor (LLPC)
- Master of Divinity
- Pastoral Counselors
- School Counselors
- Licensed Clinical Addiction Specialist (LCAS)
- Supervisors who are not licensed in the same state as the internship site.

8. 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 COUC 699 Internship, as the supervisor cannot have dual role (dual relationship). Students will need to locate another licensed individual for their potential supervisor for the internship.

E. Site Supervisor Responsibilities:

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

Videotaping Work:

- Videotaping work with clients is vital to our program's ability to assess a student's skill and knowledge on a practical level. As we all know, self-report is a significant limitation in most processes, supervision being no exception. A student may unknowingly (or knowingly!) distort the material of a therapeutic session, thereby limiting the helpful or appropriate supervisory feedback that can be received.
- Therefore, videotapes of the actual work allow us to gain a more objective view of what's taken place in the therapeutic encounter, thereby providing the opportunity to teach and guide the student counselor on ways to improve, ultimately improving the services offered to the client—our main objective in tape review. Similar to the process athletes use to improve their skills, tape review for counselors is an invaluable tool in improving and honing skills. Training students how to incorporate videotaping as a natural part of their training process will make clients feel much more comfortable with the process as well.
- While role play is helpful, students participate in many roles plays throughout the

duration of their time in the program (e.g. skills & techniques, group, and assessment classes). Therefore, we conceptualize the Practicum/Internship phase of the training as the time at which we want to evaluate and assess how students are able to practically implement knowledge and skills with actual clients in the “real world.” Thank you for your participation in raising the training of our students to the next level of becoming competent counselors

Typically, approved site supervisors will:

1. Provide an orientation with the agency and staff for the student unless the supervisor is off-site. This should include such items as agency policies, structure, personnel, and resources.
2. Ensure access to agency manuals, policy statements, and files as needed for the student.
3. Assist the student to refine details of Internship activities appropriate to the specific setting.
4. Provide structure for the student to achieve Internship objectives.
5. Establish **weekly** supervisory meetings with the student. The supervisor uses this time to hear student’s self-report of Internship activities, listen to session recordings, provide feedback, plan tasks, and discuss other aspects of the Internship Experience with the student. These weekly supervisory meetings are face-to-face. Use of telehealth for supervision must be approved by the Internship office.
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 Canvas.
8. Tevera: Provide evaluations of the student’s counseling skills and progress through the Tevera 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 Tevera as well. A reminder will be sent automatically when these evaluations are due. Your supervisor will receive an email invitation for Tevera prior to the start of the semester to log into and create an account. If your supervisor has trouble finding this link, you may want to encourage them to check their spam or junk folder, as the invitation may have ended up there.
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 COUC 699 Internship. Please refer to the syllabus for the required activities.

G. Site/Supervisor Switch Policy:

1. Students may only earn hours once a site/supervisor has been approved by the Practicum/Internship office. Hours worked prior to the official approval date given by the Practicum/Internship office may not be counted.
2. It is the student’s responsibility to immediately let the Practicum/Internship Office and faculty supervisor know about any changes to the site and/or supervisor for the

Practicum/Internship.

3. All required paperwork must be submitted (correctly) within two weeks of switching a site/supervisor at your site, dropping a site/supervisor, or adding a site/supervisor. Example: If your site switches your supervisor on Aug. 30, 2022, our office will need all correctly filled out approval documents by Sept. 13, 2022. This would be two weeks after the switch occurs.
4. Barring any extenuating circumstances, no paperwork will be accepted the last two weeks of the semester.

H. Facts to Remember:

1. Students must obtain a *minimum of 1 hour of supervision a week (a minimum total of 25 hours)*.
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: [Castlebranch Web Page](#)

- The Liberty Background check page can be found at: [Liberty Background Check Page](#)
- If students have not purchased and completed their fingerprints through Castlebranch in their 500-level course, these will need to be completed prior to applying to practicum.

B. Obtain Professional Liability Insurance.

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

The following organizations offer professional liability insurance:

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

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

- C. **Complete Required Approval Documents.** Once a site and supervisor have been chosen, the student, site and supervisor complete and sign the *Fieldwork Contract* found on the Internship website and submit to SharePoint. The student should retain copies of all documents for his/her own records.
1. **All approval documents must be submitted to the Internship office through the SharePoint submission portal prior to the deadline listed on the Internship website. No late documents will be accepted.** Submission of the above forms does not mean automatic acceptance of the proposed site and/or supervisor: they must be approved first. The university wants to make sure the student's proposed site will provide a good education experience and that it has adequate oversight and safeguards built in to ensure an appropriate clinical environment.
 2. Students need to submit completed Liberty University Affiliation Agreement or an Affiliation Agreement that is approved by Liberty University. Extensions will not be granted for Affiliation Agreements negotiations.

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

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

- **Students seeking a Site Outside of the United States:**
 - **Site must be sponsored by an American Organization**
 - **Site must follow the general guidelines established by the counseling profession in the U.S.** (e.g., ACA Code of Ethics, state board regulations, etc.).
 - Informed consent
 - Treatment plans
 - Record keeping
 - **Supervisor must be licensed in the United States**
 - Supervisor must have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate licenses and/or certifications.
 - Must hold a master's degree or above in counseling or related field.
 - Must have a minimum of two years professional experience.
 - Knowledge with program requirements and procedures for evaluations.
 - Appropriate training in counseling supervision.

- Must hold a valid state license at an independent level of practice; i.e., supervisors must be able to practice 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; with a preferred Psy.D. All other degrees are reviewed on a case-by-case basis)
 - 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.
- Note: Specific states may require internships to be taken at a site location in the state where you plan to seek licensure. If this is the case, an international internship may not be eligible towards licensure. Before identifying an international internship site, please check with your state regarding any potential residency requirements pertaining to the actual physical location of internship sites. You are solely responsible to find out this information. The Department of Counselor Education and Family Studies may not provide this or any other information pertaining to specific state licensure requirements.

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 COUC 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 completed by the end of the student's internship semester(s):

- 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
 - Must ...
 - meet at least one hour per week with approved supervisor in-person
 - AND**
 - earn a minimum of 25 total hours
 - If Individual Supervision is skipped one week it may be made up and counted during the week before or after
 - Faculty group supervision (average of 2 hours per week for a minimum of 14 weeks with no more than 2 absences) **Please note that these 2 absences cannot include the WebEx meeting that the student is scheduled to present.*
 - Showing up to a meeting 15 minutes late or more constitutes an absence.
 - Related Hours

Note: The Internship course is a full-semester commitment, even if students complete the required hours before the official end date of the semester.

- **Winter Break (Between Fall semester and Spring semester)**

- Our office will allow Internship students to continue to count hours during the Winter Break between Fall and Spring semesters of the Internship. 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 the Fall semester.
- **Please note:** This policy only applies to Internship students who are staying at the same site and with the same supervisor from Fall semester to Spring semester. Students must remain enrolled in Spring semester of COUC 699. If students are able to complete hours prior to Spring semester but after the final day of Fall semester, students must request a Traditional Incomplete (a maximum of two-week extensions) from Faculty Supervisors. Internship students switching sites/supervisors or adding a new site/supervisor, will not be permitted to earn hours over the Winter Break.

VI. Grading for Internship

In order to pass COUC 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 an 8-10 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 COUC 699 class attendance policy
 - **Clinical Mental Health Counseling** students will attend a weekly face-to-face (via the internet program **WebEx**) faculty group supervision session with the faculty supervisor. Attendance is mandatory. Day and time TBA. Students are allowed a maximum of 2 absences during the semester. Please note that these 2 absences cannot include the WebEx meeting that the student is scheduled to present. Showing up to a meeting 15 minutes late or more constitutes an absence.
 - **COUC698/699 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 (Canvas/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 Canvas and on-site. A student who does not show attendance in Canvas but does regularly attend his/her Practicum/Internship site

would not receive an FN. The student's Practicum/Internship professor will need to email the site director/supervisor to confirm that the student has been attending the site. Once the professor receives confirmation back from the site of the student's attendance on-site, the professor then needs to forward that email documentation to luoacademicprogress@liberty.edu.

- **Traditional Incomplete**

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

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

Pass/No Pass:

Letter Grade Requirement

- P (Pass) Must meet **all** of the requirements below.
- Completes assigned work:
 - **Must** complete **all** clinical work to pass:
 - All evaluations
 - Upload all hours to Tevera and all hours are approved
 - Proof of liability insurance
 - Completes required hours:
 - Completes required hours:
 - Internship:
 - Direct: 240
 - Individual Supervision: 1 per week (minimum 25)
 - Faculty group supervision: an average of 2 hours per week for a minimum of 14 weeks with no more than 2 absences. Please note that these 2 absences cannot include the WebEx meeting that the student is scheduled to present. Showing up to a meeting 15 minutes late or more constitutes an absence.
 - Related: Any other hours completed which pertain to the Internship or are assigned by the Internship Site Supervisor
 - Total: 600
 - As a reflection of student professionalism, all assignments are expected to be completed and submitted during the course of the semester.
 - Discussion boards
 - Peer Consultation Reflection
 - Self-reflections
 - Case Presentations
 - Verbatims
 - HIPAA Privacy Authorization & Release Form Confirmation
 - Recordings and transcriptions
 - Quizzes
 - Attended and participated in WebEx Faculty group supervision (no more than 2 absences permitted) and Peer Consultation.

- Received at least 800 points for the semester.

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

Grade Scale Breakdown:

P (Pass): 800-1010 NP

(No Pass): 0-799

Late Assignments:

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

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

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

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

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

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

VII. Professional Behavior Expectations

While at the Internship site and in all interactions with clients, supervisors, peers and LU faculty and staff, students are expected to exhibit attitudes and behaviors consistent with professionalism. This includes, but it is not limited to, the following:

- Punctuality and promptness to all appointments
- Appropriate dress and grooming (business attire)
- Professional written communication
- Professional oral communication (this includes correct verb usage and the avoidance of inappropriate language including informal language or slang)
- Adherence to the American Counseling Association Code of Ethics
- Be teachable and receptive to feedback given by the supervisor
- Students must receive passing evaluations on professionalism on the CCS.

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.

VIII. Site Dismissal or Course Withdrawal

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

If the dismissal involves a violation of the University's Honor Code, the professor will fill out an Honor Code Violation form, which will be investigated by the Program Director and Graduate Student Affairs. These remediation procedures can include such things as requiring the student to retake certain courses and/or seek personal counseling, etc. If, after remediation, the student is unable to correct the deficits, the Remediation Committee and the Leadership Team will meet to decide the best course of action for the student up to and including removal from the program.

The student has an opportunity to appeal. The final decision regarding a student's hours accrued in the Internship is 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 COUC 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 COUC 699 Canvas 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 COUC 699 Internship in the next consecutive semester. In addition to completing the quiz, students requesting an additional semester of the COUC 699 Internship course must submit a copy of their liability insurance face sheet and updated Fieldwork Contract through the corresponding links. Students seeking a new site or supervisor will need to submit their Internship site or supervisor approval paperwork to internship@liberty.edu. The Internship may only be taken for a maximum of 3 terms (9 credit hours) for students enrolled on a 2015-2016 or prior 60-hour Professional Counseling DCP. Students enrolled on 2016-2017 or later Clinical Mental Health Counseling DCP are required to enroll in 2 semesters of Internship. Students must pay for each additional semester.

For students on the 2015-2016 DCP's and prior, the Internship may only be taken a maximum of 3 terms (9 credit hours). Students must pay for each additional semester. A grade of "NP" (No Pass) will be posted until all hours and course requirements have been met.

Important Note:

1. If the student fails to enroll in the additional term, then the consecutive enrollment cycle is broken. Thus, the previous hours accumulated towards the Internship will *not* count. The student will also receive a failing grade for the course, until it is retaken and the hours are completed.
2. If a student fails or withdraws from the course at any point during the semester, all earned hours will be lost and the student will have to start earning hours from the beginning.

XI. Frequently Asked Questions (Internship COUC 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/stateboarddirectory>.

General Questions**1. What is the time frame for completing the Internship?**

It typically takes a student two full semesters (A term semesters) to complete the Internship. However, if a student is on a 2015-2016 DCP or prior, the Internship can be completed in one semester, up to a maximum of three consecutive semesters. Students are expected to pay for each individual semester of Internship. Internship is a full semester commitment and a student must remain on-site even if they complete the minimum required hours.

Students enrolled on the 2016-2017 DCP forward, please note that the Internship is split into 2 required semesters worth 3 credit hours each.

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 COUC 699.

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

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

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

You should begin by talking with the people in your area who are currently doing the type of counseling in which you are interested. The best places to start are local community service boards or mental health agencies. These agencies usually have ample experience with Internship students and usually provide a variety of options and opportunities for individual and group counseling. Additionally, they may provide students with helpful information regarding the services and opportunities in the student's local areas. Liberty may also have a listing for your state of sites previously used by our students. You may inquire about this list one semester prior to starting the Internship. This list does not guarantee placement for a Liberty University student. If you need a list, please email internship@liberty.edu with your request.

Students are encouraged to approach finding their Internship as a job search and should take

advantage of the services provided by the career center to assist students with resume building and interview preparation. Students can find additional information about service offered at the career center: <http://www.liberty.edu/academics/general/career/index.cfm?PID=153>.

5. May I have more than one site?

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

6. What are the requirements for a supervisor?

A supervisor must have a minimum of a master's degree and be licensed as a Professional Counselor, Clinical Social Worker, or Psychologist; OR, have earned a doctorate in Counselor Education & Supervision from an accredited university.

Supervisors must also hold a valid license in the state where the students are accumulating hours for their Internship. Students planning to seek licensure in a state other than Virginia should check to make sure their supervisor(s) meet state requirements. Students are responsible for researching their state's requirements, as some have very specific qualifications that need to be met if the Internship is to be accepted for licensure purposes. Students should review the Internship Manual for additional information regarding approved supervisors.

7. May I have more than one supervisor?

Yes, if you cannot find one supervisor to provide all of the hours needed, you may request an additional supervisor. However, you must first obtain approval before counting any supervision hours with the new supervisor. A student may have no more than two supervisors at one time. For more information on the procedure to add a second supervisor please reference the instructions on the internship website: <http://www.liberty.edu/index.cfm?PID=6333>

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

8. What are the different types of supervision?

Individual Supervision takes place when a student is in a one-on-one session with the approved supervisor. Triadic Supervision occurs when the supervision session takes place with the supervisor and two counseling students. Faculty group supervision occurs when there is a supervision session with the supervisor and more than three counseling students as well as other counselors/staff. You may not start accumulating hours towards the Internship requirement until the official start date for the COUC 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. This hour requirement needs to be met by the end of the students internship semester(s). These hourly requirements are divided into the following categories:

- 240 hours of Direct Client Contact (120/240 can be earned via telehealth)
- 25 hours of Individual Supervision (one hour per week)
- Related Activities
- Faculty group supervision (average of 2 hours per week for a minimum of 14 weeks with no more than 2 absences). Showing up to a meeting 15 minutes late or more constitutes an absence. **Please note that these 2 absences cannot include the WebEx meeting that the student is scheduled to present.*

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. (Self-help or Mutual Help groups and/or counseling does not count as direct client contact.)

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 fewer than 20 minutes. This category does not include hours spent doing coursework for the COUC 699 class or driving time.

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

Students enrolled on a 2015-2016 DCP and prior may continue to enroll in up to 3 consecutive semesters of COUC 699 once they are approved for their first semester of Internship. This will allow those students to complete all hours and requirements of the Internship course. Students enrolled on a 2016-2017 to current DCP for the 60-hour Professional Counseling degree, are required to complete Internship in two semesters. Students will submit their request for an additional semester of the COUC 699 internship course by completing a set of assignments in their COUC 699 internship course in Canvas. The 3 assignments that the student 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 the Practicum and Internship office an email at internship@liberty.edu after you have completed the 3 assignments to let us know that you have submitted your request for an additional semester.

Contact Information

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

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

Internship office
internship@liberty.edu

For questions not addressed in this manual, please contact:

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

For questions about Tevera, please contact:

COUNTevera@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 COUC 699 Internship

Appendix A: 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/Search/StateBoardDirectory>. 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:

Course Name	Projected LU Equivalent (or indicated)	Hours Required

- 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.

Appendix B: HIPAA Privacy Authorization and Release Confirmation Form

HIPAA Privacy Authorization and Release Form

This form provides a client's informed authorization for use and disclosure of his/her protected health information, including personally identifiable information. This form is required by the Health Insurance Portability and Accountability Act, 45 C.F.R. Parts 160 and 164 (HIPAA) to be completed, signed, and dated by the client prior to the use and disclosure of the client's protected health information, as described below.

*Attention Counselor/Student: Do **NOT** upload this form to Canvas, WebEx Teams, or any similar platform used in connection with a Liberty University course. This form must be maintained securely by both the healthcare provider and the student named below. Remember to also give the client a copy for his/her records.*

Section I – Authorization

I, _____ (client name), understand that my

counselor is a graduate student in the master's degree in _____ program and that my counselor is providing my counseling session(s) as a required part of his/her practicum, internship, or externship course requirement for that program.

I authorize _____ (Site Director or Approved Site Supervisor) and _____ (counselor/student) to video record all or part of my counseling session(s) _____ through _____ (semester dates) and to use and disclose the video recording, including my name and all of my protected health information contained in the video recording, to the counselor/student's practicum, internship, or externship course instructor and students in that course at Liberty University.

Section II – Extent of Authorization

I understand that the purpose of the video recording is for the above-named counselor/student to receive professional training and constructive feedback on his/her counseling skills to improve the quality of counseling services that I (and future clients of the counselor/student) receive. To be specific, once I complete and sign this form, I understand that the above-named counselor/student will upload the video recording of my counseling session(s) to Kaltura and/or WebEx Teams, both of which are password-protected platforms used by Liberty University for educational purposes. The video recording (and a written transcript of the video recording) will be disclosed to and used by the counselor/student's practicum, internship, or externship course instructor and the students in that course for educational and professional training purposes, including a course presentation, a case conceptualization, and a verbatim paper. I understand that my personally identifiable information (e.g., my name) will be redacted from the written transcript and other written assignments, but not redacted from the video recording. I further understand that neither the video recording nor any written assignment will be used for any other purpose or disclosed to any persons outside of the counselor/student's course, as described herein, without my additional written consent, except as permitted or required by law (see Section IV below).

Section III – Effective Period

This HIPAA Privacy Authorization and Release Form is valid and remains in effect until the end of the counselor/student's practicum, internship, or externship course. I understand that the video recording and the written transcript will be deleted at that time. If there is a desire to keep either the video recording or the written transcript for a longer period of time, my additional written consent will be required before doing so.

Section IV – Acknowledgements and Disclosures

I understand that the above-named Site Director or Approved Site Supervisor and counselor/student, as well as the course instructor and students will be required to maintain the same confidentiality as that required by members of the counseling profession. However, I acknowledge that there are certain exceptions to such confidentiality that require disclosure even without my authorization. Such exceptions that may require disclosure include: (1) my threat or act of serious harm to myself or another, (2) my disclosure of abuse of a minor, an elder, or an incapacitated adult, and/or (3) the issuance of a lawful subpoena, search warrant, or judicial court order that requires disclosure.

I understand that I have the right to revoke this authorization, in writing, at any time. I understand that my revocation will not be effective to the extent that any person or entity has already acted on my authorization. In other words, a revocation of my authorization cannot be retroactive and it will become effective only when my written revocation is received and processed. A copy of the written revocation must be sent to the Client's Healthcare Provider and Liberty University (either of which can be filled out below or an additional address can be listed at the discretion of the client). My written revocation of this authorization must be sent to:

Name: _____
 Organization: _____
 Address: _____

 Email Address: _____

I understand that my treatment, payment, enrollment, or eligibility for benefits will not be subject to or conditioned on whether I sign this authorization. I understand that my decision to sign this form, and therefore to release my protected health information, is completely voluntary.

I understand that, although my information used and disclosed pursuant to this form will be kept confidential and only used as described above, such information may no longer be protected by state or federal law, including HIPAA. Moreover, even though the video recording and the written transcript of my counseling session(s) will be deleted, I understand that written assignments, feedback, reviews, and grades based on them may be education records of the counselor/student that are maintained by Liberty University beyond completion of the course described in Section III above. In such event, my personally identifiable information will not be part of any such education records.

Section V – Agreement and Signature

By signing below, I (or, if the client is a minor or is incapacitated, I on behalf of the client) agree that I have carefully read and fully understand all of this HIPAA Privacy Authorization and Release Form, and I voluntarily agree to release my (or the client's) protected health information, as described above.

 Signature of Client (or Parent/Legal Guardian) Date:

 Signature of Witness (anyone designated by the Client) Date:

Acknowledgement of Receipt of HIPAA Privacy Authorization and Release Form

I acknowledge that I received a copy of the above completed and signed HIPAA Privacy Authorization and Release Form from the above-named counselor/student and I agree to maintain a copy for my (or my entity's) records.

Date:

Signature of Client (or Parent/Legal Guardian)

Date:

Signature of Site Director / Approved Site Supervisor

Appendix C: Live Observation Instructions and Form

Session Videotape Options

Client Session Options Below are options for students to fulfill the video/audiotaping portion of the case presentations and verbatim assignments for 698/699 WebEx:

- Option 1: Videotaped sessions with client.
 - o This is the preferred option, if clients are willing, as it is much better to see the client in the session as well as the therapist.
- Option 2: Videotaped sessions with camera on student only.
- Option 3: If options 1-2 are not approved by the student's site, then the student may opt to audio record a client's session.
- Option 4: If options 1-3 are not possible, students may videotape a role play of a counseling session that is familiar to both the student and the role play partner.
 - Step one if using Option #4: Site supervisor must contact student's faculty supervisor to confirm videotape restrictions at your site and to confirm he/she will complete a Live Observation Form. Once approved by the faculty supervisor, your site supervisor would be the preferred role play partner. Another licensed counselor at your site may be an alternative for this role play option. Fellow students are not approved to serve as a role play partner. The role play partner needs to be somewhat familiar with the student's client so there is some correlation to an actual session. **Additionally**, if option 4 must be utilized, the site supervisor will need to conduct a Live Observation session and complete the Live Observation Form for the student to submit to Canvas. This is to ensure that the site supervisor has been able to observe and evaluate the student's level of proficiency in client care. The Live Observation does not need to be the specific client that is being role-played for Option #4.

Instructions for Sites That Do Not Allow Video or Audio Taping

Students will need to role play with one of the following individuals:

- Approved site supervisor
- Any licensed counselor at the site

The individual listed above will role-play a client that is familiar to them

- A current or past client
 - This will allow the individual doing the role-play to present a client history useful for the student's development of a case conceptualization, diagnosis, and treatment plan.
 - This will allow the student to meet the videotaping and verbatim assignment required for the faculty supervision class.

*****Please note this is to be accompanied with Live Observation (see below).***

Live Observation

If a site does not permit video/audio recording of client sessions, students and site supervisor agree to use Live Observation to complement the required video recording of a pseudo client session.

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

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

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

Site Supervisor LIVE OBSERVATION Form 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: _____

Directions for use of Kaltura for Video Presentations

- Upload your recorded video to LU my media. Here is a video that may be of help to you. https://watch.liberty.edu/media/t/1_6a5y6704
- Click on watch.liberty.edu, log in to your LU account
- Click on “my media” and upload the video by clicking “add new”
- Be sure to open the video to the public so that anyone can view the video with the url link (our class). This is done through the actions button (choose unlisted)
- During class, add your URL link in the chat section. We will play the video on our own computer with the sound muted and this should help with the bandwidth issues. Remember that if you are using a hotspot webex will have trouble, and you will experience glitches during class. Please remove the video from LUmedia after class or set back to private.
- You are responsible for this video, and it may only be shared with your site supervisor and/or during class.

Appendix D: 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 sessions to be presented during WebEx Faculty Group Supervision. The session due dates correspond with the student presentation date. The session is due the week of the students' case presentation (see the case presentation schedule/course chart for exact dates; the schedule will be in alphabetical order). Students will submit a verbatim form with an eight to ten-minute segment of the recorded session. Faculty will provide feedback on this portion of the session.

Check and make sure the sound quality is acceptable prior to presenting your video to the class.

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

1. The verbatim form should be submitted, through Canvas as indicated on the presentation schedule. Please remember to de-identify client information in all written documentation and indicate that the contents are confidential and are to be opened only by the recipient/professor.
2. The sessions should evidence the demonstration of strong basic skills and when appropriate an advanced technique (e.g. empty chair, use of REBT (using chart), etc.). The technique must be appropriate to the treatment goals described in the case conceptualization treatment plan section.
3. Faces of the counselor must be easily seen. Seating for these recordings should be arranged in a comfortable manner for both counselor and client, but with the preferred option of being able to see both client and counselor in the session

Appendix E: Sample Verbatim Form

Student Counselor's Name: _____

Student Client's Name: _____

Start Time of _____
Clip: End Time _____
of Clip:

Directions:

Select an eight to ten-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 “Intervention Identification and Rationale” 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.

<i>Speaker</i>	<i>Verbatim</i>	<i>Intervention Identification and Rationale</i>	<i>Conceptualization and Personalization</i>	<i>Faculty Comment</i>
		SOLER Sitting at a comfortable distance and angle Open posture Leaning forward, looking interested, listening attentively Effective eye contact Remaining relatively relaxed	My face looks very worried Throughout this video and I would like to practice mirroring a more fitting level of concern. Tyler doesn't look as concerned as I do and I would like to match his body language and non-verbals a bit more.	
<i>Counselor</i>	Hi, Tyler. What would you like to talk about today?	Open Question		
<i>Tyler</i>	I think I want to talk about my dogs.			
<i>Counselor</i>	Your dogs.	Closed statement		
<i>Tyler</i>	Yeah, I think so. So, relatively...			

Appendix F: Case Presentation Instructions

WRITTEN CASE PRESENTATION ASSIGNMENT INSTRUCTIONS

OVERVIEW

Please review this document in that is the capstone assignment, or similar assignment, in Clinical Mental Health, Marriage and Family, and School Counseling programs. The case presentation will be in oral and written format across the program. In some courses you will only have to focus on certain aspects of the case presentation such as diagnosis. This assignment is derived from the Switzer and Rubin (2015), see references below, which is a required book across the curriculum.

INSTRUCTIONS

The paper must be 6–8 pages of content in length (not including the title page) and include at least 4 academic sources in APA format.

Part 1 - Assessment and Diagnosis

Identifying Data

Date of initial assessment:

PSEUDO Name (DO NOT use actual client's real name):

Reason for Referral/Presenting Problem

Provide a brief reason the client has entered into counseling. This may be a triggering event such as a divorce, death, pandemic, loss of employment, bullying or client reported increase in signs, symptoms, impaired functioning, etc. Ideally, offering direct quotes on how the client describes the reason, presenting problem.

Below are points to consider when writing up your “Summary.”

- 1 Source of Information: Provide the source and the manner in which data was obtained in the preparation of this report. This includes both formal and informal assessments in the summary as well as throughout the case presentation as necessary to support your conclusions.
- 2 Family and Home Background/Religious Background: Identifying information about parents and siblings (names, ages, occupations, etc.). Client’s perception of the home environment and relationships within the family. Critical family incidents may be included. Also note any events that triggered the client, family coming to counseling, e.g., precipitating events.
- 3 Educational History: Description of pertinent information in relation to educational background including academic achievement, school instances that were significant for understanding the individual and the client’s attitude toward education. Any assessment information would be helpful.
- 4 Mental Health: historical and as well as present signs, symptoms as well as mental health test results (formal and informal) such as DSM-5 cross-cutting symptom measure, Beck’s Depression Inventory, Beck’s Anxiety Depression Inventory, Patient Health Questionnaire, etc.
- 5 MSE: when first meeting the client, what are your observations that would include speech; mood; affect; orientation to person, place, time; thought process; delusions; hallucinations; concentration, suicide ideation, etc. Also include any self-harm, e.g, cutting and/or harm to other.
- 6 Client’s Physical Health: A statement of the client’s significant health history, current treatment and medications.
- 7 Occupational History: A description of the client’s vocational history. Emphasis should be placed on current occupational functioning, history of work problems and reason for change. Quality of work and satisfaction and interests.
- 8 Sexual Adjustment: Current status, significant problems or disturbances in functioning, alternate lifestyles
- 9 Substance Use History: Description of client’s alcohol/drug use, patterns of use, and last use; as well as how often client uses and how much.
- 10 Spiritual Assessment: Does client believe in God? Attend church? What role does religious affiliation play in the client’s life? Are spiritual resources or issues important to client? How does client describe God? What is the state of the client’s spiritual awareness? Additionally, an assessment of the religious background of the family is included.
- 11 Cultural Factors: Does the client have any factors such as acculturation, discrimination, etc that impact the client and may be source of signs, symptoms? How would the client explain the problem from their cultural lens?
- 12 Barriers to Treatment/Success: Are there personality factors, stages of change influences, or contextual factors that would influence the success of treatment?
- 13 Other pertinent data: Provide any other data points not captured from the sections above such as signs, symptoms, severity, onset, conditions, context that provide a clearer picture for the development and discernment of the diagnosis as well as client insight and motivation to treatment.

Summary

Provide *only relevant data* that is needed to arrive at a diagnosis. The summary should contain pertinent data points that are delivered in the section 2, diagnosis in the rationale.

DSM-5 Diagnosis

Primary - F 32.1 major depressive disorder, single episode, moderate
Secondary - as needed

Rationale. The client is experiencing his first major depressive episode. He has met the following DSM-5 criteria for major depressive disorder, single episode, and moderate for about 2 months: depressed mood, diminished interest in activity/pleasure, decreased appetite, loss of energy, feelings of worthlessness, and diminished concentration as evidenced

[put in key points here supporting depressed mood, anhedonia, loss of energy, etc from summary above]. He does not have insomnia every day, but is experiencing trouble falling asleep and staying asleep 3-4 times per week. The client's depressive symptoms are causing significant problems in social and occupational functioning found in [provide evidence here for areas of impairment, where, what settings], and the symptoms are not better accounted for by substance use or another mental illness. The client reports no symptoms of hypomania or mania. Because this is the client's first episode, the "single episode" specifier is used. The client's episode is "moderate" in severity because he meets most of the criteria for MDD, but he is not severely impaired.

Part 2 - Case Conceptualization

STEP 1: IDENTIFY AND LIST CLIENT CONCERNS AND ANY OTHER PROBLEM AREAS

Feeling sad and stressed	Low self-worth	Feels like a failure
Anhedonia	Decreased appetite	Worry about parents
Avolition	Concentration problems	Feels lonely
Insomnia	Conflict at work	Withdrawal from friends
Relationship break-up		

STEP 2: ORGANIZE CONCERNS INTO LOGICAL THEMATIC GROUPINGS (Use one of the following approaches: Descriptive-Diagnostic, Clinical Targets, Areas of Function and Dysfunction; Intrapsychic Areas)

Major Depressive Disorder

**STEP 3: THEORETICAL INFERENCES:
ATTACH THEMATIC GROUPINGS TO
INFERRED AREAS OF DIFFICULTY**

Depressed thoughts (CBT)
Negative view of self and negative interpretation of experiences

Depressed behavior (CBT)
Withdrawal from others and activities because of negative self-view and lower energy

**STEP 4: NARROWED
INFERENCES AND DEEPER
DIFFICULTIES**

Deepest Negative Distortion
(CBT): "I believe I am a failure and unlovable."

Narrative of the Case Conceptualization with Christian Integration

CBT supports that cognitions are central to how the client perceives, behaves, and feels. Scripture (Genesis 3:1ff; Isaiah 64:6; Romans 3:23) support this in that negative views of self and others can be accounted by the Fall, introduction of sin, and associated outcomes. Due to the client's fallen state, sin nature, the mind or cognitions are also corrupt. These maladaptive thoughts and behaviors persist due to sin nature and are evidenced by depressive symptoms.

The client's depression was likely triggered by two major life transitions (i.e., break-up with longtime girlfriend and change to a very challenging job). The client's view of self has decreased due to perceived rejection, poor work performance, and conflict with his work supervisor. The client has several maladaptive automatic thoughts (e.g., "I'm a failure," "I am not smart enough," and "I'm not good with people") about himself that are contributing to his depressed mood. In addition, the client's depressed mood and negative view of self has led to withdrawal from people and activities, which instills a depressed mood. For example, because client feels like a failure he has withdrawn from social activities and less motivated to engage in work and other pleasurable activities. As the client has decreased activity associated with positive mood (e.g., visits with friends) and increased activities associated with depressed mood (e.g., laying on the couch more), he has become discouraged and his overall level of depression has increased.

Part 3 - Treatment Planning/Integration/Counseling Theory

Treatment Plan

Problems

1. Major Depressive Disorder– Negative view of self, negative self-talk, low self-worth, worry. Withdrawal from friends, family, and pleasurable activities; insomnia

Goals for Change

1. Major Depressive Disorder (CBT)
 - Understand relationship between negative self-talk and mood
 - Reduce negative self-talk
 - Increase positive self-talk
 - Increase engagement in non-depressed activities
 - Decrease reinforcement of depressed behavior
 - Increase realistic relational schemas for blended family activities to reduce conflict and depression symptoms"

Therapeutic Interventions

10-12 weekly, individual sessions of CBT w/ “Overcoming Depression” workbook

1. Major Depressive Disorder
 - Psychoeducation about relationship between negative self-talk and mood
 - Identify, record, and challenge negative self-talk related to self-worth
 - Develop and test hypotheses related to low self-worth
 - Teach client how to challenge distorted thinking with positive self-talk
 - Educate client about role between behavior and mood
 - Conduct behavior analysis and note behaviors that affect mood positively and negatively
 - Develop weekly activity schedule to increase mastery and pleasurable activities
 - Teach Problem-solving skills training to help family identify more effective ways to address personal differences

Outcome Measures of Change

Improved self-worth, improved mood, increased engagement in pleasurable activities, and increased support seeking.

- Clinician-observed client self-report of less negative self-talk related to self-worth
- Pre-post measures on the Beck Depression Inventory
- Client self-report of engagement in pleasurable activities and support seeking

Integration of Faith

[In this section, write a 1-page double-spaced, reflection about how you integrate faith into this particular client’s counseling.] When thinking upon integration, it is important to think across a spectrum. I would start by offering your integration approach (see Psychology and Christianity: Five Views). Then you can offer these other Integration areas as needed: individual, what are you doing to grow in Christ, to become more like Christ. It also involves how you are integrating your counseling theory with your Christian worldview, your theology. How have you changed your secular theory to fit what God has revealed through scripture such as grace, sin, fallen nature, image of God? Finally, integration also includes the use of techniques such as prayer, fasting, and/or the spiritual disciplines. You can use textbooks from previous courses such as Tan’s work, *Counseling and Psychotherapy*.

Personal Model of Counseling

[In this section, write a ½ -page reflection about your use of a specific theoretical orientation in your counseling with this client. Think about how well you are using theory-based interventions and ways you can improve in applying your theoretical orientation as you go forward (strengths and areas for improvement).

References

- American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders* (5th ed.).
- Johnson, E. L. (2010). *Psychology and Christianity: Five views* (2nd ed). IVP Academic.
- Greggo, S. P., & Sisemore, T. A. (2012). *Counseling and Christianity: Five approaches*. IVP Academic.
- Rubin, A. M., & Switzer, L. C. (2015). *Diagnosis & treatment planning skills: A popular culture casebook approach*.
Sage.
- Sperry, L., & Sperry J. (2012). *Case conceptualization: Mastering this competency with ease and confidence*. Routledge.
- Tan, S-Y. (2011). *Counseling and psychotherapy: A Christian perspective*. Baker.
- Zuckerman, E. L. (2018). *Clinician's thesaurus: The guide to conducting interviews and writing psychological reports*.
Guilford.

Appendix G: COUC 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.:

Appendix H: Tevera Verification of Hours Procedure

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