

LIBERTY
UNIVERSITY
SCHOOL *of* BEHAVIORAL
SCIENCES

**DEPARTMENT OF COUNSELOR EDUCATION AND FAMILY
STUDIES**

**Marriage & Family Therapy
Internship Fieldwork Manual**

2021-2022

Table of Contents

From the Director of Clinical Training to the Student.....	4
From the Director of Clinical Training to the Supervisor.....	5
Acknowledgement of Internship Manual.....	6
<i>I. Course Overview</i>	7
A. Course Description	7
B. Rationale.....	7
C. Prerequisites.....	7
D. Course Objectives.....	8
E. Communication with Instructor, Support Staff and Clinical Director:.....	9
<i>II. Internship Requirements</i>	9
A. Course Requirements.....	9
B. Group Supervision.....	10
C. Finding a Site and Supervisor.....	10
D. Site Supervisor Requirements:.....	11
E. Site Supervisor Responsibilities:.....	12
F. Site Activities:.....	12
G. Site/Supervisor Switch Policy	12
H. Facts to Remember.....	13
<i>III. Things to Do Before the Start of Internship</i>	13
A. Background Check Policy.....	13
B. Obtain Professional Liability Insurance.....	13
C. Complete Required Approval Documents.....	14
<i>IV. International Practicum/Internship Policy</i>	14
<i>V. Internship Documentation for Fieldwork Experience</i>	15
<i>VI. Grading for Internship</i>	16
A. CEFS 698/699 FN Policy	16
B. Pass/No Pass	17
C. Grade Scale Breakdown.....	18
D. Late Assignments.....	18
E. Tests/Exams.....	18
F. Traditional Incomplete	18

	3
VII. Professional Behavior Expectations.....	18
VIII. Site Dismissal or Course Withdrawal	19
IX. Professional Competency Expectations and Remediation Process.....	20
X. Students Needing More than One Semester to Complete Internship	20
XI. Frequently Asked Questions (Internship CEFS 699).....	22
Contact Information	25
Appendices.....	26
Appendix A: State Requirement Checklist.....	27
Appendix B: Midterm/Final Evaluation.....	28
Appendix C: CEFS 699 Treatment Plan Worksheet.....	37

From the Director of Clinical Training to the Student

Dear Student,

Congratulations on reaching this milestone in your 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 marriage and family therapist 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 Marriage and Family Therapy during their coursework.

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

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



Steve Johnson, PhD, LPC, LMFT, ACS

Director of Clinical Training

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

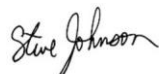
From the Director of Clinical Training to the Supervisor

Dear Supervisor,

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

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

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



Steve Johnson, PhD, LPC, LMFT, ACS

Director of Clinical Training

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

Acknowledgement of Internship Manual

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

All students are expected to read this manual and have a thorough understanding of its contents. Students should also be aware that they can discuss the manual and direct questions and concerns to their Faculty Advisor or the Director of Clinical Training regarding any material contained in the manual. Students agree to abide by all procedures, policies, and guidelines in the manual.

Students understand that this manual may be modified from time to time as University or Program policies, procedures and guidelines are implemented or changed and that it is their responsibility to review the manual from time to time in order to remain current with its contents.

M.A. in Marriage and Family Therapy Internship Fieldwork Manual

I. Course Overview

A. Course Description

This course offers student participation in a clinical experience under supervision in an approved agency.

B. Rationale

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

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

C. Prerequisites

1. CEFS 500, 501, 502, 504, 505, 510, 512, 515, 521, 522, 602, 546, 667*, 698
2. 3.0 cumulative GPA or above
3. Academically: good standing
4. Approved Background Check from Castle Branch
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

Note: Students enrolled on the 2018-2019 DCP, please note the Internship will be split into 2 required semesters worth 3 credit hours each. Students enrolled in a DCP prior to 2018-2019 will be permitted to enroll in 3 consecutive semesters of Internship.

***Note:** Students on a **2018-2019 DCP** may take CEFS 602 and Practicum concurrently. Additionally, for students on a 2018-2019 Degree Completion Plan Audit, CEFS 667 is not a pre-requisite. Students on a **2017-2018 Degree Completion Plan and prior**, CEFS 667 is a pre-requisite for CEFS 698 Practicum. Students can only enroll in Clinical Diagnosis & Treatment Planning (CEFS 667) and the Counseling Practicum (CEFS 698) in the same semester if their Clinical Diagnosis & Treatment Planning (CEFS 667) Intensive occurs before or in the same month as the start date for the Counseling Practicum (CEFS 698). Students cannot enroll in Clinical Diagnosis & Treatment Planning (CEFS 667) and the Counseling Practicum (CEFS 698) in the same semester if they are enrolled in an online section of Clinical Diagnosis & Treatment Planning (CEFS 667).

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

Important Note: Students switching from the MFT program to the CMHC (CACREP) program who completed a CEFS 698 Practicum, and looking to enter into a COUC 699 (WebEx) Internship, will be required to take COUC 698 (WebEx version) prior to being able to take a COUC 699 (WebEx version) Internship.

D. Course Objectives

Upon successful completion of this course, the student will:

1. Develop a counselor identity as evidenced by:
 - a. Active participation in professional development opportunities including: professional conference, professional workshops, and/or seminars.
 - b. Incorporation of a developmental wellness counseling perspective during interactions with clients and during site and faculty supervision.
 - c. Application of professional literature to practice through the synthesis of peer reviewed counseling literature into case presentations.
2. Gain self-supervision skills through a process of self-evaluation and feedback from faculty and site supervisors as evidenced by:
 - a. Collaborative discussion with site supervisors of midterm evaluations of competencies in developing an action plan to sustain growth and address any scores that are below competency levels.
 - b. Accurate identification of strengths and areas of needed development in knowledge, skills, and case conceptualization.
 - c. Demonstration of sustained improvement from midterm to final evaluations of competencies, with all scores at or above competency levels.
 - d. Self-evaluation of a client-counselor interaction and development of more effective interventions in the revised responses on the verbatim transcript.
3. Increase skill levels as evidenced by the following:
 - a. Adherence to ethical standards when presenting and obtaining informed consent with clients; including confidentiality, the limitations of confidentiality, process of recording sessions, procedural safeguards to protect the client's identity in handling and viewing of tapes, and the role and responsibilities of the supervisor.
 - b. Application of supervisory feedback and recommendations for skill development given while reviewing recorded sessions in supervision in subsequent sessions.
 - c. Development of new counseling skills and interventions that are targeted to meet client needs.
 - d. Ability to review recorded counseling sessions and prepare a comprehensive case presentation including a written treatment plan.
4. Demonstrate their ability to apply the American Association for Marriage and Family Therapy (AAMFT) Code of Ethics to their fieldwork as evidenced by the following:
 - a. Application of ethical guidelines when rendering a DSM-V 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 AAMFT 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 AAMFT 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/studentaffairs/communitylife/index.cfm?PID=19459>.

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 marriage and family therapist appropriate to the designated program area.

Each student's Internship includes all of the following by the end of their internship semester(s):

1. Minimum 240 clock hours of direct service through solo therapy by working with clients through the therapeutic process (clinical in nature) learned during CEFS 505, 512, & 602 (previously known as 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.

(Please contact the Practicum/Internship Office for any question regarding whether or not an activity counts as Direct Client Contact).

- **Important Note:** *Students are responsible for checking with their state board to verify the number of Direct Client Contact hours with couples and families. For example, the state of Virginia requires students to earn a minimum of 200 hours with couples and families during their 600-hour Internship. If student has a question about their state requirements, the student will need to contact their state board directly*
- Self-help or Mutual Help groups and/or counseling does not count as direct client contact.

* Please be aware that beginning in Spring 2022, Practicum and Internship students will be required to submit two videotaped (or audio) counseling sessions accompanied by an 8–10-minute verbatim transcript as a course requirement. Considering this requirement, please make sure you inform any prospective or current site of this requirement, so they can confirm the approval of video/audiotaping for educational purposes.

*** 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 also permitted. Use of telehealth for supervision must be approved by the Practicum office.

3. You will need to find a site that provides group supervision in order to fulfill your group supervision requirement. This is not provided to you by Liberty University.
4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, in- service and staff meetings).
5. Evaluation of the student's counseling performance throughout the Internship, including documentation of a formal evaluation after the student completes the Internship. Students and site supervisors discuss the site supervisors' evaluation of student performance at four scheduled times throughout the semester.

B. Group Supervision

During the Internship, students will also need to participate in regular, scheduled group supervision sessions. Ensure that you are attending onsite group supervision at least once every 1-2 weeks. Group supervision involves working with a supervisor working with three or more students or other counselors/staff using a tutorial and mentoring form of instruction. You will need to find a site that provides group supervision in order to fulfill your group supervision requirement.

C. Finding a Site and Supervisor

The relationship between the student, the site, and the supervisor is an important one. Therefore, students need to be cautious and prudent in picking a site and supervisor. Remember that as a student, when you interview for a potential placement, you are not only being interviewed, but you are interviewing the site and supervisor to determine a good fit. The choice of an Internship site and supervisor should be a mutual one. Internship students are allowed a maximum of two sites and two supervisors at any time that have been approved by the Internship Office.

First, make sure the site can offer you enough face-to-face client hours so that you can complete your Internship in one to three semesters. Second, make sure that the supervisor can meet the requirements for supervision as well as provide you a minimum of one hour of supervision per week. Interview your potential supervisor to determine his/her expectations of you in terms of hours and times you will be available, the duties you will be performing, etc. Finally, remember that your relationship with your potential supervisor is a personal, as well as, professional one. You want to select a supervisor with whom you feel you will be able to communicate and work with in a collaborative, professional matter.

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

Other considerations to keep in mind include:

1. Do the supervisor, activities, and site meet the requirements for CEFS 699? (See appropriate sections in this manual for requirements.)
2. Is the clientele of the agency similar to the clientele whom the student wishes to work with during his/her professional career?
3. Is there enough diversity in the clientele to provide a wide range of experiences (e.g., adults, adolescents, children, married couples, singles, group therapy, etc.)?

4. Does the agency have a large enough client base to have adequate face-to-face client hours to meet course requirements?
5. Are qualified supervisors available who are willing to invest the time to provide a quality Internship experience which includes provision of individual supervision?
6. Do they have the credentials (i.e., doctoral level or master's level and licensure) so that a licensing board will accept clinical work completed under their supervision?
7. Is this agency one in which the student might be interested in employment after the Internship is completed?

D. Site Supervisor Requirements:

Internship Supervisors must meet the following requirements:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. Must hold a master's degree or above in counseling or a related field.
3. Must have a minimum of two years professional experience.
4. Knowledge with program requirements and procedures for evaluations.
5. Appropriate training in counseling supervision.
6. Must hold a valid state license at an independent level of practice; i.e., supervisors must be able to practice without being under supervision.
7. Must be in good standing in the profession. For any potential supervisors with a listed disciplinary action against their license (past or present), Liberty University reserves the right to approve or deny the potential supervisor based on the nature of the violation and the disciplinary action taken by the board.
8. Must hold a license that qualifies the individual to provide clinical supervision.

a. Examples of Approved Supervisors:

- Licensed Marriage and Family Therapist (supervisor who is an AAMFT Approved Supervisor is preferred).
- Licensed Clinical Social Worker (LCSW)
- Licensed Mental Health Counselor (LMHC)
- 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.

9. Dual Relationship

Our office has approved students to use their place of employment as their Internship site if the site meets the requirements, such as clinical in nature. When applying students will not be able to use their direct supervisors for their position at their place of

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

E. Site Supervisor Responsibilities:

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

Typically, approved site supervisors will:

1. Provide an orientation with the agency and staff for the student unless the supervisor is off-site. This should include such items as agency policies, structure, personnel, and resources.
2. Ensure access to agency manuals, policy statements, and files as needed for the student.
3. Assist the student to refine details of Internship activities appropriate to the specific setting.
4. Provide structure for the student to achieve Internship objectives.
5. Establish **weekly** supervisory meetings with the student. The supervisor uses this time to hear student's self-report of Internship activities, listen to session recordings, provide feedback, plan tasks, and discuss other aspects of the Internship Experience with the student. These weekly supervisory meetings are face-to-face. Students are not eligible to use Skype, telephone or digital as a means of earning Individual Supervision hours.
6. 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.
7. 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 CEFS 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. 27, 2020, our office will need

all correctly filled out approval documents by Sept. 10, 2020. 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 (with 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 or re-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: <http://www.liberty.edu/index.cfm?PID=27644>.

B. Obtain Professional Liability Insurance

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

The following organizations offer professional liability insurance:

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

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

fieldwork site provides liability insurance coverage for the student.

C. Complete Required Approval Documents

Once a site and supervisor have been chosen, the student, site and supervisor complete and sign the *Fieldwork Contract* found on the Internship website and submit to SharePoint. The student should retain copies of all documents for his/her own records.

- 1. All approval documents must be submitted to the Internship office through the SharePoint submission portal prior to the deadline listed on the Internship website.** No late documents will be accepted. Submission of the above forms does not mean automatic acceptance of the proposed site and/or supervisor: they must be approved first. The university wants to make sure the student's proposed site will provide a good education experience and that it has adequate oversight and safeguards built in to ensure an appropriate clinical environment.
2. Students need to submit completed Liberty University Affiliation Agreement or an Affiliation Agreement that is approved by Liberty University. Extensions will not be granted for Affiliation Agreements negotiations.

IV. International Practicum/Internship Policy

Policy for approval of sites and supervisors abroad

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

Students seeking licensure in the Unites States:

- 2. Site must be sponsored by an American Organization**
- 3. Site must follow the general guidelines established by the counseling profession in the U.S.** (e.g., ACA, AAMFT Codes of Ethics, state board regulations, etc.).
 - Informed consent
 - Treatment plans
 - Record keeping
- 4. 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 certifications and/or licenses.
 - Must hold a master's degree or above in counseling or related field.
 - Must have a minimum of two years professional experience.
 - Knowledge with program requirements and procedures for evaluations.
 - Appropriate training in counseling supervision.
 - Must hold a valid state license at an independent level of practice; i.e., supervisors must be able to practicum without being under supervision.
 - Must be in good standing in the profession.
 - Must hold a license that qualifies the individual to provide clinical supervision.
- 5. The following licenses that typically qualify include:**
 - Licensed Marriage and Family Therapists (supervisor who is an AAMFT Approved Supervisor is

preferred).

- Licensed Professional Counselors (LPC)
- Licensed Mental Health Counselor (LMHC)
- Licensed Clinical Psychologists (LCP; with a preferred Psy.D. All other degrees are reviewed on a case by case basis)
- Licensed Clinical Social Workers (LCSW)
- Psychiatrists and Ph.D./Ed.D in Counselor Education and Supervision from a regionally accredited university.

Students who are seeking licensure in the United States are responsible for knowing and understanding 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 CEFS 699 are designed to meet the requirements for the Virginia State Board of Marriage and Family Therapy. Students who plan to seek licensure in a state other than Virginia after graduation should verify their state's requirements.

The following hours must be met during a student's fieldwork experience:

- 600 hours of activities related to the Internship should fall into one of four categories
 - Direct Client Contact (minimum of 240 hours required)
 - Individual Supervision (1 hour per week, total of 25 hours minimum)
 - Must ...
 - meet at least one hour per week with approved supervisor in-person

AND

- earn a minimum of 25 total hours (1 hour for every 10 Direct Supervision hours earned)
 - If Individual Supervision is skipped one week it may be made up and counted during the week before or after
 - Group Supervision (minimum of 25 hours required; must average 1.5 hours per week.)
 - Related Activities
- Note:** The Internship course is a full-semester commitment, even if students complete the required hours before the official end date of the semester.

Winter Break (Between Fall semester and Spring semester)

Our office will allow students to continue to count hours during the Winter Break. The Practicum and Internship Office must receive an official letter, on the site's letterhead, from the approved supervisor. The letter must state that the supervisor understands the student will not be under Liberty University's supervision nor the supervision of a Faculty Supervisor during the break and assumes full responsibility for the student, as students are not enrolled in an Internship course during this four-week break. Students will need to submit this letter with their request for an additional semester of Internship during Fall semester.

Please note: This policy only applies to 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 CEFS 699. If students are unable 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. 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 CEFS 699, students must complete the following:

1. Earn a passing grade for all Course Assignments
2. Obtain at least 600 hours of clinical experience according to the categories listed above (direct client contact, individual supervision, etc.)
3. Receive passing evaluations by the supervisor
4. Adhere to the AAMFT Code of Ethics at all times
5. Meet the CEFS 699 class attendance policy

A. CEFS 698/699 FN Policy

The U.S. Department of Education requires that every university monitor the attendance of their students. Liberty University uses the following definition in determining student attendance, "Submission of an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event) or communication with the professor regarding academic content or an assignment." However, with the Practicum/Internship courses, the Practicum/Internship office can factor both the academic (Canvas) 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.

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.

B. Pass/No Pass

<u>Letter Grade</u>	<u>Requirement</u>
---------------------	--------------------

P (Pass)

Must meet all of the requirements below.

- Completes assigned work.
 - **Must** complete **all** clinical work to pass:
 - All evaluations
 - Proof of liability insurance
 - Completes required hours:
 - Internship:
 - Direct: 240
 - Individual Supervision: 1 per week (a minimum total of 25 hours)
 - Group Supervision: 25
 - Related: Remaining hours
 - 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
 - Article review
 - Book review
 - Self-reflections
 - Informed Consent
 - Quizzes
- 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.

C. Grade Scale Breakdown

P (Pass): 800-1010

NP (No Pass): 0-799

D. 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.

E. Tests/Exams

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

F. 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.

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:

1. Punctuality and promptness to all appointments
2. Appropriate dress and grooming (business attire)
3. Professional written communication
4. Professional oral communication (this includes correct verb usage and the avoidance of inappropriate language including informal language or slang)
5. Adherence to the AAMFT Code of Ethics
6. Be teachable and receptive to feedback given by the supervisor
7. 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 are at the discretion of the Remediation and Leadership Teams based on a thorough evaluation of the incident.

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

IX. Professional Competency Expectations and Remediation Process

Supervisors and Liberty University faculty have a professional and ethical responsibility to evaluate students on the following:

1. Counseling skills competency

2. Professional behaviors
3. Personal and professional dispositions
4. 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:

1. Unprofessional or unethical conduct either at the Internship site or in the interaction with Liberty University faculty and staff.
2. Any verifiable complaints about the student from the Site Supervisor or Site Director.
3. Threat of lawsuits toward the site, supervisor, Liberty University or any employee of Liberty University.
4. 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 CEFS 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 CEFS 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 CEFS 699 Internship in the next consecutive semester. In addition to completing the quiz, students requesting an additional semester of

the CEFS 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.

For students on the 2017-2018 DCP's and prior, the Internship may only be taken for a maximum of 3 terms (9 credit hours). Students must pay for each additional semester. A grade of "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 CEFS 699)

Please note: students are responsible for determining the state requirements if they plan to practice in a state other than Virginia post-graduation. Please visit the following website to view NBCC's state directory: <http://nbcc.org/directory>.

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

It typically takes a student two full semesters (A term semesters) to complete the Internship. However, the Internship can be completed in one semester (if on the 2017-2018 DCP and prior) and the student is permitted a maximum of three consecutive semesters to complete the Internship. Students are expected to pay for each individual semester of Internship.

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

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

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 can provide students with a plethora of information regarding the services and opportunities in the student's local areas. Liberty may also have a listing for your state of sites previously used by our students. You can inquire about this list one semester prior to starting the Internship. This list does not guarantee placement for a Liberty University student.

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 supply all the hours needed, you may request an additional site. Before adding the additional site, you must first obtain approval before counting hours at the new site. A student may have no more than two Internship sites at one time. Please seek approval beforehand by emailing the Internship office at internship@liberty.edu.

6. What are the requirements for a supervisor?

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

7. May I have more than one supervisor?

Yes. If you cannot find one supervisor to supply all the hours needed, you may request an additional supervisor. However, you must first obtain approval before counting any supervision hours with the new supervisor. A student may have no more than two supervisors at one time. Please seek approval beforehand by emailing the Internship office at internship@liberty.edu.

8. What are the different types of supervision?

During your Internship, your supervisor is responsible for monitoring your activities and facilitating your learning and skill development experiences. The supervisor not only monitors and evaluates your clinical work, but he or she is also responsible for the quality of services offered to clients. While an ongoing process, you will meet with your

supervisor weekly for formal supervision. *Individual Supervision* occurs when this supervision session involves a supervisor and a counseling student. *Triadic Supervision* occurs when the supervision session takes place with the supervisor and two counseling students. *Group Supervision* occurs when there is a supervision session with the supervisor and more than two counseling students.

9. How do I count supervision hours?

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

10. How many hours are required for the Internship?

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

- 240 hours of Direct Client Contact
- 1 hour per week of Individual Supervision (minimum total of 25 hours)
- 25 hours of Group Supervision
- Related Activities (hours that do not fall in the above categories will be counted towards related activities hours)

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.** Virginia requires 200 of the 240 direct client contact hours to be relational hours (couples/families). Liberty does not accept responsibility for knowing state licensure board requirements. This is the sole responsibility of the student.

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

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?

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

Observation implies that you are silently observing another therapist while they are counseling. Observation may occur in the counseling room with the client and therapist, watching a videotaped session, or from behind a one-way mirror.

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

hours?

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

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

You may count all 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 hours of Direct Client Contact, not seven.

18. What are Related Activities hours?

Related Activities include time spent doing paperwork, research into counseling issues, seminars, workshops, phone calls to clients, consultation with colleagues, and counseling sessions that last less than 20 minutes. This category does not include hours spent doing coursework for the CEFS 699 class.

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

In the CEFS 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 CEFS 699 Internship in the next consecutive semester. In addition to completing the quiz, students requesting an additional semester of the CEFS 699 Internship course must submit a copy of their liability insurance face sheet and updated Fieldwork Contract through the corresponding links. Students seeking a new site or supervisor will need to submit their Internship site or supervisor approval paperwork to internship@liberty.edu. The Internship may only be taken for a maximum of 3 terms (9 credit hours). Students must pay for each additional semester. A grade of “I” (Incomplete) will be posted until all hours and course requirements have been met.

20. Can I switch from the MFT Program to the CMHC (CACREP) Program?

Yes. However, students switching from the MFT program to the CMHC (CACREP) program who completed a CEFS 698 Practicum, and looking to enter into a COUC 699 (WebEx) Internship, will be required to take COUC 698 (WebEx version) prior to being able to take a COUC 699 (WebEx version) Internship.

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

Department of Counselor Education and Family Studies
Liberty University 1971 University Blvd
Lynchburg, VA 24515
Fax: 434-522-0477

<http://www.liberty.edu/academics/healthsciences/counseling/index.cfm?PID=673>

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

Appendices
Forms to Complete for CEFS Internship

Appendix B: Midterm/Final Evaluation

Midterm and Final Grading Rubric

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

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

Intern Name:

Faculty Supervisor(s):

Submitted:

Site Supervisor(s):

Course/Term:

Site:

Assessor:

Subject(s):

Comments:

Grade(s):

Scales Evaluation Guidelines

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

Scales Evaluation Guidelines

Exceeds Expectations / Demonstrates Competencies (5) = the counseling student demonstrates strong (i.e., *exceeding* the expectations of a beginning marriage and family therapist) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).

Meets Expectations / Demonstrates Competencies (4) = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning marriage and family therapist should be at this level at the conclusion of his or her practicum and/or internship.

Near Expectations / Developing towards Competencies (3) = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning marriage and family therapist should be at this level at the conclusion of his or her practicum and/or internship.

Below Expectations / Insufficient / Unacceptable (2) = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Harmful (1) = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

Directions: Evaluate the counselor's or trainee's counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions. Click on the box that best describes the student's performance to date.

Part I: Counseling Skills & Therapeutic Conditions

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

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

Goal Setting -- Counselor collaborates with client to establish realistic, appropriate, & attainable therapeutic goals	Demonstrates consistent ability to establish collaborative & appropriate therapeutic goals with client (85%).	Demonstrates ability to establish collaborative & appropriate therapeutic goals with client (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to establish collaborative & appropriate therapeutic goals with client.	Demonstrates limited ability to establish collaborative, appropriate therapeutic goals with client.	No therapeutic goals collaboratively established	
Comments:						
Focus of Counseling -- Counselor focuses (or refocuses) client on his/her therapeutic goals – i.e. purposeful counseling	Demonstrates consistent ability to focus &/or refocus counseling on client's goal attainment (85%).	Demonstrates ability to focus &/or refocus counseling on client's goal attainment (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Demonstrates limited ability to focus &/or refocus counseling on client's therapeutic goal attainment.	Superficial, &/or moves focus away from client	
Comments:						
Facilitate Therapeutic Environment Part 1 -- Expresses accurate empathy & care. Counselor is "present" and open to client. (includes immediacy and concreteness)a	Demonstrates consistent ability to be empathic & uses appropriate responses (85%).	Demonstrates ability to be empathic & uses appropriate responses (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be empathic &/or use appropriate responses.	Demonstrates limited ability to be empathic &/or uses appropriate responses.	Creates unsafe space for client	
Comments:						
Facilitate Therapeutic Environment Part 2 -- Counselor expresses appropriate respect & unconditional positive regard	Demonstrates consistent ability to be respectful, accepting, & caring with clients (85%).	Demonstrates ability to be respectful, accepting, & caring with clients (majority of counseling sessions; 70%).	Demonstrates inconsistent ability to be respectful, accepting, & caring.	Demonstrates limited ability to be respectful, accepting, &/or caring.	Demonstrates conditional or negative respect for client	
Comments:						

Part 2: Counseling Dispositions & Behaviors

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

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

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

Supervisor Signature _____

Date _____

Student Signature _____

Date _____

SUMMARY OF TIME SPENT IN PLACEMENT ACTIVITIES

To Be Filled Out by the Student & Approved by the Supervisor:

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

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

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

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

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

Total All

Signatures:

Site Supervisor

Date

Student

Date

TO INTERNSHIP SUPERVISOR:

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

Supervisor's initials: _____

Appendix C: CEFS 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.: