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Dear Student,

Congratulations on reaching this milestone in your Ph.D. program! The fieldwork experience is one of the most crucial professional preparation activities in your educational journey. This experience is meant to be the culminating event in your program of study by giving you the opportunity to apply, evaluate, and refine clinical skills and 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 “post-master’s” clinician to “counselor educator.”

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 your 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 fieldwork experience, which is 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 Practicum. 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, as a Ph.D. 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!

Sincerely,

Melvin Pride, Ph.D., LPC, NCC
Director of Clinical Training, Associate Professor
Department of Counselor Education and Family Studies
From the Director of Clinical Training

Dear Supervisor,

Thank you for your commitment to invest in Liberty University Ph.D. students. Practicum students have completed the majority of their coursework and look forward to the opportunity to demonstrate their knowledge through their supervised counseling experiences. 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 Practicum experience and provide clear expectations and guidelines. I encourage you to read this manual to orient yourself with the requirements of the fieldwork experience for both student and supervisor. These requirements include weekly supervision with an approved clinical supervisor, opportunity to complete a total of 100 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.

Sincerely,

Melvin Pride, Ph.D., LPC, NCC
Director of Clinical Training, Associate Professor
Department of Counselor Education and Family Studies
(434) 592-3901
Acknowledgement of Ph.D. Practicum 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 this manual and direct questions and concerns regarding any material contained in it to their Faculty Advisors or the Director of Clinical Training. 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.
Introduction to Manual

This manual provides students with information related to the Practicum within the Ph.D. Program in Counselor Education and Supervision. It is important for all students to become familiar with the Practicum requirements prior to enrollment in the program.

The manual also contains the Practicum required forms. Please feel free to contact the Director of Clinical Training or the Practicum office (PhDPracticum@liberty.edu) with additional questions, concerns, or comments that are not addressed in this manual (please refer to the sections on Forms).

In an effort to continually enhance the process of your Practicum experience, this manual may undertake revisions periodically so that current and accurate information is provided to the students. When this occurs, students will be notified through appropriate methods (i.e. email announcements, classroom notifications, website notices, etc.).

Mission of Ph.D. Program

Liberty University is a Christian academic community in the tradition of evangelical institutions of higher education. The University’s mission is “to develop Christ-centered men and women with the values, knowledge, and skills essential to impact the world.” This mission is achieved, in significant measure, through offering rigorous academic programs. The terminal Ph.D. in Counselor Education and Supervision allows the University to prepare research-scholar professionals for leadership roles in clinical practice, education, community, and church settings who demonstrate the highest level of competence in their domains of calling. Students who enroll in the Ph.D. in Counselor Education and Supervision Program see their work as a calling to serve God by demonstrating sensitivity to the needs of others and a commitment to the betterment of humanity.

CACREP Requirements for Practicum Experience

Doctoral students are required to complete doctoral level counseling Practicum that totals a minimum of 100 clock hours, with 40 hours of direct client contact (CACREP 6.C.1). During Practicum, the student must receive weekly individual and/or triadic supervision, usually performed by a supervisor with a doctorate in counselor education or a related profession (CACREP 6.C.2-4). Group supervision is provided on a regular schedule with other students throughout the Practicum by a program faculty member (CACREP 6.C.5).
I. Course Overview

A. Course Description: These courses offer student participation in a clinical experience under supervision in an approved agency.
   a. COUC 998 Practicum: Focus is on the skills and development of the counselor under the supervision and guidance of staff in that setting. Students will actively participate in counseling situations with individuals and groups.

B. Rationale: The Practicum course involves participation in a planned clinical experience at an approved agency or other setting under an approved supervisor. During the fieldwork 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, Practicum 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 fieldwork experience 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 “post-masters” to “professional practitioner.”

C. Prerequisites:
   1. Practicum: To be adequately prepared for this course, the student must have completed the graduate-level courses in counseling with a grade B or above: Students must complete all Clinical Prerequisites and Foundational Competencies, including COUC 714 Supervision & Consultation, and COUC 747-Instruction in Counselor Education. Academically, students must be in good standing with the University, must have passed the qualifying exam, and must have a 3.0 cumulative GPA or above in order to be approved for COUC 998 Practicum. Students who have not previously completed 700 clinical hours in an entry-level Practicum (100 supervised hours; 40 face to face client contact hours) and Internship (600 supervised hours; 240 face to face client contact hours) courses, or the equivalent, as determined by the clinical director, are required to take COUN 698 (Practicum) and/or COUN 699 (Internship), or the equivalent, prior to COUC 998.
2. Must have at least a 3.0 GPA.
3. Good standing academically.
4. Approved background check.
5. Interview with the Director of Clinical Training.
6. Approval from the Practicum Coordinator in order to register for the course.
7. Students must submit all of the required paperwork through SharePoint for approval prior to enrolling in the course.

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

**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 Supervisor as evidenced by:
   a. Collaborative discussion with Site Supervisor of midterm evaluations of competencies, in developing an action plan to sustain growth, and addressing 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 in subsequent sessions of supervisory feedback and recommendations for skill development given while reviewing recorded sessions in supervision.
   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 as demonstrated by the use of 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. Measurable Learning Outcomes:

The Department of Counselor Education and Family Studies Doctor of Philosophy in Counselor Education and Supervision program provides students with an integration of academic course work and applied learning experiences. Students are expected to master course work considered essential to the doctoral level professional preparation of counselor leaders who seek to offer services consistent with a biblical worldview. The following six statements form the Program Learning Outcomes (PLO’s) for the department:

1. Apply supervision theory and skills to clinical supervision;
2. Demonstrate course design, delivery, and evaluation methods appropriate to counselor education learning outcomes;
3. Critically analyze and evaluate scholarly research, develop and implement research designs, and produce scholarly reports that disseminate findings to the profession of counseling;
4. Critically analyze, evaluate, and synthesize a broad range of counseling theories, with an advanced understanding of psychopathology, to inform case conceptualization and deliver and evaluate evidence-based interventions across diverse populations and settings;
5. Provide leadership and advocacy within the profession and on behalf of its clientele;
6. Integrate faith and spirituality into counselor education and supervision in an ethical manner.

Matrix of CACREP Doctoral Competencies

<table>
<thead>
<tr>
<th>6.B.1 Counseling</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CACREP Standard</strong></td>
</tr>
<tr>
<td>B.1.a. scholarly examination of theories relevant to counseling</td>
</tr>
<tr>
<td>B.1.b. integration of theories relevant to counseling</td>
</tr>
</tbody>
</table>
F. Course Materials:
   1. LiveText
      a. LiveText is an online subscription that allows students to document their clinical fieldwork throughout the Practicum and Internship. Students must register for a 5-year LiveText membership upon enrollment in Practicum.
      b. LiveText will be used throughout the clinical fieldwork experience and access will be given to Site Supervisors to complete quarterly, mid-term, and final evaluations and approve hours. Students are responsible for logging Practicum hours earned for each quarter throughout the semester. Exact specifications for logging hours in LiveText are located in Appendix K.
      c. Students have the opportunity to use LiveText to its fullest potential as members and may use it as an e-Portfolio by uploading work samples and other files to share with potential employers and more. To learn more about what LiveText has to offer, please visit the LiveText website: https://www.livetext.com/overview/student-overview.html

   2. For a complete list of Course Materials, including course textbooks, please refer to the course syllabus.

I. Practicum Requirements

A. Practicum Course Requirements: The program requires completion of a supervised Practicum of 100 clock hours. The Practicum is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area.

   Each student’s Practicum includes all of the following:
   1. A minimum of 40 hours direct service counseling (i.e. individual/group/family therapy, etc.),
   2. A minimum of one hour per week of individual and/or triadic supervision throughout the Practicum with the approved Site Supervisor. In addition, there must be one hour of supervision for every 10 hours of direct client contact. (A minimum of 10 hours of supervision are required.)
3. An average of one (1) and a half (1/2) hours per week of group supervision provided on a regular schedule throughout the Practicum and performed by a program faculty member.

4. The opportunity for the student to become familiar with a variety of professional activities and resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information and referral, inservice and staff meetings).

5. The opportunity for the student to develop program-appropriate audio/video recordings for use in group supervision to receive live supervision of his or her interactions with clients. Students are required to submit at least three video or audiotaped counseling sessions with verbatim transcripts. (See the syllabus for details.)

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

B. Faculty Group Supervision: During the Practicum, students will also participate in regular, scheduled group supervision sessions in an online classroom format (WebEx). Group supervision involves working with a member of the counseling faculty working with two or more students using a more tutorial and mentoring form of instruction. Students meet every week and count one (1) and a half (1/2) hours of class time towards group supervision.

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

First, make sure the site can offer you enough face-to-face client hours so that you can complete your Practicum in the required 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 perform, 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 and professional manner.
A list of currently approved sites may be accessed from the Practicum office, PhDpracticum@liberty.edu. You are not limited to these sites; you may submit a site that is not on the list for approval.

CACREP’s Doctoral Standards state that “the Internship includes most of the activities of a regularly employed professional in the setting.” Thus, your Practicum site may be your regular counseling-related workplace setting.

Other considerations to keep in mind include:
1. Does the supervisor, activities, and site meet the requirements for Practicum? (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, supervision, etc.)?
4. Does the agency have a large enough client base to have adequate face-to-face hours to meet the course requirements?
5. Are qualified supervisors available who are willing to invest the time to provide a quality fieldwork experience which includes provision of individual supervision?
6. Does the supervisor have the credentials (i.e., doctoral level and licensure)?
7. Is this agency one in which the student might be interested in employment after the Practicum is completed?

D. Site Supervisor Requirements:

Practicum Supervisors must meet the following requirements:
1. A doctoral degree in counseling or a related profession with equivalent qualifications including appropriate certifications and/or licenses.
   (Preferably from a CACREP-accredited counselor education program.)
2. Must have a minimum of two years professional experience.
3. Knowledge with program requirements and procedures for evaluation.
4. Appropriate training in counseling supervision.
5. Must hold a valid state license at an independent level of practice (i.e., supervisors must be able to practice without being under supervision).
6. 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.
7. Clinical Supervisors must hold a license and training in supervision that qualifies the individual to provide clinical supervision for post-master’s level students earning clinical hours towards licensure.
   a. The licenses that typically qualify for clinical supervision include:
      Licensed Professional Counselors (LPC), Licensed Mental Health Counselor (LMHC), Licensed Marriage and Family Therapists (LMFT), Licensed Clinical Psychologists (LCP), Licensed Clinical
Social Workers (LCSW), Psychiatrists, and Ph.D. in Counseling (or closely related field) from an accredited university. Note: Students who plan to seek state licensure in a state other than Virginia upon graduation are responsible to know and understand any unique supervision requirements of their state licensure board.

b. Licenses that do not qualify for clinical supervision include: School Counselor, Certified Teacher, Limited Licensed Professional Counselor (LLPC), Licensed Master Social Worker (LMSW), national licenses or certifications, Pastoral Counselors, Master of Divinity, licenses related primarily to ministerial/pastoral duties, and doctoral degrees that are not in the counseling field or are not from an accredited university.

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 Practicum activities appropriate to the specific setting.
4. Provide structure for the student to achieve Practicum objectives.
5. Establish weekly supervisory meetings with the student. The supervisor uses this time to hear student’s self-report of Practicum activities, listen to session recordings, provide feedback, plan tasks, and discuss other aspects of the fieldwork experience with the student.
6. Critique observed and recorded interviews. The supervisor shall have access to all recorded counseling sessions by the student.
7. Provide evaluations of the student’s counseling skills and progress, review these with the student, and give the original evaluations to the student. The student is responsible for uploading these forms onto Blackboard.
8. Initiate immediate contact with the student’s professor if problems are encountered with the student during the placement.

F. Site Activities: Training sites need to be able to provide students with a variety of activities that meet the course requirements for Practicum. (Please refer to the syllabus for the required activities.)
G. Facts to Remember:
1. Students must obtain a **minimum of 1 hour of supervision a week**. Failure to do so could result in the failure of the course and the loss of 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 the 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.

II. Things to do Before the Start of Practicum:

*Please note that in order to complete all of the requirements by the approval deadline, students will need to do several things during the semester prior to the one that they plan to begin their Practicum. Be sure to start early and allow a minimum of three to four months to complete the process. 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 Ph.D. students are **required** to **complete a new** criminal background check prior to Practicum approval. Students must submit a copy of background check receipt as part of the application and approval paperwork process through SharePoint. The background check website is:  

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 Practicum 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.

Students may contact the following to obtain professional liability insurance:
- Healthcare Providers Service Organization (HPSO) 1-800-982-9491 or www.hpsso.com
- American Counseling Association (ACA) 1-800-545-2223
NOTE: Professional liability insurance coverage must start on or before the start of the Practicum and remain in effect for the duration of class enrollment. Students must obtain their own liability insurance even in cases where a 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 and Site Supervisor complete and sign the Fieldwork Contract found on the Practicum website (and in the appendices of this manual) and submit it to SharePoint. After the student discusses this contract with the Site Supervisor, both should sign it. The supervisor must also fill out the Supervisor Information Form. The student will also meet with the Director of Clinical Training to have a pre-fieldwork interview, and then complete and sign the Ph.D. Practicum Acknowledgment Form. The Supervisor and Site Director must complete and sign the Site Information Form. The student should retain copies of all documents for his/her own records.

**Ph.D. Pre-Practicum Required Forms/Documents**

| 1. Copy of Degree Completion Plan Audit |
| 2. Background Check Receipt             |
| 3. Liability Insurance Face Sheet       |
| 4. Copy of Potential Supervisor’s License |
| 5. Picture of Student                   |
| 6. Fieldwork Contract(s): Signed by Student and Site Supervisor |
| 7. Site Information Form: Completed by Supervisor and Site director |
| 8. Supervisor Information Form: Completed by Supervisor |
| 9. Affiliation Agreement: Completed by Student and Site Supervisor |
| 10. Ph.D. Practicum Acknowledgment Form |

1. All approval documents must be submitted to the Practicum office through the SharePoint submission portal prior to the deadline listed on the Practicum 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 educational experience and that it has adequate oversight and safeguards built in to ensure an appropriate clinical environment.

2. International students desiring a paid practicum must contact the Office of International Student Services to obtain the Curricular Practical Training form before beginning the fieldwork experience.

D. Interview with Clinical Director. All Practicum candidates must complete an interview with the Director of Clinical Training prior to being approved for their fieldwork experience.
III. Documentation for Fieldwork Experience:

Practicum documentation is not only important for completing this course but equally so in the years ahead as the student will use it to apply for licensure (if the student is not already licensed). The course requirements are designed to meet the requirements of 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.**

A. Practicum Hours:

The following hours must be met during a student’s Practicum experience:

- 100 hours of activities related to the Practicum should fall into one of the four categories:
  - Direct client contact (minimum of 40 hours required)
  - Individual supervision (minimum of 1 hour required per week)
  - Group supervision (students will meet with program faculty for 1.5 hours per week).
  - Related Activities may fill up the remaining hours.

**Description of Practicum Activity Categories:**

**Face-to-Face Contact** (minimum 40 hours required):

To qualify as a Practicum, a growing number of states require a minimum of 100 hours of work, with at least 40 hours of that time spent in face-to-face contact. For the purposes of the Practicum, face-to-face contact includes time spent:

1. As a **co-therapist**
2. In an individual, marital, family, or group therapy session as a **solo therapist**
3. Conducting intake interviews

In order to be counted as face-to-face contact, time spent with clients in sessions must occur in appropriate blocks of time based on the following:

1. 90 minute sessions count as a two hour session
2. 45 and 60 minute long session may be counted as a one-hour session
3. 20 and 30 minutes counts as a half-hour session
4. Sessions shorter than 20 minutes should be counted as Related Activities
5. More than one session with the same client in the same day must occur as separate sessions with at least one hour between. They must be discrete sessions and not time spent in client observation or monitoring with some scattered therapeutic conversation.

**Note:** Time spent preparing or writing notes for client sessions should also be included under Related Activities.

While some activities spent on-site may be considered as “therapeutic”, the following is a list of activities that **will not** be counted towards face-to-face contact hours:
1. Case management
2. Telephone interviewing or counseling
3. Behavior monitoring
4. Classroom observation
5. Specific treatment modalities that do not allow discrete sessions to occur
6. Going to a movie or watching a movie
7. Playing pool, video games, etc.
8. Driving time spent with client

**Individual Supervision** (minimum 10 hours required):
One of the most important aspects of students’ clinical training is the quality of the individual supervision received. The expected ratio of face-to-face contact and individual supervision is 10:1 – for every 10 hours of face-to-face contact, students should receive 1 hour of individual supervision with their approved supervisor. One hour of individual supervision should occur at least weekly. Students will not be permitted to continue their clinical training if regular individual supervision does not occur throughout the duration of the Practicum experience. For the purposes of the Practicum, individual supervision includes time spent in:

1. **Individual supervision session with approved supervisor.**
   Students must have a minimum of 10 hours of individual supervision in this type of supervision activity.

2. **Case consultation** at the counseling site. The approved supervisor must be present during case consultation sessions. If the case consultation time is spent discussing the student’s client(s) only although other counselors may be present, this may count as individual supervision time. If it includes time spent on a variety of clients including the student’s own and other counselors’, this should be counted as group supervision.

**Related Activities:**
Many activities performed as part of the Practicum are important to students’ development as counseling professionals. This category of activity may include time spent:

1. Learning the policies and procedures of their site
2. Discussing client or therapy-related issues with any of the site staff
3. Researching effective treatment strategies for clients
4. Reviewing case notes, preparing for sessions, and writing up case notes after sessions
5. Updating intake histories for ongoing clients with whom other therapists are working
6. Learning to use the DSM-5 effectively and accurately and mastering the material in treatment planning books
7. Researching issues or assisting supervisor in clinically related tasks

**Group Supervision** (minimum of 25 hours required):
During the Practicum, students will also participate in regular, scheduled group supervision sessions in an online classroom format (WebEx). Group supervision
involves working with a member of the counseling faculty who is working with two or more students using a more tutorial and mentoring form of instruction. Students meet every week via WebEx and count one (1) and a half (1/2) hours of class time towards group supervision.

**Logs:**
Students must keep a log documenting the time spent in various activities at the Practicum site. Always include totals for the time spent in each activity category on the appropriate sheet in the Excel log. Also, include your cumulative totals in the Summary Sheet.

Keep a separate log sheet for each category and a summary sheet for the total hours acquired during the Practicum. **Logs are to be typed (not handwritten) in Microsoft Excel** and include the date, the specific activity, and the time spent in that activity (in hours or portions of hours expressed in decimals). (Please see Appendix J for an example of how to complete logs successfully.)

In addition to a log, students will be required to record hours for each quarter in LiveText (see Appendix K).

**Note:** The Practicum course is a full-semester commitment, even if students completed the required hours before the official end date of the semester. Hours accrued in excess of the 100-hour requirement will not rollover to the Internship.

**B. Important Notes:**
- Although the program allows students to use employment settings to obtain the required hours for Practicum, not all “on-the-job” activities may qualify as face-to-face contact. Issues of this nature related to employment settings should be negotiated with the site and supervisor prior to formally beginning the Practicum. If there is a question of whether a job-related activity will count as face-to-face contact, then students are responsible for getting the activity approved by the University.
- The Practicum course is a full-semester commitment, even if students complete the required hours before the official end date of the semester.
- If the student fails to complete the Practicum, they will also receive a failing grade for the course. The course must be retaken and the hours completed.
- 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 upon reenrollment.

**C. Audio/Video Requirement:** Practicum students are required to submit 3 taped sessions for use in supervision or live supervision of the student’s sessions. These videos will be shared in your WebEx class sessions. At points throughout the semester, students submit a recording of a session. This will involve getting informed consent from their site and client, recording and submitting a session to the professor, and transcribing and analyzing a 5-8 minute portion of the session.
The due dates are in the syllabus. The transcription form is available in the appendix of the syllabus and the appendix of this manual. If students are at a site where live supervision is required, students should include a three-page reflection with five revised responses in lieu of the verbatim transcription form.

IV. Grading of Fieldwork Experience

A. Grading for Practicum: In order to pass Practicum, students must complete the following:
   1. Earn a passing grade for all course assignments.
   2. Obtain at least 100 hours of experience according to the categories listed above (direct contact, individual supervision, etc.).
   3. Receive passing evaluations by the supervisor.
   4. Adhere to the ACA Code of Ethics at all times.
   5. Complete a minimum of 3 video or audio recorded sessions with verbatim transcripts/reports submitted in class/faculty supervision.
   6. Meet the class attendance policy.

B. Important Note: 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.

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

V. Professional Behavior Expectations

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

- Punctuality and promptness to all appointments.
- Appropriate dress and grooming (i.e., 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’s Code of Ethics.
- Be teachable and receptive of feedback given by the supervisor.
- Students must receive passing evaluations on professionalism on the CCS.

Students should conduct themselves in a way that is consistent with the ACA code of ethics and the Graduate School Honor Code as counselors in training. As such, students are expected to communicate their concerns and seek to resolve any conflicts or misunderstandings directly with the person with whom the allegation occurred.
Per the Liberty Way, “Liberty student email accounts are the official means of communication for the Liberty University community. Students must check their email account on a regular basis.” The Liberty account will be the primary email address where important information and reminders will be sent regarding the course. The staff is unable to include other email addresses in regular communication. Therefore, the student is responsible for checking their account for any relevant information sent to that account.

VI. Communication With Instructor, Support Staff, and Clinical Director:

All concerns regarding the course are to be communicated to the course instructor. Students may then be referred to the Practicum support staff and/or the Director of Clinical Training. All communication with the Practicum 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, Practicum support staff, and the Director of Clinical Training. Unprofessional and 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

Per the Liberty Way, “Liberty student email accounts are the official means of communication for the Liberty University community. Students must check their email account on a regular basis.” The Liberty account will be the primary email address where important information and reminders will be sent regarding the course. The staff is unable to include other email addresses in regular communication. Therefore, the student is responsible for checking their account for any relevant information sent to that account.

VII. Site Dismissal or Course Withdrawal

If, during the Practicum, 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 Practicum 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 that point, the student may receive a grade of “F” for the skills deficit 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 Practicum 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 Practicum are at the discretion of the Remediation and Leadership Teams based on a thorough evaluation of the incident.

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

VIII. Professional Competency Expectations and Remediation Process

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

- Counseling skills competency
- Professional behaviors
- Personal and professional dispositions
- Ethical competency

As such, the faculty of Liberty University will not automatically approve program completion for students who demonstrate deficits that may interfere with future professional competence. Students enrolled in the Practicum 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 Practicum site or the interaction with Liberty University faculty and staff.
- Any verifiable complaints about the student from the Site Supervisor or the 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 Practicum experience or potentially places the student, or others, in harm’s way or an unduly vulnerable position.

The above mentioned 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 (CEFS) core faculty. A remediation plan will be formulated in conjunction with the CEFS, the student, and supervisor. The purpose of the remediation plan is to assist the student in correcting any deficits in 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 CEFS or Liberty University. Once the student has fulfilled all stipulations of the remediation plan, the Leadership Team will meet to decide if the student is ready to continue. In cases involving Honor Code violation, students will have an opportunity to appeal.

IX. Frequently Asked Questions - Ph.D. Practicum
*Please note students are responsible for determining state requirements for supervised post-graduate licensure hours 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://www.nbcc.org/directory.

1. What is the time frame for completing the Practicum?
Students have one full semester (approximately 16 weeks) to complete the Practicum. Only under special circumstances will the student be permitted an additional consecutive semester to complete the Practicum. Permission must be obtained by the Director of Clinical Training to extend the Practicum into a second semester. Students are expected to pay for the attentional semester of Practicum.

2. What do I need to do to enroll in the Practicum?
During the semester that you are completing your final prerequisites, the student will submit all final documentation and any necessary paperwork outlined in the syllabus for the Practicum. This information is also available on the Practicum website. Once received, the student’s paperwork will go through the approval process (which includes an interview with the Director of Clinical Training). Once the site and supervisor have been approved, the student will be given permission to enroll in the Practicum course. Please note: You may not start accumulating hours towards fieldwork experience until the start date for the course.
3. Does Liberty University place students in their Practicum sites?
No, Liberty does not place students in their Practicum sites. Finding a fieldwork placement is up to the student. However, students may email PhDpracticum@ liberty.edu or PhDinternship@ liberty.edu regarding obtaining a list of possible sites.

4. How do I go about finding a Practicum 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 fieldwork 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 students’ 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 Practicum. This list does not guarantee placement for a Liberty University student.

Students are encouraged to approach finding their Practicum 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 services offered at the career center: http://www.liberty.edu/academics/general/career/index.cfm?PID=153

5. May I have more than one site for Practicum?
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. You may not have more than two Practicum or Internship sites at one time. Please seek approval beforehand by emailing the Practicum office at PhDpracticum@ liberty.edu.

6. What are the requirements for a supervisor?
A supervisor must have an earned doctorate (preferred) or master’s degree in Counseling, Psychology, or a closely related field from a regionally accredited university and be licensed as a professional Counselor, Clinical Social Worker, or Psychologist. Please review the 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 Practicum. Site supervisors must also have training in supervision and are qualified to provide supervision to post-master’s practitioners who are earning hours towards licensure. 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 Practicum is to be accepted for licensure purposes.
7. May I have more than one supervisor for Practicum?
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 not have more than two supervisors at one time. Please seek approval beforehand by emailing the Practicum office at PhDinternship@liberty.edu.

8. What are the different types of supervision?
During your Practicum, 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, supervising & teaching but he/she is also responsible for the quality of services offered. 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).

You must meet with your supervisor a minimum of once a week, even if you have less than 10 hours of client contact that week. However, individual supervision must be maintained at a 1:10 ratio. In other words, a student must engage in at least one hour of individual supervision for every ten hours of face-to-face contact. (See the manual for more details.)

10. How many hours are required for the Practicum?
The student must complete 100 total hours of a supervised training experience over a minimum of 10 weeks. The one hundred (100) hours required for Practicum must include at minimum the following:
   1. 40 hours of actual Face-to-Face contact
   2. 10 hours of Individual or Triadic Supervision OR one hour per week for every week you work at your site, whichever is greater.
   3. 15 hours of Group Supervision (during class time)
   4. 35 hours of Related Activities
If a student fails to earn the required 100 hours, he/she will not receive a passing grade and must retake the course.
11. May I count any counseling hours before enrolling in the Internship?
No, hours that take place prior to the beginning of the course may not be counted. It should also be noted that hours earned during the Practicum do not count towards Internship.

12. What types of counseling count as Direct (Face-to-Face) counseling hours?
Face-to-Face counseling hours include individual, group, family, co-therapy, marital, and pre-marital counseling sessions. To qualify as face-to-face hours, counseling sessions must be a minimum of 20 minutes in length. Please note that direct contact can also include supervision & education.

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 Face-to-Face Contact hours?
Observation hours will not count towards direct contact hours. Any observation hours are reported as a Related Activity.

15. How many hours of co-therapy may I count towards my Face-to-Face Contact hours?
You may count up to 40 hours as co-therapy if approved by your Practicum 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 one-hour session with seven group members, the session counts as one hour of face-to-face 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. Related Activities can also include observation of counseling and other counseling-related activities, staff meetings, counseling-related administrative work, writing progress notes, and filing counseling-related files/documents. This category does not include hours spent doing coursework for the Practicum class.
19. Can I request an additional semester of Practicum?
No, students must find a site that will allow them to obtain the required 100 hours for Practicum. Students having trouble getting hours should proactively address the situation with the site representative, approved supervisor, and/or faculty supervisor. Do not wait until the last minute to deal with any hour shortages. It takes time to approve another site so be careful to monitor your hours.

20. What do I do if I complete my hours early?
If you finish your hours early, you must still fulfill your obligations to your site, attend the faculty supervision, and complete all required course work. You will receive a final grade no longer than three weeks after the course has ended. You may then work with registrar in conferring your degree.

21. What if I still have more questions?
For questions or concerns, contact the Practicum office at either PhDpracticum@liberty.edu. Make sure to include your full name, student ID, and your course section if currently enrolled in the course. Please send all emails from your Liberty University email account.

X. Contact Information

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

Ph.D. Practicum Office: PhDpracticum@liberty.edu

For questions not addressed in this manual, please contact:

Lisa Sosin, Ph.D., LPC, LLP  
Director, Ph.D. in Counselor Education and Supervision, Associate Professor  
Department of Counselor Education and Family Studies  
lssosin@liberty.edu

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

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 Ph.D. Practicum and Clinical Internship
Appendix A:

CHECKLIST FOR FIELDWORK APPROVAL

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

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

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

**IMPORTANT APPROVAL INFORMATION:**

- Students should begin prepping approval documents for submission at least a semester in advance.
- Students must check the PhD Practicum webpage for instructions on how to submit the approval documents. The approval documents will only be submitted through electronic submission. You may not fax, e-mail, or mail the approval documents to our office.
- An approval e-mail will be sent to the student with the date that the student can begin earning hours. The student cannot earn hours prior to this point.
- In addition, students must keep student liability insurance up-to-date for the duration of course enrollment.
FIELDWORK CONTRACT – Doctoral Practicum

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

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

Sample Fieldwork Contract
(Use as a template)

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

AGENCY:
Community Counseling Center
45 Shady Ln
Lynchburg, VA 12345
(111) 222-5555

Contact person: Jane Smith, LPC, ACS

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

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

_________________________  ________________
Supervisor Name Date Student Name Date
**SUPERVISOR INFORMATION FORM**

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

Name of Student: ___________________________  Student Number: ___________________

Student’s Full Address:
________________________________________________________________________

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

Student’s Liberty email address: ____________________________________________

Agency/Site Name: ____________________________________________

Agency/Site Address: ____________________________________________

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

*Group supervision is a requirement of the Practicum course.* The group supervision requirement is met by faculty group supervision; however, students are encouraged to find sites that provide a group supervision experience.

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

Position (title) ____________________________________________

Supervisor’s tel. #: (work): ___________________________ Supervisor’s Email: ____________________________  (Required)  (Required)

**Academic Background of Supervisor:**

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<th>Major</th>
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**Licenses and Certifications Currently Held by Supervisor:**

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**Clinical Experience & Other Relevant Information**

________________________________________________________________________

________________________________________________________________________

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

________________________________________________________________________

________________________________________________________________________

Director’s Signature ___________________________  Date  Student’s Signature ___________________________  Date
SITE INFORMATION FORM

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

Name of Student: ___________________________ Student Number: __________________

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

Student’s Full Address: _________________________________________________________

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

Agency/Site Name: _____________________________________________________________

Agency/Site Address: ___________________________________________________________

Name of Director: __________________________________ Position (title) __________________

Agency/Site’s tel. #: ___________________________ Fax #: _____________________________

Usual Business Hours: _________________________________________________________

Please check all services that apply:

☐ Agency  ☐ Individual Adult
☐ Private Practice  ☐ Group
☐ Faith-Based Center  ☐ Child
☐ Educational Center  ☐ Adolescent
☐ In-Home  ☐ Marriage & Family
☐ Inpatient  ☐ Psycho-educational groups
☐ Outpatient  ☐ Substance Abuse
☐ Day treatment  ☐ Rehabilitation
☐ Non-profit  ☐ Other: ___________________________

☐ Other: ___________________________  ___________________________

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

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Will the student be paid at this site? ______ If so, what are the conditions? __________________

______________________________  ___________________________

Director’s Signature  Date  Student’s Signature  Date
Appendix B:

STATE REQUIREMENT CHECKLIST

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

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

<table>
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<th>Course Name</th>
<th>Projected LU Equivalent Course (or indicated “needed”)</th>
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4. List the type and number of student Internship 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: __________
Appendix C:
Quarterly Evaluation

Practicum or Internship Student Evaluation by Site Supervisor

☐ First Quarter Evaluation  ☐ Third Quarter Evaluation

Student Name (print): ___________________________ Date: ______________

Student ID: ___________________________ Course & Section No.: ___________________________

Site Supervisor Name (print): ___________________________ Phone Number: ___________________________

Dear Site Supervisor: This informal evaluation is to be completed at the first and third quarter marks of the student’s Practicum/Internship. The purpose of this evaluation is to provide the Liberty University Practicum and Internship faculty with feedback as to the student’s progress. Please complete the questions below by checking the appropriate box:

1. The student is performing at the expected levels. Yes ☐ No ☐
2. The student is attending to clients, staff meetings, and supervision as scheduled. Yes ☐ No ☐
3. I would like a phone call from the Faculty Instructor to discuss this student at the number above, or at this alternate phone number: ___________________________ or email address: ___________________________

To Be Filled Out By The Student and 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 (co-therapist, solo therapist, through intake interviews, assessments, etc.)
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 site’s policies and procedures, researching treatment strategies, reviewing case notes, etc.)

<table>
<thead>
<tr>
<th>Quarter Hours</th>
<th>Total Hours to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Direct Client Contact</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>2. Individual Supervision</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>3. Group Supervision</td>
<td>☐ ☐</td>
</tr>
<tr>
<td>4. Related Activities</td>
<td>☐ ☐</td>
</tr>
</tbody>
</table>

TOTAL HOURS ☐ ☐

Comments (please use the back of this page as necessary):

Site Supervisor: ___________________________ Date: ______________
Appendix D:
Midterm/Final Evaluation Forms

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

The Counselor Competencies Scale—Revised (CCS-R) assesses counselors’ and trainees’ skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates strong (i.e., exceeding the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition and behavior(s).
- **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates consistent and proficient knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at this level at the conclusion of his or her practicum and/or internship.
- **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates inconsistent and limited knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates limited or no evidence of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

**Directions:** Evaluate the counselor’s or trainee’s counseling skills, ability to facilitate therapeutic conditions, and professional dispositions & behaviors per rubric evaluation descriptions & record rating in the “score” column on the left.
Addendum

CACREP (2009) Standards relating to the Counselor Competencies Scale (CCS)

- Counselor characteristics and behaviors that influence helping processes (Section II, Standard 5.b.)
- Essential interviewing and counseling skills (Section II, Standard 5.c.)
- Self-care strategies appropriate to the counselor role (Section II, Standard 1.d.)
- The program faculty conducts a systematic developmental assessment of each student’s progress throughout the program, including consideration of the student’s academic performance, professional development, and personal development. Consistent with established institutional due process policy and the ACA Code of Ethics and other relevant codes of ethics and standards of practice, if evaluation indicate that a student is not appropriate for the program, faculty members help facilitate the student’s transition out of the program and, if possible, into a more appropriate area of study (Section I, Standard P).
- Professional practice, which includes practicum & internship, provides for the application of theory & the development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent the ethnic & demographic diversity of their community (Section III, Professional Practice).
- Students must complete supervised internship experiences that total a minimum of 600 clock hours. Each student’s internship includes all of the following (Section III, Standard G. 1-6)
  1. At least 240 clock hours of direct service with actual clients that contributes to the development of counseling skills.
  2. Weekly interaction that averages of one hour per week of individual and/or triadic supervision throughout the internship by a program faculty member, a student supervisor, or a site supervisor who is working in biweekly consultation with a program faculty member in accordance with the supervision contract.
  3. An average of 1 ½ hours per week of group supervision that is provided on a regular schedule throughout the internship by a program faculty member.

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

_______: Total Score (out of a possible 60 points)
## Part 2: Counseling Dispositions & Behaviors

<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Professional Dispositions</th>
<th>Specific Professional Disposition Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (5)</th>
<th>Meets Expectations / Demonstrates Competencies (4)</th>
<th>Near Expectations / Developing towards Competencies (3)</th>
<th>Below Expectations / Unacceptable (2)</th>
<th>Harmful (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. A</td>
<td></td>
<td>Professional Ethics</td>
<td>Adheres to the ethical guidelines of the ACA, ASCA, IAMFC, APA, &amp; NBCC; including practices within competencies.</td>
<td>Demonstrates consistent &amp; advanced (i.e., exploration &amp; deliberation) ethical behavior &amp; judgments.</td>
<td>Demonstrates consistent ethical behavior &amp; judgments.</td>
<td>Demonstrates ethical behavior &amp; judgments, but on a concrete level with a basic ethical decision-making process.</td>
<td>Demonstrates limited ethical behavior &amp; judgment, and a limited ethical decision-making process.</td>
<td>Repeatedly violates the ethical codes &amp;/or makes poor decisions</td>
</tr>
<tr>
<td>2. B</td>
<td></td>
<td>Professional Behavior</td>
<td>Behaves in a professional manner towards supervisors, peers, &amp; clients (includes appropriate dress &amp; attitudes). Able to collaborate with others.</td>
<td>Demonstrates consistent &amp; advanced respectfulness and thoughtfulness, &amp; appropriate within all professional interactions.</td>
<td>Demonstrates consistent respectfulness and thoughtfulness, &amp; appropriate within all professional interactions.</td>
<td>Demonstrates inconsistent respectfulness and thoughtfulness, &amp; appropriate within professional interactions.</td>
<td>Demonstrates limited respectfulness and thoughtfulness &amp; acts inappropriate within some professional interactions.</td>
<td>Dresses inappropriately after discussed &amp;/or repeatedly disrespects of others.</td>
</tr>
<tr>
<td>2. C</td>
<td></td>
<td>Professional &amp; Personal Boundaries</td>
<td>Maintains appropriate boundaries with supervisors, peers, &amp; clients.</td>
<td>Demonstrates consistent &amp; strong appropriate boundaries.</td>
<td>Demonstrates consistent appropriate boundaries.</td>
<td>Demonstrates appropriate boundaries inconsistently.</td>
<td>Demonstrates inappropriate boundaries.</td>
<td>Harmful relationship with others</td>
</tr>
<tr>
<td>2. D</td>
<td></td>
<td>Knowledge &amp; Adherence to Site Policies</td>
<td>Demonstrates an understanding &amp; appreciation for all counseling site policies &amp; procedures.</td>
<td>Demonstrates consistent adherence to all counseling site policies &amp; procedures, including strong attendance and engagement.</td>
<td>Demonstrates adherence to most counseling site policies &amp; procedures, including strong attendance and engagement.</td>
<td>Demonstrates inconsistent adherence to all counseling site policies &amp; procedures, including attendance and engagement.</td>
<td>Demonstrates limited adherence to all counseling site policies &amp; procedures, including attendance and engagement.</td>
<td>Failure to adhere to policies after discussed with supervisor.</td>
</tr>
<tr>
<td>2. E</td>
<td></td>
<td>Record Keeping &amp; Task Completion</td>
<td>Completes all weekly record keeping &amp; tasks correctly &amp; promptly (e.g., case notes, psychosocial reports, treatment plans, supervisory report).</td>
<td>Completes all required record keeping, documentation, and tasks in a competent &amp; timely fashion.</td>
<td>Completes all required record keeping, documentation, and tasks, but in an inconsistent &amp; questionable fashion.</td>
<td>Completes all required record keeping, documentation, and tasks, but in an inconsistent &amp; questionable fashion.</td>
<td>Completes required record keeping, documentation, and tasks inconsistently &amp; in a poor fashion.</td>
<td>Failure to complete paperwork &amp;/or tasks by specified deadline.</td>
</tr>
<tr>
<td>#</td>
<td>Score</td>
<td>Primary Professional Dispositions</td>
<td>Specific Professional Disposition Descriptors</td>
<td>Exceeds Expectations / Demonstrates Competencies (5)</td>
<td>Meets Expectations / Demonstrates Competencies (4)</td>
<td>Near Expectations / Developing towards Competencies (3)</td>
<td>Below Expectations / Insufficient / Unacceptable (2)</td>
<td>Harmful (1)</td>
</tr>
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<td>------------------------------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>2</td>
<td>F</td>
<td>Multicultural Competencies</td>
<td>Demonstrates multicultural awareness, appreciation, &amp; respect of cultural difference (e.g., race, ethnicity, spirituality, sexual orientation, disability, SES, etc.)</td>
<td>Demonstrates consistent &amp; advanced multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Demonstrates multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Demonstrates inconsistent multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Demonstrates limited multicultural competencies (knowledge, self-awareness, appreciation, &amp; skills) in interactions with clients, peers, and supervisors.</td>
<td>Not accepting worldviews of others</td>
</tr>
<tr>
<td>2</td>
<td>G</td>
<td>Emotional Stability &amp; Self-control</td>
<td>Demonstrates emotional stability (i.e., congruence between mood &amp; affect) &amp; self-control (i.e., impulse control) in interpersonal interactions with clients, peers, &amp; supervisors.</td>
<td>Demonstrates consistent emotional resiliency &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Demonstrates emotional stability &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Demonstrates inconsistent emotional stability &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Demonstrates limited emotional stability &amp; appropriateness in interpersonal interactions with clients, peers, and supervisors.</td>
<td>Inappropriate interactions with others</td>
</tr>
<tr>
<td>2</td>
<td>H</td>
<td>Motivated to Learn &amp; Grow / Initiative</td>
<td>Demonstrates engagement in learning &amp; development of his or her counseling competencies.</td>
<td>Demonstrates consistent and strong engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates consistent engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates inconsistent engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Demonstrates limited engagement in promoting his or her professional and personal growth &amp; development.</td>
<td>Expresses lack of appreciation for the profession &amp;/or is apathetic in promoting professional and personal growth &amp; development.</td>
</tr>
<tr>
<td>2</td>
<td>I</td>
<td>Openness to Feedback</td>
<td>Responds non-defensively &amp; alters behavior in accordance with supervisory feedback.</td>
<td>Demonstrates consistent and strong openness to supervisory feedback &amp; implements suggested changes.</td>
<td>Demonstrates consistent openness to supervisory feedback &amp; implements suggested changes.</td>
<td>Demonstrates openness to supervisory feedback; however, does not implement suggested changes.</td>
<td>Demonstrates a lack of openness to supervisory feedback &amp; does not implement suggested changes.</td>
<td>Defensive &amp;/or disrespectful when given supervisory feedback.</td>
</tr>
<tr>
<td>2</td>
<td>J</td>
<td>Flexibility &amp; Adaptability</td>
<td>Demonstrates ability to flex to changing circumstance, unexpected events, &amp; new situations.</td>
<td>Demonstrates consistent and strong ability to adapt &amp; “reads-&amp;-flexes” appropriately.</td>
<td>Demonstrates consistent ability to adapt &amp; “reads-&amp;-flexes” appropriately.</td>
<td>Demonstrated an inconsistent ability to adapt &amp; flex to his or her clients’ diverse changing needs.</td>
<td>Demonstrates a limited ability to adapt &amp; flex to his or her clients’ diverse changing needs.</td>
<td>Not flexible, demonstrates rigidity in work with clients.</td>
</tr>
<tr>
<td>2</td>
<td>K</td>
<td>Congruence &amp; Genuineness</td>
<td>Demonstrates ability to be present and “be true to oneself”</td>
<td>Demonstrates consistent and strong ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates consistent ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates inconsistent ability to be genuine &amp; accepting of self &amp; others.</td>
<td>Demonstrates a limited ability to be genuine &amp; accepting of self &amp; others (incongruent).</td>
<td>Incongruent and not genuine</td>
</tr>
</tbody>
</table>

_____ : Total Score (out of a possible 55 points)
### Part 3: Case Conceptualization, Diagnosis and Treatment Planning

<table>
<thead>
<tr>
<th>#</th>
<th>Score</th>
<th>Primary Professional Dispositions</th>
<th>Specific Professional Disposition Descriptors</th>
<th>Exceeds Expectations / Demonstrates Competencies (5)</th>
<th>Meets Expectations / Demonstrates Competencies (4)</th>
<th>Near Expectations / Developing towards Competencies (3)</th>
<th>Below Expectations / Unacceptable (2)</th>
<th>Harmful (1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Apply Theory to Practice --</td>
<td>Knowledge of counseling theory and application in practice</td>
<td>Demonstrates a strong understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.</td>
<td>Demonstrates an understanding of the counseling theory(ies) that guides his/her therapeutic work with clients.</td>
<td>Demonstrates inconsistent understanding of the role of counseling theory in his/her therapeutic work</td>
<td>Demonstrates limited understanding of counseling theory &amp; its role in his/her therapeutic work with clients</td>
<td>Demonstrates no understanding of counseling theory &amp; its role in his/her therapeutic work with clients</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>Case Conceptualization</td>
<td>Present &amp; summarize client history, including the multiple influences on a client’s level of functioning</td>
<td>Demonstrates a strong &amp; comprehensive case conceptualization; appreciating the multiple influences on a client’s level of functioning</td>
<td>Demonstrates an comprehensive case conceptualization; appreciating the multiple influences on a client’s level of functioning</td>
<td>Demonstrates basic case conceptualization; appreciating only the influences a client presents in session on his/her level of functioning</td>
<td>Demonstrates a limited case conceptualization &amp; does not appreciate the influence of systemic factors on the client’s level of functioning</td>
<td>Does not demonstrate case conceptualization &amp; ignores the influence of systemic factors on the client’s level of functioning</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>Psychosocial &amp; Treatment Planning</td>
<td>Construct a comprehensive appropriate psychosocial report &amp; treatment plan</td>
<td>Demonstrates the ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan (e.g., goals are relevant, attainable, &amp; measureable)</td>
<td>Demonstrates the ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan</td>
<td>Demonstrates an inconsistent ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan</td>
<td>Demonstrates a limited ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan</td>
<td>Does not demonstrate the ability to construct a comprehensive &amp; appropriate psychosocial report &amp; treatment plan</td>
</tr>
</tbody>
</table>

_____: Total Score (out of a possible 15 points)

_____: Total CCS Score (out of a possible 120 points)

<table>
<thead>
<tr>
<th>Total CCS</th>
<th>120-105</th>
<th>104-95</th>
<th>94-85</th>
<th>84-75</th>
<th>74 &amp; below</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rating</td>
<td>Exceeds Expectations</td>
<td>Meets Expectations</td>
<td>Developing Competency</td>
<td>Below Expectations</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>Type of Activity (Hours)</td>
<td>First Quarter Evaluation</td>
<td>Midterm Evaluation</td>
<td>Third Quarter Evaluation</td>
<td>Final Evaluation</td>
<td>Previous Semester Hours</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------------</td>
<td>--------------------</td>
<td>--------------------------</td>
<td>------------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>1. Face to Face</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Individual Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Group Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Related Activities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Totals For Each Column</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: All Hours
Narrative Feedback from Site Supervisor

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

________________________________________________________________________________________

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

________________________________________________________________________________________

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

________________________________________________________________________________________

____________________________________  _________________________

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

____________________________________  _________________________

Site Supervisor’s Name (print)  Date

Date CCS was reviewed with Counselor or Trainee –  

________________________________________  _________________________

Counselor’s or Trainee’s Signature  Date

________________________________________  _________________________

Site Supervisor’s Signature  Date
To Be Filled Out By The Student and 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** (co-therapist, solo therapist, through intake interviews, assessments, etc.)
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 site’s policies and procedures, researching treatment strategies, reviewing case notes, etc.)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Quarter Hours</th>
<th>Total Hours to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Direct Client Contact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Individual Supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Group Supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Related Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL HOURS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SUPERVISOR/INSTRUCTOR’S COMMENTS:**

Student’s strengths:

Student’s growth areas:

Other comments: (Please comment on general overall performance)

Supervisor/Instructor signature __________________________ Date __________________________

Student’s Signature __________________________ Date __________________________
Informed Consent for Video Recording of Counseling Session

For Agency Use

Note: This is a sample informed consent. All content here must be used in your informed consent, in addition please add the relevant information regarding your specific site. See Baird Pg. 39 for a list of 17 items that should be included in the informed consent.

CLIENT CONFIDENTIALITY AGREEMENT

It is my understanding that my counselor, a graduate student in counseling at Liberty University, in the Ph.D. in Counselor Education and Supervision program is providing my counseling sessions as a part of his or her Practicum or Internship course requirements.

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

I understand that my counselor is a student at Liberty University and is operating under the supervision of a faculty supervisor (Dr. ___________; fill in faculty member’s name). I understand that the content of my counseling sessions and/or video may be discussed with my counselor’s supervisor and other counseling graduate students only for the purposes of supervision and ongoing training in counseling skills.

The identifying data will be modified to protect confidentiality during case discussions and the name, DOB or other identifying information will not be used in discussion of the case. Although, the content of these sessions is kept confidential there are several exceptions to confidentiality such as: if I report potential harm to self, harm to others, abuse of a minor, abuse of an elder, and/or abuse of an impaired person, and/or if there is a court order.

Client or Guardian Signature ____________________________________________

Date______________________________

Counselor’s signature ____________________________________________

Date______________________________
Appendix F:

Case Presentation Instructions

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

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

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

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

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

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

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

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

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

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

For the purposes of faculty supervision and site supervision interns must record two or three (depending on the course – three for Practicum and two for Internship) counseling sessions to submit to site supervisors and faculty supervisors for review. 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). Students will submit a verbatim form from a five to eight 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 the sessions to your class.

1. Describe the assignment and obtain signed informed consent from the client.
2. Student counselor will be required to explain the informed consent (including confidentiality and the limits to confidentiality) and the release of information/video-taping consent. Please note, the client will take cues from the counselor regarding their attitude towards being recorded. Please indicate the purpose of recording is for counselor training and to insure that clients obtain the best support possible. For example, interns may introduce this with a statement similar to the following, “As you know, I am an intern and doctoral student at Liberty University completing my training to earn a PhD in Counselor Education and Supervision, 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 assist me in providing the best care and support possible, therefore I need for you to acknowledge that you have been informed about how these recordings will be used and provide your permission and consent…”
3. The verbatim form should be submitted, through Blackboard, by the date indicated on the presentation schedule and a hard copy should also be submitted to your instructor. Please remember to de-identify client information in all written documentation.
4. Ideally, faces of both client and counselor should be easily seen.
Appendix H:

Sample Verbatim Form

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

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

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

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

Counselor
Name: Client
Name: Case #:
Problem 1:
Goal 1:
  Objective 1:
    Intervention 1:
    Intervention 2:
  Objective 2:
    Intervention 1:
    Intervention 2:
Goal 2:
  Objective 1:
    Intervention 1:
    Intervention 2:
  Objective 2:
    Intervention 1:
    Intervention 2:
Problem 2:
Goal 1:
  Objective 1:
    Intervention 1:
    Intervention 2:
  Objective 2:
    Intervention 1:
    Intervention 2:
Goal 2:
  Objective 1:
    Intervention 1:
    Intervention 2:
  Objective 2:
    Intervention 1:
    Intervention 2:
Appendix J:
Hour Log Sheet

Practicum Log Sheets

- Supervisor signature is not required on logs but the signature may be added for student’s record keeping purposes.
- Please log your hours exactly as the examples show (log your time in hours)
- No rounding of hours is permitted.
- You must log the exact amount of time that you spend on a particular activity

If you have any questions, please refer first to the Practicum and/or Internship syllabi and manual. Any questions can be sent to phdpracticum@liberty.edu
Face-to-Face Client Contact Hours

Direct Client Contact (minimum 40 hours required)

Direct Client Contact category may include:

a. As a co-therapist in individual, marital, family, or group therapy
b. Conducting intake interviews

Information to include in all entries:

a. Date and amount of time properly entered
b. Type of session is listed in each entry from only one of the following: Co-therapy: Individual therapy, Marital therapy, Family therapy, Group therapy, or Intake interview,
c. Client number or initials is listed with no identifying information
d. Diagnosis or specific issue is listed

The following is a list of activities that cannot be counted towards your Direct Client Contact hours:

- Any driving time
- Playing pool, video games
- Behavior monitoring/Observation
- Going to a movie or watching a movie

These activities may be seen as "establishing rapport" with your client and you may be paid by your site to do these activities, but Liberty does not accept these activities.

<table>
<thead>
<tr>
<th>Date</th>
<th>Description/Client</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13/2014</td>
<td>Co-therapy: Intake Interview with Client #1 - Borderline Personality Disorder</td>
<td>1</td>
</tr>
<tr>
<td>1/13/2014</td>
<td>Co-therapy: Individual therapy with Client #2 - Stress Management</td>
<td>2</td>
</tr>
<tr>
<td>1/14/2014</td>
<td>Co-therapy: Group Therapy #1 - Grief &amp; Loss (8 members)</td>
<td>1</td>
</tr>
</tbody>
</table>

First Quarter:

Midterm:

Third Quarter:

Final Term:

Supervisor Signature: _____________________________
Individual Supervision Hours

Individual Supervision (minimum 10 required)

<table>
<thead>
<tr>
<th>Date</th>
<th>Individual Supervision</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/15/2014</td>
<td>Individual supervision re: site procedures, rules, &amp; regulations with Dr.</td>
<td>1</td>
</tr>
<tr>
<td>1/22/2014</td>
<td>Individual supervision focusing on Clients #1 &amp; #2 with Dr.</td>
<td>1</td>
</tr>
<tr>
<td>1/29/2014</td>
<td>Individual supervision discussing first quarter evaluation with Dr.</td>
<td>1</td>
</tr>
</tbody>
</table>

First Quarter:

Midterm:

Third Quarter:

Final Term:

Supervisor Signature: _____________________________
Group Supervision Hours

Group Supervision

In addition to faculty group supervision, students are encouraged to find a site that will provide group supervision to enhance the learning experience.

Group Supervision includes weekly group supervision with an approved supervisor meeting with two or more supervisees at the same time. This time will count as full time (e.g., 2 hour session = 2 hours towards group supervision)

Information required in all entries:

a. Date and amount of time properly entered
b. Description of activity is appropriate for this category (Case discussion, Counseling theories, Counseling techniques, Ethical issues, Training for the therapy, Student evaluation.)
c. Indication of the presence of an “Approved supervisor” or supervisor’s name is listed

<table>
<thead>
<tr>
<th>Date</th>
<th>Group Supervision</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/1/2010</td>
<td>Group supervision discussing Client #4 with staff and Dr.____________(approved supervisor)</td>
<td>1</td>
</tr>
<tr>
<td>1/2/2010</td>
<td>Case discussions with clinical staff and Dr.____________(approved supervisor)</td>
<td>2</td>
</tr>
<tr>
<td>1/3/2010</td>
<td>Group supervision discussing diagnosis of Client #20 with Dr.____________(approved supervisor)</td>
<td>1</td>
</tr>
</tbody>
</table>

First Quarter:

Midterm:

Third Quarter:

Final Term:

Supervisor Signature:______________________________
**Related Activities Hours**

**Related Activities**

<table>
<thead>
<tr>
<th>Date</th>
<th>Related Activities Hours</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/13/2014</td>
<td>Observing group therapy session</td>
<td>0.5</td>
</tr>
<tr>
<td>1/14/2014</td>
<td>Updating client progress notes</td>
<td>1</td>
</tr>
<tr>
<td>1/15/2014</td>
<td>Telephone calls to clients</td>
<td>1</td>
</tr>
</tbody>
</table>

**First Quarter:**

**Midterm:**

**Third Quarter:**

**Final Term:**

**Supervisor Signature:** _____________________________
<table>
<thead>
<tr>
<th></th>
<th>1st Quarter Hours</th>
<th>Mid-term Hours</th>
<th>3rd Quarter Hours</th>
<th>Final Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Client Contact Hours:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Individual Supervision Hours:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Group Supervision Hours:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Related Activities Hours:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total Hours:</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Supervisor Signature: _____________________________
Appendix K:
LiveText Verification of Hours Procedure

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

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

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

Ph.D. Practicum Interview Acknowledgement Form

Student's Name:

Date of Student's Interview:

Student's Past Counseling Experience:

Student's Counseling Goals:

Dr. Pride's Recommendations for Student's Practicum Experience:

Student's Signature & Date: _____________________________________

Director of Clinical Training Signature & Date: ______________________