

## ***COURSE SYLLABUS***

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**COUC 698 ONLINE**  
**COUNSELING PRACTICUM**

**SUMMER 2020**

### **COURSE DESCRIPTION**

This course involves a highly supervised experience of professional counseling at an approved clinical site in the counseling community. This supervision includes both individuals and group supervision. Students are required to complete a total of 100 hours of counseling and related services, 40 of which are direct client contact hours. Written and oral presentations are a basic part of the group supervisory process with a Liberty faculty member via technology.

Additionally, the class will focus on the development of counseling-related skills, ethics, and professionalism based on observation and exposure to the counseling field.

### **RATIONALE**

This Practicum course involves participation in a planned clinical experience in an approved agency or other settings under an approved supervisor. During the Practicum experience, students are actively engaged in the field of professional counseling and they contribute to the cooperating agency by assisting its staff in carrying out many of the daily clinical activities of that agency. The purpose of the counseling Practicum is to provide a supervised, field-based, work experience for students.

**Method of Instruction:** This course is delivered using synchronous technology. Students attend 1.5 hours of weekly group supervision delivered via WebEx over the entire duration of this A-Term course.

### **I. PREREQUISITES**

COUC 500, 501, 502, 504, 505, 510, 512, 515, 521, 546, 667

\*\* COUC 546 is formerly known as COUC 646\*\*

### **COREQUISITE**

COUC 522 can be taken as a Corequisite with Practicum.

### **II. REQUIRED RESOURCE PURCHASE**

American Psychiatric Association. (2013). *Diagnostic and statistical manual of mental disorders: DSM-5* (5th ed.). Washington, DC: American Psychiatric Publishing. ISBN: 9780890425558.

Tevera. Tevera Publishing. Student Membership Field Expanded-Access.

Jungers, C. M., & Scott, J. (2019). *Practicum and internship: Textbook and resource guide for counseling and psychotherapy*. New York, NY: Routledge.

ISBN: 978-1138492608. (Provided as an E-book in the course)

### ***(Optional)***

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

ISBN-10: 9780310529446

ISBN-13: 978-0310529446

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

**Required journal articles:**

Osborne, C. (2004). Seven salutary suggestions for counselor stamina. *Journal of Counseling & Development*, 82, 319-328.

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

**III. ADDITIONAL MATERIALS FOR LEARNING**

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)  
<http://www.liberty.edu/index.cfm?PID=22929#!KB0010150>
- C. Microsoft Word  
(Microsoft Office is available at a special discount to Liberty University students.)
- D. Practicum Fieldwork Manual (Available in Blackboard)
- E. Forms available at <http://www.liberty.edu/index.cfm?PID=28215>

**IV. MEASURABLE LEARNING OUTCOMES**

Upon successful completion of this course, the student will be able to:

- A. Establish rapport, develop effective working relationships with client(s), and use basic counseling skills effectively.
- B. Build a therapeutic relationship with clients, conduct assessment, develop treatment plans, and terminate the counseling relationship appropriately.
- C. Conduct a psychosocial history that includes client background information, behavioral observations, current functioning, quality of relationships, client resources, and challenges.
- D. Utilize feedback, direction, and constructive criticism from supervision and consultation in order to enhance professionalism in counseling.
- E. Apply appropriate documentation procedures related to mental health counseling in a way that meets the standards of the counseling site, the Practicum course, and the state in which the student is working.
- F. Articulate the process of becoming a licensed professional in the counseling field and the understanding of maintaining a professional identity.
- G. Apply the American Counseling Association's Code of Ethics in a way that shows ethical reasoning.
- H. Evaluate the effectiveness of the student's role and function in the setting and in the supervisory relationship during the Practicum experience.

Standard	Performance Assessment
<b><i>COUC Foundations: Knowledge</i></b>	
COUC A.2. Understands ethical and legal considerations specifically related to the practice of clinical mental health counseling	Quiz
COUC A.3. Understands the roles and functions of clinical mental health counselors in various practice settings and the importance of relationships between counselors and other professionals, including interdisciplinary treatment teams.	Self-Reflections Site and Faculty Supervisor Evaluations
COUC A.4. Knows the professional organizations, preparation standards, and credentials relevant to the practice of clinical mental health counseling.	Quiz
COUC A.5. Understands a variety of models and theories related to clinical mental health counseling, including the methods, models, and principles of clinical supervision.	Self-Reflections Site and Faculty Supervisor Evaluations
<b><i>COUC Foundations: Skills and Practices</i></b>	
COUC B.1. Demonstrates the ability to apply and adhere to ethical and legal standards in clinical mental health counseling.	Quiz
<b><i>COUC Counseling, Prevention, and Intervention: Knowledge</i></b>	
COUC C.1. Describes the principles of mental health, including prevention, intervention, consultation, education, and advocacy, as well as the operation of programs and networks that promote mental health in a multicultural society.	Self-Reflections Site and Faculty Supervisor Evaluations
COUC C.2. Knows the etiology, the diagnostic process and nomenclature, treatment, referral, and prevention of mental and emotional disorders.	Self-Reflections Site and Faculty Supervisor Evaluations
COUC C.3. Knows the models, methods, and principles of program development and service delivery (e.g., support groups, peer facilitation training, parent education, self-help).	Site and Faculty Supervisor Evaluations
COUC C.5. Understands the range of mental health service delivery, such as inpatient, outpatient, partial treatment and aftercare, and the clinical mental health counseling services network.	Site and Faculty Supervisor Evaluations
COUC C.7. Knows the principles, models, and documentation formats of biopsychosocial case conceptualization and treatment planning.	Site and Faculty Supervisor Evaluations
COUC C.8. Recognizes the importance of family, social networks, and community systems in the treatment of mental and emotional disorders.	Site and Faculty Supervisor Evaluations
COUC C.9. Understands professional issues relevant to the practice of clinical mental health counseling.	Quiz and Self-Reflections
<b><i>COUC Counseling, Prevention, and Intervention: Skills and Practice</i></b>	
COUC D.1. Uses the principles and practices of diagnosis, treatment, referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling.	Self-Reflection, Site and Faculty Supervisor Evaluations Transcriptions
COUC D.2. Applies multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevention of mental and emotional disorders.	Self-Reflection Site and Faculty Supervisor Evaluations Transcriptions
COUC D.4. Applies effective strategies to promote client understanding of and access to a variety of community resources.	Self-Reflection, Site and Faculty Supervisor Evaluations Transcriptions
COUC D.5. Demonstrates appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling.	Self-Reflection, Site and Faculty Supervisor Evaluations Transcriptions

COUC D.6. Demonstrates the ability to use procedures for assessing and managing suicide risk.	Evaluations and Transcriptions
COUC D.7. Applies current record-keeping standards related to clinical mental health counseling.	Site and Faculty Supervisor Evaluations
COUC D.9. Demonstrates the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate.	Self-Reflections Site and Faculty Supervisor Evaluations
<b><i>COUC Diversity and Advocacy: Knowledge</i></b>	
COUC E.1. Understands how living in a multicultural society affects clients who are seeking clinical mental health counseling services.	Reading and Discussing Textbook
COUC E.2. Understands the effects of racism, discrimination, sexism, power, privilege, and oppression on one's own life and career and those of the client.	Reading and Discussing Textbook
COUC E.3. Understands current literature that outlines theories, approaches, strategies, and techniques shown to be effective when working with specific populations of clients with mental and emotional disorders.	Reading and Discussing Textbook
COUC E.6. Knows public policies on the local, state, and national levels that affect the quality and accessibility of mental health services.	Site and Faculty Supervisor Evaluations
<b><i>COUC Diversity and Advocacy: Skills and Practice</i></b>	
COUC F.1. Maintains information regarding community resources to make appropriate referrals.	Site and Faculty Supervisor Evaluations
COUC F.3. Demonstrates the ability to modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations.	Site and Faculty Supervisor Evaluations
<b><i>COUC Assessment: Knowledge</i></b>	
COUC G.1. Knows the principles and models of assessment, case conceptualization, theories of human development, and concepts of normalcy and psychopathology leading to diagnoses and appropriate counseling treatment plans.	Site and Faculty Supervisor Evaluations
COUC G.2. Understands various models and approaches to clinical evaluation and their appropriate uses, including diagnostic interviews, mental status examinations, symptom inventories, and psychoeducational and personality assessments.	Site and Faculty Supervisor Evaluations
<b><i>COUC Assessment: Skills and Practice</i></b>	
COUC H.2. Demonstrates skill in conducting an intake interview, a mental status evaluation, a biopsychosocial history, a mental health history, and a psychological assessment for treatment planning and caseload management.	Transcriptions Site and Faculty Supervisor Evaluations
COUC H.3. Screens for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders.	Site and Faculty Supervisor Evaluations
<b><i>COUC Diagnosis: Knowledge</i></b>	
COUC K.1. Knows the principles of the diagnostic process, including differential diagnosis, and the use of current diagnostic tools, such as the current edition of the <i>Diagnostic and Statistical Manual of Mental Disorders (DSM)</i> .	Site and Faculty Supervisor Evaluations
COUC K.2. Understands the established diagnostic criteria for mental and emotional disorders, and describes treatment modalities and placement criteria within the continuum of care.	Site and Faculty Supervisor Evaluations
<b><i>COUC Diagnosis: Skills and Practice</i></b>	
COUC L.2. Is able to conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential diagnosis with collaborating professionals.	Supervision Site and Faculty Supervisor Evaluations

## V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings and lecture presentations/notes
- B. Course Requirements Checklist  
After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Supervised Clinical Training  
The student must complete 100 total hours of a supervised clinical training experience, with a minimum of 40 hours spent in providing services to actual clients (face-to-face client contact). Direct client services include: doing individual, couple, and family counseling, group counseling, co-therapy, co-leading groups, and conducting intakes. The remaining 60 hours are dedicated to supervision and related activities. Supervision (S) includes 1 hour per week of individual and/or triadic supervision along with 1.5 hours per week of group supervision facilitated by a faculty supervisor\*. Related Activities (RA) include observation of counseling and other counseling-related activities, staff meetings, counseling-related administrative work, writing progress notes, filing counseling-related files/documents, billing insurance companies, and telephone calls to clients. If the student fails to earn the required 100 hours, then he/she will not receive a passing grade and will be required to re-take the course. Review the Practicum Fieldwork Manual for additional requirements. *You will need to keep track of your hours using Tevera and the spreadsheet provided. You will also keep track of your activity time log for your own use.*

**\* Students will attend a 1.5 hours weekly face-to-face (via the internet program WebEx) group supervision session with the faculty supervisor. Attendance is mandatory. No more than 2 excused absences are allowed. Each student will present taped case presentations at least twice during the semester. Dates and further instruction will be assigned in class.**

- D. Tapings and Transcripts (2)  
This will involve getting informed consent from your site and client, recording and submitting a session to the professor, and transcribing and analyzing a 5-8 minute portion of the session. The transcription form is available via the blackboard courseroom.

For the purposes of faculty supervision and site supervision, interns must record two counseling sessions to submit to site supervisors. These counseling sessions will be presented during WebEx Faculty Group Supervision as Case Presentations.

The session due dates correspond with the student presentation date. The session is due the week of the students' case presentation (see the case presentation schedule/course chart for exact dates; the schedule will be in alphabetical order). Students will also submit a verbatim form with a six to eight-minute segment of the recorded session and an Informed Consent Confirmation form verifying that they have provided an Informed consent to the client and site.

*\*Students with a site that does not allow either video or audio taping of clients will need to work with supervisor(s) to complete Live Observations of client sessions and tapings of role-play sessions. Instructions for these can be found with the taped sessions instructions and documents in the Syllabus and Blackboard Classroom.*

- E. Tevera  
Tevera is a web-based data management system that the Department of Counselor Education and Family Studies uses to collect data for the purpose of assessment, evaluation and accreditation. Tevera is an integral part of all fieldwork courses within the Department of Counselor Education and Family Studies. Initial and advanced fieldwork candidates are expected to have an activated Tevera account. Throughout the Practicum & Internship coursework, candidates will complete assignments, assessments & time logs, which require an activated account. There are no exceptions to this policy.

\* Students on the 60-hour Professional Counseling degree completion plan are required to purchase and activate Tevera with Field Experience as part of their materials for COUC 698 Practicum. Tevera is used for students to log their hours and for approved supervisors to complete evaluations of the students' counseling skills.

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

**Email:** [COUNtevera@liberty.edu](mailto:COUNtevera@liberty.edu)

**Website:** <http://www.liberty.edu/index.cfm?PID=33372>

- F. Site Supervisor Student Evaluations (4)  
The student's site supervisor will complete a midterm evaluation and final evaluation via Tevera. The student must remind their supervisor(s) to submit this evaluation to Tevera. If the student does not receive passing evaluations during the course, they will work with the supervisor and Liberty University Practicum faculty to develop a plan to correct any deficits. The points earned for these evaluations are based directly on how the site supervisor evaluates the student. (Outcomes A, B, C, D, E, F, G)
- G. Counseling Competencies Scale (**ASSESSMENT BENCHMARK**)  
The student's faculty supervisor will complete a final evaluation of the student. This evaluation will be completed via Tevera (Outcomes A, B, C, D, E, F, G)
- H. Self-Reflections (2)  
The student will complete a mid-term and final self-reflection assignments.  
The midterm self-reflection is intended to engage the student in the process of reflective learning while demonstrating self-awareness, self-evaluation, and the ability to develop a specific action plan that will aid the student in improving his/her knowledge and understanding of the counseling profession and his/her own personal counselor identity. **The Midterm self-reflection will be submitted as a paper in Blackboard.** (Outcomes A, B)  
The final self-reflection is intended to engage the student in the process of reflective learning while demonstrating self-awareness, self-evaluation, and the ability to develop a specific action plan that will aid them in improving his/her counseling skills. **The Final self-reflection will be submitted as a paper in Blackboard..** (Outcomes A, B)

- I. Case Presentations (2) (**ASSESSMENT BENCHMARK**)  
Students will participate in Faculty Group Supervision via WebEx with Faculty Supervisor. Each student will complete two approximately 35 minute (with 10-15 minutes for discussion including time for questions, treatment plan, & diagnosis discussion) case presentations during (class time) group supervision. These case presentations will include a treatment plan, an ethics section, and a multi-cultural section. See the appendix for detailed instructions.
- J. Site and Supervisor Evaluation  
The student will evaluate their site and supervisor evaluations near the conclusion of the course, using Tevera. One evaluation per site needs to be completed. (Outcome H)
- K. Liability Insurance Facesheet  
The student must submit a copy of liability insurance at two separate points during the semester in order to prove that he/she has maintained liability insurance throughout the Practicum. (Outcome G)
- No student may begin or remain in practicum without appropriate liability insurance.**
- L. Ethics Quiz (**ASSESSMENT BENCHMARK**)  
The quiz will cover the American Counseling Association's (ACA) code of ethics. The student will have 60 minutes to choose the correct answer for 25 multiple-choice and true/false questions. (Outcome G)
- M. Psychoeducational Group

Definition: Per CACREP 2016 standard, “In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group”.

Psychoeducational groups are groups that impart knowledge and/or affective or behavioral skills. Psychoeducational groups are used in a variety of settings including clinical, school, church, etc., and are used with a variety of populations and ages. Examples of psychoeducational groups include a grief support group that disseminates information on stages of grief, etc.; a parenting skills group that teaches parenting skills; an anger management group, stress reduction group, etc.

Purpose: The purpose of this assignment is to give you hands-on experience in planning and leading a psycho-educational group in your clinical setting as these are frequently planned and led by licensed professionals and are a skill required by CACREP standards.

Directions: Begin by consulting your site supervisor to assess and brainstorm a psychoeducational group that you may plan to either lead, under the supervision of your supervisor, or, co-lead with your supervisor. Use the following form to plan your group. After you have completed the group, submit the same form using the assignment link in Blackboard by 11:59pm, Sunday of Module 14.

- N. Jungers & Scott Textbook Quizzes  
The quizzes will cover chapters 1-4 of Jungers & Scott, et al. textbook. The student will have 30 minutes to choose the correct answer for 5 multiple-choice questions.

## VI. COURSE GRADING AND POLICIES

### A. Points

<i>Blackboard Quizzes</i>	
Course Requirement Checklist	10
Site and Supervisor Information	Complete/Incomplete (0)
Ethics Quiz	50
Reading Quizzes (4 @ 25 pts each)	100
Policy Quiz	Complete/Incomplete (0)
<i>Blackboard Submissions</i>	
Proof of Liability Insurance (2 @ 35)	70
Midterm Self-Reflection	75
Final Self-Reflection	50
Psychoeducationl Group	25
Case Presentation Items	
• HIPPA Privacy Authorization & Release Confirmation Form	25
• Verbatims and Videos (2 @ 75 pts. Each)	150
• Case Presentations (2 @ 100 Each)	200
<i>Tevera Submissions</i>	
Midterm Counselor Competencies Scale (CCS)	115
Student Site and Supervisor Evaluation	25
Final Counselor Competencies Scale (CCS)	115
<b>Total</b>	<b>1010 pts.</b>

### B. Grading:

#### Letter Grade

#### Requirement

- P (Pass) Must meet **all** of the requirements below.
- Completes assigned work:
    - **Must** complete **all** clinical work to pass:
      - All evaluations
      - Upload all hours to Tevera and all hours are approved
      - Proof of liability insurance
      - Completes required hours:
        - Practicum:
          - Direct: 40
          - Individual Supervision: 1 per week
          - Related: Remaining hours
          - Total: 100
    - Should complete all academic work, but will only affect point total not final grade.
      - Self-reflections



- Case Presentations
- Verbatim
- Informed Consent Confirmation
- Recordings and transcriptions
- Quizzes
- Attended and participated in WebEx Faculty Group Supervision (no more than 2 excused absences permitted).
- Received at least 800 points for the semester.

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

C. Grade Scale Breakdown

P (Pass): 1010-800

NP (No Pass): 799-0

D. Late Assignment Policy

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

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

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the class will not be accepted.

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

E. Tests/Exams

1. For timed tests/exams students are required to complete the exam within the assigned time. For students who exceed this time limit a penalty of 5 points will be deducted for each minute they exceed the assigned time limit.
2. Students must take the exam during the assigned module. A 5 % deduction from the tests final grade will be assigned for each day the test is late.
3. No test will be accepted 7 days after original due date without written approval from the professor. This approval must be sought prior to tests due date.

F. Dual Relationship

The faculty is responsible with counseling students in a supervisory capacity/role. As such, faculty may provide students professional principles, guidance, and recommendations as it relates to the context of the student-client setting. The faculty is responsible to avoid dual relationships with students such

as entering a student-counselor or student-pastor relationship. Thus, the faculty does not provide personal counseling addressing student personal problems. If a faculty member perceives that a student is in need of personal or professional counseling, then that faculty member will recommend that the student pursue either pastoral or professional assistance from a counselor in their community.

G. Email Professionalism

Please be professional in your email communication. We live in a fast-paced world with text messaging which encourages short and abbreviated communication. However, since you are in a counseling program, you are encouraged and expected to use full sentences and good grammar when communicating with other students and faculty. It is also an expectation that your electronic communication is pleasing to God. Being courteous and polite to peers and professors demonstrates dignity and respect, "And as you wish that others would do to you, do so to them" (Luke 6:31, ESV).

H. Limits of Confidentiality

**In the event of a student's disclosure, either verbally or in writing, of threat of serious or foreseeable harm to self or others, abuse or neglect of a minor, elderly or disabled person, or current involvement in criminal activity, the faculty, staff, administrator, or supervisor will take immediate action. This action may include, but is not limited to, immediate notification of appropriate state law enforcement or social services personnel, emergency contacts, and notification of the appropriate program chair or online dean. The incident and action taken will become part of the student's permanent record.**

I. Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu) to make arrangements for academic accommodations. Further information can be found at [www.liberty.edu/disabilitysupport](http://www.liberty.edu/disabilitysupport).

J. NON-DISCRIMINATION STATEMENT

Liberty University does not engage in unlawful discrimination or harassment because of race, color, religion, creed, national origin, ancestry, ethnicity, sex, marital status, disability, age or veteran status in its educational programs and activities. Liberty University maintains its Christian character but does not discriminate on the basis of religion, except to the extent that applicable law respects its right to act in furtherance of its religious objectives. To those with qualifying disabilities, the University will provide reasonable academic accommodations (434) 582-2159 or [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu)) and reasonable physical access accommodations (434) 592- 4107 or [LUOODAS@liberty.edu](mailto:LUOODAS@liberty.edu)). The following persons have been designated to coordinate Liberty University's compliance with certain anti-discrimination laws:

Title IX/Sex: Director of Title IX  
Green Hall 1830 TitleIX@liberty.edu  
(434) 582-8948

Title IX/Sex: Graduate & Online Students  
Deputy Title IX Coordinator [onlinestudentaffairs@liberty.edu](mailto:onlinestudentaffairs@liberty.edu)  
[graduatestudentaffairs@liberty.edu](mailto:graduatestudentaffairs@liberty.edu)  
(434) 592-6488

Title IX/Sex-School of Law Students: Deputy Title IX Coordinator  
[Damiller1@liberty.edu](mailto:Damiller1@liberty.edu)  
(434) 592-3396

Title IX/Sex-School of Osteopathic Medicine Students: Deputy Title IX  
Coordinator  
[Rlmorrison1@liberty.edu](mailto:Rlmorrison1@liberty.edu)  
(434) 592-7386

Title IX/Sex & Disability-Employment: Deputy Title IX Coordinator  
[HR@liberty.edu](mailto:HR@liberty.edu)  
(434) 592-7330

Title IX-Athletics: Deputy Title IX Coordinator [Ehagen1@liberty.edu](mailto:Ehagen1@liberty.edu)  
(434) 592-4951

Disability-Resident Students  
[wdmchane@liberty.edu](mailto:wdmchane@liberty.edu)  
(434) 582-2159

Disability-Online Students  
[luodas@liberty.edu](mailto:luodas@liberty.edu)

US Department of Education Office of Civil Rights (OCR)  
400 Maryland Avenue, SW  
Washington, DC 20202-1100  
Customer Service Hotline #: (800) 421-3481  
Fax: (202) 453-6012  
TDD#: (877) 521-2172  
[OCR@ed.gov](mailto:OCR@ed.gov)  
<http://www.ed.gov/ocr>

## Appendix A

### **HIPAA Privacy Authorization and Release Confirmation Form**

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

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

#### **Section I – Authorization**

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

I authorize \_\_\_\_\_ (healthcare provider) and \_\_\_\_\_ (counselor/student) to video record all or part of my counseling session(s) on \_\_\_\_\_ (date) and to use and disclose the video recording, including my name and all of my protected health information contained in the video recording, to the counselor/student's practicum, internship, or externship course instructor and students in that course at Liberty University.

#### **Section II – Extent of Authorization**

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

#### **Section III – Effective Period**

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

**Section IV – Acknowledgements and Disclosures**

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

I understand that I have the right to revoke this authorization, in writing, at any time. I understand that my revocation will not be effective to the extent that any person or entity has already acted on my authorization. In other words, a revocation of my authorization cannot be retroactive and it will become effective only when my written revocation is received and processed. My written revocation of this authorization must be sent to:

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

\_\_\_\_\_  
Email Address: \_\_\_\_\_

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

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

**Section V – Agreement and Signature**

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

\_\_\_\_\_  
Signature of Client (or Parent/Legal Guardian)

Date: \_\_\_\_\_

\_\_\_\_\_  
Signature of Witness

Date: \_\_\_\_\_

**Acknowledgement of Receipt of HIPAA Privacy Authorization and Release Form**

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

\_\_\_\_\_

Date:

\_\_\_\_\_  
Signature of Client (or Parent/Legal Guardian)

\_\_\_\_\_

Date:

\_\_\_\_\_  
Signature of Site Supervisor / Site Director

## Client Session Options

Below are options for students to fulfill case presentations and verbatim assignments for 698/699 WebEx:

- **Option 1:** Videotaped sessions with client.
  - If clients are willing, it is much better to see the client in the session as well as the therapist.
- **Option 2:** Videotaped sessions with camera on student only.
- **Option 3:** If options 1-2 are not approved by the student's site, then the student may opt to audio record a client's session.
- **Option 4:** If options 1-3 are not possible, students may use Live Observation of their supervisor's session with a client (see page 2 of this document).
- **Option 5:** If none of the above options are possible, then your site supervisor may act as a pseudo client to fulfill the requirements for the class.

**Important Note:** Consultation with the approved Site Supervisor is expected in order to make the determination of the preferred option.

Appendix B:  
**Instructions for Sites That Do Not Allow Video or  
Audio Taping**

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

- Approved site supervisor
- Any licensed counselor at the site

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

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

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



## Live Observation

If a site does not permit video/audio recording of client sessions, students may use Live Observation in lieu of video/audio recording.

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

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

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

Students utilizing Live Observation will also be required to record a taped session with a pseudo client in order to complete the verbatim assignment.

**Site Supervisor LIVE OBSERVATION Suggested Guidelines**

Name of Student: \_\_\_\_\_

Name of Supervisor: \_\_\_\_\_

Practicum/Internship Site: \_\_\_\_\_

Semester: \_\_\_\_\_

Day and Time of Observation \_\_\_\_\_

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

Establish a therapeutic/alliance:

Identify and focus the therapy needed:

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

Handle resistance?

Handle conflict:

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

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

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **DIRECTIONS FOR USE OF KALTURA FOR VIDEO PRESENTATIONS**

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

### Video Recording Instructions

For the purposes of faculty supervision and site supervision interns must record two counseling sessions to submit to site supervisors and two counseling sessions to be presented during WebEx Faculty Group Supervision. The session due dates correspond with the student presentation date. The session is due the week of the students' case presentation (see the case presentation schedule/course chart for exact dates; the schedule will be in alphabetical order). Students will submit a verbatim form with an eight to ten minute segment of the recorded session. Faculty will provide feedback on this portion of the session.

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

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

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

### **Appendix C: Psychoeducational Group Instructions**

You will lead or co-lead a psychoeducational group (e.g. wellness-training, support group etc.). This group may be under the supervision of your approved site supervisor. If it is not completed under your approved site supervisor, you will need to be approved by your faculty group supervisor.

The evidence of completion of this assignment will be accomplished by submitting a Word document using the assignment link in Blackboard during the fourth quarter. The document should include the below information and be submitted by 11:59pm, Sunday of the week that it is due:

- Student name & co-leader's name (if applicable)
- Site of group
- Type of Group
- Number of hours spent in the group (If it is a counseling group, then the hours will count towards direct client contact. If it is psychoeducational the hours will be considered related.)
- Brief description of the group process
- Your role in the group process
- Brief description (no more than one page) of your thoughts about leading this group

## Appendix E: Case Presentation Instructions

**Confidentiality-**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).

**Observational Data** (to include pertinent MSE information)- this information should include information on the client's cognitive function such as memory capacity, distorted thought process, etc.

### **Client History**

*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.

*Biopsychosocial History-* this section includes background information about the client such as age, family, previous counseling experience, hobbies, etc.

*Psychiatric history of self and family*

*Social relationship history*

*Academic/Work history*

*Medical/Developmental history*

*Addiction Screening-* this section should include information about screening for addictions such as alcohol addiction, etc.

*Risk Assessment-* this section should include screening information about harm to self or to others

**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).

*Problem List*

*Medication List*

**Case Conceptualization Summary Statement-** this section should include your understanding of how you would 'pull together' the different aspects of the client's presentation, along with the theoretical model that would benefit the client based on your understanding of the client's presenting problems at this time. Please see the Sperry article and the Case Conceptualization PowerPoint posted in your Bb course. These documents expand on the Integrative Model (Scott et.al, 2015). The Sperry article and PowerPoint provides a more detailed explanation of how to implement this Integrative Model in the development of your case conceptualization summary statement.

**Theoretical Orientation and Research/Evidence-based treatment-** describe the theoretical orientation you are using to guide your work with this client. Support your theoretical selection with evidence-based research as well as how this theory informs your treatment planning (5-7 citations from peer-reviewed literature should be listed in the reference section).

**Treatment Planning** This section should be integrated with the research/evidence based

Theoretical Orientation section. This should include short term goals, long-term goals, and interventions (see Sample Case Presentation form). Treatment goals and interventions should correspond with your case conceptualization summary statement and informed by your theoretical orientation.

Dx/Problem	Long Term Goal(s)	Short Term Goal(s)	Evidence Based Interventions

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

**Multi-cultural Factors-** 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.

**Assessment-** 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.

(Note: Helpful online assessments for your consideration include the Cross-Cutting Symptom Survey (Level One and Two);

<https://www.psychiatry.org/psychiatrists/practice/dsm/educational-resources/assessment-measures> and WHODAS <http://www.who.int/classifications/icf/whodasii/en/> )

termination and even during counseling such as community resources for housing, etc.

**Referral/Access-** this section should include additional resources for the client after

**Prognosis-** what is your prediction of the likely course, duration, severity, and outcome with or without treatment. Your prognosis may range from excellent, good, fair, guarded, to poor.