

D.Min. in Pastoral Care and Counseling

Guidelines and Strategies for Completing the Program

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Section I: The Curriculum

Constructing a Course of Study

The D. Min. in Pastoral Care and Counseling is designed to offer a flexible advanced program of training in pastoral counseling leading to clinical membership in the American Association of Pastoral Counselors or specialized competency in chaplaincy or congregational pastoral care. In some circumstances, D.Min. graduates may qualify for a state license in counseling. In addition to completing core D.Min. courses, students in Pastoral Care and Counseling must complete specialized Advanced Professional Courses sufficient to meet desired clinical certification and a clinical internship. Meeting the requirements for counseling licenses or clinical certification almost always requires D.Min. in P. C. & C students to complete more than the nine semester hours of Advanced Professional Courses described in other D.Min. concentrations. Most students working toward clinical certification will need to complete a minimum of 20 semester hours of Advanced Professional Courses to meet the clinical requirements of certifying agencies.

At the beginning of their program, pastoral counseling students will consult with an advisor to set goals, design a course of study, and organize a plan for Advanced Professional Courses. This plan will:

- Clearly specify the student's goals for the program. This must include a statement of what certification(s) the student is seeking.
- Clearly outline certification requirements, such as courses needed for AAPC Membership or other professional certification.
- Evaluate whether prior graduate work may meet certain requirements for certification or licensing.
- Present a preliminary selection of Advanced Professional Courses which will meet certification requirements, along with a plan for when these courses will be taken and where.
- Present a plan for completing the D.Min. internship.

Areas of Study

Core D.Min. Requirements

DM 6461 Seminar I (6 credits) Theology of Ministry: The Minister in Context
DM 6462 Seminar II (4 cr.) The Minister as Biblical Interpreter
DM 6463 Seminar III (4 cr.) The Minister as Theological Interpreter
DM 6450 Seminar IV (3 credits) Research Methods in Pastoral Counseling
DM 6460 (3 credits) Prospectus for Project
DM 6470 (7 credits) The Project n Ministry and Report

Advanced Professional Courses to meet individual goals (9 credits minimum¹)

Advanced Professional Courses

In most cases, the D.Min. in Pastoral Counseling will include classes in each of the following content areas. These courses may be selected to meet specific certification criteria. Courses may be taken on campus, as independent study, through LPTS as distance learning, or off-campus studies through an approved training center² or graduate school. Courses in the following areas are required for AAPC clinical membership. Students seeking certification from other agencies or state licenses will select courses based on the requirements of the certifying agency. A student's particular course of study will be designed individually with his or her advisor.

- **Area I: Core Clinical Theory and Practice**

Theories of Family Therapy
Families in Culture and Context
Divorced and Remarried Families: Theory and Clinical Foundations
Family Therapy: Theory and Practice
Couples Therapy: Theory and Practice
Pastoral Counseling in Individual Treatment
Pastoral Counseling in Group Treatment
Pastoral Counseling in Marital Treatment
Pastoral Counseling in Family Treatment
Other courses in psychotherapy theory and practice as required by student goals

- **Area II: Pastoral Diagnosis**

Pastoral Diagnosis
Psychopathology
Religious Issues in Diagnosis and Treatment
Other courses as required by student goals

- **Area III: Human Growth and Development**

Human Growth and Transformation
Human Sexuality in Pastoral Practice
Gender and Ethnicity in Pastoral Practice
Other courses as required by student goals

- **Area IV: Ethics and Professional Issues**

¹ Certification goals usually require D.Min. in PC&C to complete more than nine credits of Advanced Professional courses. For example, to meet criteria for licensing as a Marriage and Family Therapist, a student may need to take as many as 30 credits of Advanced Professional Courses to fulfill a state's requirements.

² Approved training center includes AAPC Approved Training Centers which have established a working academic relationship with LPTS. In these cases, the center must offer a curriculum of courses and experience that meet the guidelines for academic credit as described in the LPTS faculty manual. Academic and training experience must be guided by a training director and/or faculty who meet requirements of adjunct faculty at LPTS.

Ethics and Professional Practice
Other courses as required by student goals

Clinical Internship

The D.Min. in Pastoral Care and Counseling requires an internship consisting of at least 375 hours of face to face counseling or clinical care while receiving 125 hours of supervision. Students focusing in pastoral care may complete an internship as a pastoral care specialist in an AAPC approved training program or four units of CPE beyond the one unit required for admission.

See advanced placement criteria below for students who have completed AAPC or ACPE approved residencies, who are currently AAPC Fellows, or state licensed therapists

Section II

Clinical Internship Requirements

Guidelines for Internship and Clinical Supervision

In most cases, students will complete their clinical internship in an AAPC approved training center or ACPE approved program. When this is impossible, the pastoral care and counseling faculty may approve other contexts which meet the goals and standards of the degree program. Internships completed in non-AAPC or ACPE approved centers are approved on an individual basis. Approved internships will include the following.

Counseling: Graduation from the D.Min. program requires a minimum of 375 hours of pastoral counseling with individuals, couples, families, and groups. Students will focus the kinds of clients they see toward counseling specialties defined with their D.Min. advisor. ***Pastoral Care*** internships will include 375 hours of face-to-face pastoral care contact and may be completed through institutional or parish-based CPE, or AAPC approved Pastoral Care Specialist programs. Supervised pastoral care in institutional or parish settings where these resources are not available will be considered on an individual basis.

Supervision: During the internship, D.Min. students must receive a minimum of 125 hours of supervision of their care and counseling. At least 50 % of supervision must use raw data of the student in relationship to clients, such as videotape, audiotape, or live observation. Supervision should include access to interdisciplinary clinical case conference, theological reflection groups, and other forms of group supervision. Supervisors must be approved by the seminary pastoral counseling faculty.

Evaluation of Clinical Integration and Experience: As part of the internship experience, D.Min. students are expected receive periodic evaluation from their supervisors. Usually, this means documented semi-annual review of supervision goals and progress by the student and supervisor. **At the internship midpoint (175 hours of counseling and 60 hours of supervision), students must submit a written supervisory evaluation to the pastoral counseling faculty.** This evaluation must address a student's

developing theoretical, clinical, and theological integration. It must document the student's growth toward pastoral counseling or care goals and comply with procedures of evaluations contained in later sections of this manual. **A final evaluation is required when an internship is completed.** This evaluation must document that the student has completed 375 hours of counseling or direct pastoral care in appropriate areas, and has received a minimum of 125 hours of supervision. Like the mid-internship evaluation, the final evaluation must reflect the student's growth toward appropriate goals, clinical/theoretical/theological integration, and professional formation as a pastoral counselor or pastoral care specialist.

Standards for Internship

Principle: Internship sites must be able to provide an adequate clinical facility that provides safety for both client and student and an educational experience that meets the standards of Louisville Presbyterian Theological Seminary. This will include close supervision and a physical and administrative context conducive to quality practice and protection of client and student. Educationally, the internship site must guarantee face to face counseling or clinical pastoral care of adequate variety and quantity to meet Louisville Presbyterian Theological Seminary's D.Min. program graduation requirements.

To fulfill internship requirements outside of an AAPC or ACPE accredited program, a student must construct a context of supervised learning and practice that includes the following:

- Counseling or care hours adequate to complete the D.Min. requirements within an acceptable time limit (1-2 years)
- A minimum of one hour of individual or dyad supervision for each 5 hours of counseling or care provided by the student. The remaining supervision hours may be in group supervision and supervised case conference. Supervisors must be approved by the Director of the D.Min. in PC&C.
- Include interdisciplinary case conference as an integral part of the student's learning. This is defined as a context in which cases are reviewed from a multi-disciplinary frame or reference. This may include pastoral counselors, chaplains, marriage and family therapists, psychologists, social workers, psychiatrists, and educational specialists.
- A collegial reflection group that helps the student 1) enhance her or his pastoral/ministerial/theological identity, 2) develop advanced skills in theological reflection on clinical theory and practice, and 3) participate in regular discourse at the interface of spirituality, religion, psychotherapy, ministry, and theology.
- Supervision that uses raw data through live or video-taped observation of the student therapist's work as the fundamental procedure for supervision. Internship sites must provide for or allow direct observation procedures.
- Accountability for the student's counseling or care ministry to a church, judicatory, established counseling agency, or appropriately certified or licensed individual. Non-

certified D.Min. students may not engage in independent private practice without appropriate certification.

- Provide a clinical context which meets the minimum standards for client quality of care. This includes adequate procedures for:
 1. Intake—from telephone contact to intake assessment and evaluation.
 2. Treatment plan/Plan of intervention.
 3. Professional record-keeping.
 4. Fee setting and collecting where applicable.
 5. Quality assurance review of both records and ongoing clinical practice.
 6. Peer review.
 7. Administrative structure and accountability.
 8. Adequate attention to professional standards of practice and ethics.
- LPTS students who are constructing their own internship must document that they are covered by malpractice insurance while in the D.Min. program. This may be an individual policy or a policy of an agency or church that specifically covers the student's activity in ministry. This must be submitted to the Director of the D.Min. in PC&C

Students planning to fulfill their internship requirements outside of an AAPC or ACPE approved training program must present a plan for completing their internship to the Director of the D.Min. in PC&C within six months of completing Seminar I. This will include:

- a proposal that an internship plan or alternative site approved.
- documentation that the elements and standards of internship (described above) will met by the alternative plan
- documentation that supervisors, directors, or staff leaders of counseling or care locations have reviewed the plan, have agreed to the plan, and will work with the student to guarantee that D.Min. clinical standards will be met.
- a statement from appropriate directors or supervisors that they are willing to communicate with the pastoral counseling faculty and coordinate supervision and evaluation with this faculty.

Once the student's plan has been approved, a letter of approval will be mailed to the student.

Clinical Supervision

Supervision in Pastoral Care and Counseling consists of face-to-face conversation in which a supervisor and a supervisee or supervisees agree to engage in systematic reflection upon concrete processes of the supervisee's practice for the purpose of skill development and personal/pastoral formation in that professional role. Supervision may be both individual and group. It is required at the ratio of 1 hour of individual/dyadic supervision for every 5 hours of direct clinical contact (75 hours minimum)). Individual supervision is defined as a weekly one-hour meeting in which one supervisor meets face-

to-face with one student (or dyad of students) to reflect upon that student's counseling cases. Group supervision is defined as face-to-face meetings between a supervisor and no more than eight students in which there is group reflection upon each student's presentation of cases in rotation. Both forms of supervision are required. The supervisor directing on-site training will guarantee that supervision takes place in accordance with LPTS standards. It is normally expected that each student will have a minimum of two supervisors during the internship to provide adequate diversity in the supervision experience. At least 50% will focus upon raw data from the student's clinical work made available to the supervisor by means of direct observation, video tapes, or audio tapes. The principle clinical supervisor is responsible for providing supervision evaluations.

Students in their respective centers may receive various didactic enrichment and training experiences including seminars, lectures, and administrative activities. These are not considered part of the 125 required hours of face-to-face supervision.

Criteria for Approved Supervisors

Approved internship supervisors will be selected to the following criteria. Supervisors must be a Fellow (under supervision) or Diplomate of the American Association of Pastoral Counselors and/or an ACPE approved supervisor. Supervisors from other disciplines will be considered on a case-by-case basis and should be able to:

- Demonstrate an active pastoral identity which integrates the practice of psychotherapy with, 1) spiritual and theological concerns, 2) a personal belief system, 3) a theological understanding of counseling practice, and 4) a facility with methods to integrate counseling theory with theology. *In cases where supervisors cannot meet this standard, students must document a plan for additional consultation to meet degree requirements.*
- Be committed to providing pastoral counseling supervision at the intersection of theory, practice, faith, communities of faith, and theology. *In cases where supervisors cannot meet this standard, students must document a plan for additional consultation to meet degree requirements.*
- Be able to articulate a guiding supervisory philosophy and how this relates to training pastoral counselors.
- Provide supervision within a multi-cultural frame of reference.
- Be willing to participate in the administrative structure of the D.Min. program in Pastoral Counseling.
- **Be approved by the Director of the D.Min. in PC&C at Louisville Presbyterian Theological Seminary.**
- *(Supervisors attached to AAPC approved training centers are considered to meet these requirements)*

Counting Supervision and Clinical Hours

- Students being simultaneously supervised and having direct clinical contact (i.e.

live supervision) may count each hour of this experience as both supervision and direct clinical contact.

- Live supervision, when observed by a group or team, will count as individual or dyadic supervision for the student(s) providing the direct clinical contact.
- Dyadic supervision is counted as equivalent to individual supervision.
- Students observing/participating in live supervision of another therapist's direct clinical contact will count this time as group supervision. This requires a supervisor to be present and no more than eight students all together, and an interactional process between the therapists, observing students and supervisor.
- Students must take care to assure that their hours in various categories of supervision correspond to the requirements of appropriate certification and licensing bodies (e.g. AAPC; state licensing boards).

Structure of the Internship Experience

Learning Contracts and Evaluations

Supervision approved for D. Min. in Pastoral Care and Counseling must be organized around appropriate contracts and evaluations.

A Frame for learning Contracts and Evaluations

Clinical competence will take into account the student's personal, professional and academic growth toward specific standards in the practice of pastoral care and counseling. Standards around which the evaluation is conducted throughout the entire program involve an increased sense of professional competence in a number of fundamental areas:

- the ability to understand, articulate and act upon a workable conceptual framework for practice,
- a sound knowledge of literature, research and theory involving a number of models of care and pastoral counseling,
- the ability to manage cases and plan treatment from beginning to end,
- the capacity to present one's experience both conceptually and with raw data to supervision and to use it constructively to enhance professional competence,
- the ability to operate clinically and theoretically within a multi-cultural and broader-systems framework,
- the ability to articulate and work within a theologically informed pastoral framework that takes seriously ministry, personal belief systems and religious commitment,

- the capacity to maintain an adequate and responsible record-keeping system, and finally,
- adherence to the AAPC, ACPE and other appropriate Codes of Ethics.

Philosophy of Contracts

The standards above become the focus of clear contracts and objectives at the beginning of each supervisory experience. The learning contract focuses supervision and guides evaluation. Contracts between each clinical supervisor and each student in clinical assignment or clinical practicum will ordinarily have three parts.

1. Administrative contracts – define the overall responsibilities of the supervisee. they specify regular duties, the number of hours, the schedule of meetings, the type of reports submitted, and so forth. The more precise these contracts are in terms of when, where, and how much, the better. They are normally written out in specific and quantifiable requirements.
2. Professional skills contracts – have to do with particular competencies targeted for the supervisee to learn. These contracts are best kept simple and definite in order to be effective. They normally are negotiated to express the expectations of the supervisor and the particular needs of the student. They are related to the specific learning objectives for the internship or section of the internship. It is important when contracting to learn skills to consider how mastery of specific skills will be demonstrated in evaluation.
3. Integration contracts – have to do with integrating clinical practice with theory, theology, and use of self in the practice of therapy. This area of concentration includes concern for pastoral/ministerial formation and how what the student is learning in diverse areas of the program are brought together intellectually, behaviorally, emotionally, and socially in clinical practice.

Documenting the Internship

- I. Students enrolled in AAPC or ACPE approved programs must provide the Director of the D.Min. in PC&C with a transcript or final evaluations from their program demonstrating successful completion of all requirements.
- II. Students in non-AAPC or ACPE approved internships are responsible for maintaining a log of their counseling hours, hours of supervision, and types of supervision. These hours should be documented in the supervisor's mid-program and final evaluation of the student. To document completion of the internship, the student must submit *a supervisors' final evaluation documenting that the internship is complete, the student's progress toward supervision goals, and recommendation that the student's internship be accepted for completion of the D.Min. degree. The student's log, signed by the supervisor, must be attached to this final evaluation. All documentation is submitted to the Director of the D.Min. in PC&C.*

Clinical Advanced Placement

D.Min. students who have completed AAPC or ACPE residencies, who are AAPC Fellows, or who are licensed mental health practitioners are assumed to have met basic internship requirements. The D.Min. degree is founded on the expectation that students will be in continuous ministry and are improving professional skills. Pastoral counselors and care specialist are expected to be clinical practice and establish supervised learning contracts to enhance a selected dimension of their ministry. This may include working toward supervisory certification, a clinical specialization, or broadening theoretical boundaries of practice.

Advanced placement students will submit to the D.Min. in PC & C a clinical learning contract outlining their clinical goals for the D.Min. This will include:

- A set of clinical learning goals for the degree program.
- Documentation of continuing clinical practice.
- A contract with a supervisor approved by the D.Min. in Pastoral Counseling faculty which addresses the student's clinical learning goals and sets out criteria for student evaluation.

When clinical learning goals are met, advanced placement students will submit to the Director of the D.Min. in PC & C evaluations supervisors documenting successful completion of learning goals, and/or documentation that certifications have been earned in the areas of specialization defined in the learning contract.

Continuation in Clinical Practice

Assessing a student's readiness and ability to continue in clinical practice is the responsibility of the internship program and clinical supervisors. To complete the D.Min degree in Pastoral Care and Counseling, students are required successfully to complete an internship. In the event that clinical supervisors assesses a student is inappropriate for continuing in clinical practice, or is incapable for personal or professional reasons to complete an internship, supervisors and/or internship site directors are required to notify either the Director of the D.Min. in PC & C at Louisville Presbyterian Theological Seminary. In consultation with the student, these parties will evaluate the student's progress and options and take action in accordance with the Seminary's policies and procedures. Any student grievance with the D.Min. program will be managed by the Seminary governance policy. Grievances with the internship placement site/program must be managed by the respective Center's policy.

Professional and Ethical Considerations

In compliance with educational and professional standards of training, D.Min. in Pastoral Counseling students not enrolled in an AAPC or ACPE approved center³ must provide documentation of the following:

- A written, signed statement that the student has read the AAPC Code of

³ These centers are required by their certification to guarantee compliance.

Ethics and assents to follow it as a guide to behavior as a pastoral counselor in training at LPTS.

- All students in active clinical practice in an internship or other clinical activity will provide documentation of malpractice insurance on an annual basis. Malpractice insurance can be purchased by Pastoral Counselors in Training and AAPC clinical members through the American Association of Pastoral Counselors.
- D.Min. in PC&C students are expected to maintain membership in the AAPC as Pastoral Counselors in Training (or other appropriate clinical level) as part of their professional identity development while in the program.

Forms and Guides

Supervisor's Evaluation D.Min. in Pastoral Counseling

Purpose of Evaluation

The D.Min. in Pastoral Counseling includes required substantial clinical work to complete the program. Students must demonstrate their readiness for professional practice in pastoral counseling through reports from supervisors associated with the program. As a supervisor, you participate with LPTS in providing quality education and clinical training. This includes your supervisory feedback to both the student and the educational institution. Please evaluate carefully the following areas of the student's progress toward professional practice in pastoral counseling. Your evaluation should cover the three required areas below, and reflect the student's progress toward specific learning goals set out in the student's learning contract with you. As an education evaluator, you are not asked to provide a letter of reference but an evaluation of the student's progress toward the program's goals.

Mandatory Areas of Evaluation

This is a

Mid-program evaluation _____

Final evaluation _____

- **Total hours of clinical practice completed in internship to date _____**
- **Total hours of supervision with approved supervisor to date _____**

Please respond to the following areas. Be sure to attach a copy of the learning contract and therapist's log.

I. Evaluate how the student learns as a Pastoral Counselor:

This should include a description of the student's learning style and issues within the process of learning encountered in the process of supervision.

II. Professional Development as a Pastoral Counselor:

- A. Assess the student's ability to:
- articulate awareness of self, internal dynamics, interpersonal relationships;
 - his/her ability to establish flexible and effective relationships with

others;

- engage in collegial consultation and confrontation, and
- to claim personal and professional identity.

B. Assess the student's ability to:

- integrate pastoral identity into the pastoral counseling process;
- articulate her/his role in its religious, interprofessional, and community contexts;
- function with integrity in the role of pastoral counselor, utilizing pastoral dialogue and community pastoral resources.

C. Assess the student's:

- understanding of and assent to the AAPC and other relevant Codes of Ethics;
- his/her understanding of professional standards of practice in areas of confidentiality, maintenance of appropriate therapeutic parameters, record keeping and other administrative competencies of clinical practice;
- commitment to basic values of pastoral counseling such as respect for the worth and rights of persons, diversity, and relationships.

III. Theory and Practice of Pastoral Counseling:

A. Assess the student's knowledge of theory, theology, and behavioral sciences. Respond specifically to:

- how the student uses a theoretical model of therapy that is congruent with clinical practice;
- how the student demonstrates theoretical awareness of the major areas of pastoral counseling, including the history of health and salvation with the traditions of pastoral care and pastoral counseling;
- how the student utilizes personality and developmental theory, understandings of psychopathology, marriage and marriage and family dynamics;
- how the student uses, integrates, or appropriates a variety of therapeutic modalities.

B. Assess the student's ability to articulate a cohesive understanding of how the counseling process is grounded theologically within the counselor,

counselee, and interpersonally.

- C. Assess the student's therapeutic competence.
1. Respond to the student's ability to:
 - ability to establish a therapeutic relationship;
 - assess the counselee/family's therapeutic need;
 - develop and use a treatment plan to facilitate therapeutic/redemptive change;
 - conduct, complete, and evaluate the therapeutic process using a diversity of modalities consistent with the student's theoretical orientation.
 2. Assess the student's demonstration of:
 - adequate knowledge and understanding of their own intrapsychic, interpersonal, and theological processes to ensure the counselee/family's protection from the student's areas of growth.
 - the student's ability to evaluate their own strengths and areas of growth as they occur within the treatment process.
 3. Assess the student's knowledge of the legal issues in the practice of the ministry of pastoral counseling. This should include the status of clergy counselors in the state where the student practices, as well as requirements for reporting life-threatening, child abuse, sexual abuse, spouse abuse, and other mandated reporting procedures.

Supervision Agreement

Non-AAPC/ACPE Program

Student:

Supervisor:

Faculty Supervisor:

The D. Min. in Pastoral Counseling requires clinical experience and evaluation of that experience by a supervisor approved by the D.Min. in Pastoral Counseling faculty. This agreement documents that the student is in an approved and appropriate supervisory relationship, and that he/she is completing required clinical experience. By signing below, the parties agree:

I. Student

- To maintain an active clinical caseload while under supervision.
- To maintain an appropriate schedule of supervision of clinical work.
- To formulate a learning contract which will be filed with the faculty advisor and educational record.
- To make raw clinical data (i.e. video and audio tapes) available for supervisory review.
- To participate in active ongoing evaluation of clinical work.
- To participate in mid-program and final evaluations with the supervisor and faculty advisor.
- To document all hours of clinical work and supervision for both the supervisor and the program.
- To assent to and abide by the Code of Ethics of the American Association of Pastoral Counselors (and any other applicable professional code) and guarantee, with supervisory review, a standard clinical and administrative practice appropriate to the profession.
- To consultation between supervisor and faculty advisor for the purpose of evaluating progress in the program.
- That records of supervised experience, mid-program evaluation, and final evaluation of clinical work will be entered into the student's academic record.

II. Supervisor

- To enter into a supervisory relationship with the student.
- To formulate with the student a learning contract which will be filed with the faculty advisor and the educational record, and which will form the basis of evaluation.
- To provide a timely schedule of supervision which meets the requirements of the program (one hour of supervision for each five hours of counseling,

- 1/5 ratio).
- To use raw data of the student's counseling work in the process of supervision.
 - To evaluate responsibility the students progress, areas of needed growth, and strengths on an ongoing basis, and for mid-program and final evaluation. When necessary, the supervisor will require the student to seek personal therapy or additional knowledge needed for continued professional growth.
 - To consult with the faculty advisor about the student's progress in the program.
 - To participate in mid-program and final evaluations with the supervisor and faculty advisor.
 - To provide written mid-program and final evaluations for the student's education record.
 - To assent to and abide by the Code of Ethics of the American Association of Pastoral Counselor (and any other applicable professional code) and guarantee a standard of supervisory practice appropriate to the profession.
 - To be responsible for holding the student accountable to appropriate professional and ethical standards as outlined in the **Student** section above.

By signing below student and supervisor advisor agree to the above terms.

Student Date

Supervisor Date

Faculty Advisor Date