

**LIBERTY**  
UNIVERSITY  
SCHOOL *of* BEHAVIORAL  
SCIENCES

**DEPARTMENT OF COUNSELOR EDUCATION  
AND FAMILY STUDIES**

**School Counseling**

**COSC 699 Manual**

# Table of Contents

From the Clinical Director for School Counseling Internship to the Student.....	4
From the Clinical Director for School Counseling Internship to the Site Supervisor.....	5
Acknowledgment of School Counseling Internship Manual.....	6
<b>Course Overview</b> .....	<b>7</b>
Course Description .....	7
Rationale.....	7
Prerequisites .....	7
Measurable Learning Objectives.....	8
Communication with Instructor, Support Staff, and Clinical Director.....	9
<b>Internship Requirements</b> .....	<b>9</b>
Course Requirements.....	9
Video Recording.....	11
Faculty Supervision.....	11
Case Conceptualization and School Counseling Treatment Plan.....	12
Culminating School Project: Classroom Guidance Lessons Unit.....	13
School Counseling Portfolio.....	13
Approved Site and Site Supervisor .....	14
Site Supervisor Requirements .....	15
Site/Supervisor Responsibilities .....	15
Site Activities.....	16
Site/Site Supervisor Switch Policy .....	16
Time Limitation to Complete the Internship .....	16
Facts to Remember .....	17
<b>Things to Do Before the Start of Internship</b> .....	<b>17</b>
Background Check Policy .....	18
Obtain Professional Liability Insurance .....	18
Complete Required Approval Documents.....	18
Affiliation Agreement.....	18
<b>International Practicum/Internship Policy</b> .....	<b>19</b>
<b>Internship Documentation for Fieldwork Experience</b> .....	<b>19</b>

<b>Grading for Internship</b> .....	20
Grading Scale .....	21
<b>Professional Behavior Expectations</b> .....	21
<b>Site Dismissal or Course Withdrawal</b> .....	22
<b>Professional Competency Expectations and Remediation Process</b> .....	23
<b>Contact Information</b> .....	25
<b>Appendices: Forms to Complete for Internship(s)</b> .....	26
Appendix A: AIA Internship Assessment .....	27
Appendix B: Confidentiality Agreement Internship .....	34
Appendix C: Instructions for Sites that Do Not Allow Video Recording.....	36
Appendix D: Directions for Use of Kaltura for Video Presentations.....	37
Appendix E: Culminating Project Classroom Guidance Unit.....	38
Appendix F: Culminating Project Small Group Program .....	39
Appendix G: HIPAA Privacy Authorization and Release Form.....	40

## From the Clinical Director for School Counseling Internship Student

Dear School Counseling Candidate,

Congratulations on reaching this milestone in your School Counseling Program! The Internship is one of the most crucial professional preparation activities in your educational journey. This experience is meant for you to experience both elementary and secondary school settings, as well allow you the opportunity to apply, evaluate, and refine counseling skills by bridging the gap between theory and practice. You will also develop the personal qualities, characteristics, and behaviors of a school counselor as you transition from “Trainee” to “Professional School Counselor.”

All prerequisite coursework has been intended to prepare you for your supervised school counseling training experiences. By incorporating what you have learned through your coursework, you can become a reflective practitioner who can use critical thinking and sound decision-making skills that are well-grounded in established research and a biblical worldview. Effective school counselors must have a strong professional identity, to include theoretical and ethical foundation, personal mastery of their own beliefs, values, knowledge, and skills, and demonstrate the ability to integrate these aspects into their practice.

This manual is designed to help you prepare for and successfully complete the Internships, an integral part of Liberty University’s school counselor education programs. I encourage you to read and review this manual carefully as you progress through the program. 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. Professional growth and professional identity development are ongoing processes. The supervised school counseling training experiences facilitate this process.

School Counseling students participate in both site supervision and faculty supervision experiences. This manual provides information concerning procedures associated with site supervision. Be sure to review the information found in the course syllabus to guide you through the faculty supervision experience as well. While it may seem overwhelming at times, be encouraged that your counseling training will be enhanced by this dual input into your professional development. May God continue to richly bless you through your school counseling training experience!

*Kerry Bowles*

**Kerry Lamphere Bowles, M.Ed., NCC**

*Clinical Director for School Counseling Practicum & Internship*

*Assistant Professor*

*Licensed School Counselor*

**School of Behavioral Sciences**

## **From the Clinical Director for School Counseling Internship Supervisor**

Dear Supervisor,

Thank you for your commitment to invest in the Liberty University School Counseling program. School counseling supervisees have completed coursework to prepare for internship and look forward to the opportunity to demonstrate their knowledge through their supervised school counseling experience. Your expertise is critical in the development of our school counseling candidates. We sincerely thank you for taking the time to make their supervised school experience meaningful.

The purpose of this manual is to introduce both site supervisors and internship supervisees to the requirements of the internship experiences and provide clear expectations and guidelines. I encourage you to read this manual to orient yourself with the requirements of the internship for both supervisee and supervisor. Some requirements include weekly supervision with an approved site supervisor, a total of 300 hours of supervised school counseling work (which includes both direct and indirect hours), and collaboration with Liberty faculty for student evaluations.

Thank you for taking 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 school counseling candidates and for providing them with an opportunity to practice their skills.

*Kerry Bowles*

**Kerry Lamphere Bowles, M.Ed., NCC**

*Clinical Director for School Counseling Practicum & Internship*

*Assistant Professor*

*Licensed School Counselor*

**School of Behavioral Sciences**

## Acknowledgment of Internship Manual

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

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

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

**Student Acknowledgement:** I acknowledge I have read the COSC 699 School Counseling Internship Manual in its entirety and understand the requirements of Liberty University's School Counseling Program for the internship courses. I understand that signing this acknowledgement also signifies that I agree to follow the program policies which are in place to ensure CACREP, CAEP, and VDOE standards for licensure. I also understand Liberty University's School Counseling Program has the authority to implement standards and procedures for program quality for the ethical and legal responsibility of gatekeeping for the profession.

Student Name (Print) \_\_\_\_\_

Student Signature \_\_\_\_\_

Date \_\_\_\_\_

## **M.Ed. in School Counseling Internship Fieldwork Manual**

### **1. Course Overview**

#### **A. Course Description**

The School Counseling Internship course is a culminating field experience for students designed to build both clinical and non-clinical counseling skills in the elementary and secondary school settings. The field experience occurs under the supervision of licensed school counselor on-site supervisor and faculty supervisor. The internship experience will include two semesters with a minimum of 300 hours each for a total of 600 hours in the school setting. Supervision includes both weekly individual and weekly faculty group supervision. School counseling graduate students are required to complete a minimum of 300 hours of school/professional counseling and related services, 120 of which are direct K-12 student contact hours. School counseling graduate students must serve at their sites for a minimum of 14 weeks or a maximum of 16 weeks. 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 school counseling field. The internship experience will include two full semesters with a minimum of 300 hours each for a total of 600 hours in school settings.

#### **B. Rationale**

Experiential learning is vital to school counseling skills development and the development of professional practice skills. Internships are required of all candidates seeking state licensure/certification as a professional school counselor. Jesus modeled with his disciples the value of a mentoring relationship. Following His example, both a university instructor and an on-site supervisor will mentor the intern over a two semester (Internship I and Internship 2), 600-hour internship.

#### **C. Prerequisites for School Placement COSC 699 Part 1 and COSC 699 Part 2**

1. Successful completion of (COUC 504 or EDCE 504 or COUN 504 or CMHC 504) and (COUC 522 or EDCE 522 or COUN 522 or CMHC 522) and (COSC 500 or Education Counseling Gate 2) and (COSC 501 or EDCE 501) and (COSC 505 or EDCE 505) and COSC 510 and (COSC 512 or EDCE 512) and COSC 513 Gate 2.5 and (COSC 611 or EDCE 611) and (COSC 660 or EDCE 660) and (COSC 661 or EDCE 661) and COSC/COUC 698 and COSC 690
2. 3.0 cumulative GPA or above
3. Students cannot have 3 (or more) C's on their DCPA
4. Two approved internship applications (**COSC 690**) for both internship 1 and internship 2. This means the student will register for COSC 690 the semester prior to internship 1. While taking internship 1, the student will register for COSC 690 for a second time (during the internship 1 semester) to apply for internship 2.

- **COSC 690** is a free, zero credit, internship application course. Internship candidates must contact LU Academic Advising to request to be registered for COSC 690. Students must submit all required documents for approval through COSC 690 only.
  - COSC 690 internship applications are not offered in the summer term. Students planning to take internship in the fall, must apply the spring semester prior. Students planning to take internship in the spring, must apply in the fall semester prior.
  - Applications do not roll over. Once the term has closed, the application closes. Students will need to reapply for internship as directed by the SC Field Placement Team.
  - Upon successful completion and approval of the internship application (COSC 690), school counseling students will be registered according to their corresponding sections (based on requested supervision time slots which were chosen by the internship student in their COSC 690 application.)
  - Students are not permitted to register for COSC 699 internship on their own. Academic Advisors are not authorized to register school counseling students for COSC 699.
5. Approved background check clearances through Ed Background
  6. Current student membership to the American School Counseling Association (ASCA) for school sites. Membership may not expire during the internship semester.
  7. Professional liability insurance (included ASCA membership.) Liability insurance may not expire during the internship semester.
  8. TB negative test results (results cannot be over 2 years.)
  9. School Counseling PRAXIS examination completed score report (or state equivalent school counselor examination completed score report)

***Important Note:*** *The prerequisite courses are non-negotiable and must be successfully completed prior to the start of the COSC 699 Internship.*

#### **D. Measurable Learning Objectives**

**Upon successful completion of COSC 699, the student will:**

1. Demonstrate introductory and intermediate counseling skills and skills development, including group facilitation.
2. Apply the skills to develop a therapeutic relationship, establish treatment goals and interventions, and to terminate counseling.
3. Demonstrate the ability to assess counseling progress and student needs.
4. Exemplify personal characteristics and behaviors needed to be an effective counselor.
5. Apply ethical standards and legal mandates relevant to the school counseling setting, including but not limited to case notes, confidentiality, and signed consent.

6. Demonstrate multiculturally sensitive counseling skills and an understanding of varying abilities and strategies for differentiated interventions.
7. Demonstrates the ability to make appropriate referrals and to advocate, collaborate, and consult to promote client wellness.
8. Apply and strengthen the ability to apply counseling theories.
9. Demonstrate an understanding of counseling in relation to human development.
10. Demonstrate the ability to apply crisis intervention strategies.
11. Demonstrate the ability to function as a professional school counselor in the elementary and secondary school settings.

#### E. Communication with Course Instructor, Support Staff, and Clinical Director

All concerns regarding the course are to be communicated first to the internship course instructor. Students may be then referred to the School Counseling Internship Support Staff ([scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu)) and/or the Clinical Director for Practicum & Internship. Please keep in mind that communication with the School Counseling Internship Office will be first by email so the student and the university have documentation of the outcome of the communication. If students are assisted by phone, a follow-up email may be sent to document the assistance for student and university records. Students are expected to be courteous, respectful, and professional in all communication with instructors, internship support staff, and the Clinical Director for Practicum & Internship. Unprofessional, discourteous communication will not be tolerated and will result in remediation procedures up to and including dismissal from the program.

As counselors-in-training, students should conduct themselves in a way that is consistent with the American Counseling Association (ACA) Code of Ethics, the American School Counselor Association (ASCA) Code of Ethics, the Liberty University Graduate School Honor Code, and the Liberty Way. 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 university administration (e.g., Chairperson, Dean, Provost, or Chancellor), this action directly violates university chain of command and communication, therefore will be documented as a counselor dispositions concern. For more detailed information please refer to the Graduate School Honor Code: [Graduate and Online Community Life | Community Life | Liberty University](#)

## 2. Internship Requirements

### A. Course Requirements

This field experience requires completion of a supervised Internship of a minimum of 300 hours per semester for a total of 600 hours over two semesters. For each semester, interns must serve at their sites for **a minimum of 14 weeks (28 weeks over two semesters) and a maximum of 16 weeks (32 weeks over two semesters) depending on the length of the semesters**. Students may not accrue hours prior to the semester or after the semester. Students who need additional time to complete hours may only do so after an “Incomplete” grade is granted, and appropriate documentation is approved through ODAS (or other documented medical leave.) Students are still required to engage in weekly supervision during their incomplete hour accrual. It is the student’s responsibility to communicate

needs/accommodations for these circumstances.

**Each student's Internship experience includes the following:**

1. Minimum of 120 clock direct hours per semester for a total of 240 (minimum) clock direct hours over two semesters. These direct service hours with K-12 students contribute to the development of school counseling knowledge, skills, attitudes, and abilities.

***Examples (not an exhaustive list) of Direct Student Services:***

- a. Individual Counseling (social, emotional, career, academic, etc.)
  - b. Leading/Co-leading Small group Counseling/Individual Counseling
  - c. Individual Student Planning (career planning, personal planning, scheduling)
  - d. Leading/Co-leading Classroom Guidance Lessons
  - e. Assessment (when internship student is directly interacting with the K-12 student to engage in the assessment or interpretation of the assessment results.)
  - f. Large group activities that support Core School Counseling Curriculum (*examples*: School-wide career day, Red Ribbon week activities whereby you are interacting directly with students on projects, Drug Awareness assembly given to students, other programs such as peer mediation/peer mentoring whereby you train and meet with students to facilitate mediation/mentoring sessions, etc.).
  - g. IEP/504 meetings **only when the K-12 student is present.**
  - h. Parent meetings **only when the K-12 student is present.**
2. The remainder of internship hours consist of indirect services/activities.

***Examples (not an exhaustive list) of Indirect Student Services/Activities:***

- a. 1.5 hour per week Liberty Professor Supervision. An average of 1.5 hours per week for the duration of the semester (14-16 weeks) with no more than 2 excused absences of the synchronized faculty group supervision via WebEx.
- b. An average of 1 hour per week of individual site supervision throughout the internship with the approved site supervisor. Each internship student is expected to initiate contact with his/her supervisor. It is the internship student's responsibility to ensure that he/she meets for supervision throughout the semester.
- c. Case Notes/Email
- d. Collaboration with teachers, staff, agencies
- e. Consultation with teachers, staff, agencies, parents/legal guardians
- f. 504/IEP meetings on behalf of the student (**student is not present**)
- g. Program planning
- h. Parent meetings (**student is not present**)
- i. **\*Please note:** Assignments that students receive a grade may not be counted as indirect hours. Some examples of graded assignments (therefore may not count as hours) include: School Counseling Portfolio, Video Transcription, Project Proposal Assignment, Project Power-Point Presentation. Students MAY count the hours implementing the project (actual planning (indirect), facilitating group (direct), or leading classroom guidance (direct), as these are not graded. The proposal and power-point are graded, therefore should not count as hours you spend completing those classwork assignments. Please direct questions/inquiries to your Faculty Supervisor for clarification if needed.

### 3. Video Recording

The student will develop one program-appropriate video recording for use in supervision to receive live supervision feedback of his or her interactions with K-12 students. Internship students are required to share at least one video-taped individual counseling session during the Faculty Group Supervision and submit one verbatim transcript with skill identification of the entire 20-minute session into Canvas. See the course syllabus/Canvas course for details.

*\*Students with a site that does not allow either video or audio recording of students will need to work with faculty and site supervisor(s) to complete live observations of student sessions for assessment and complete a taping of a mock role-play individual session. (Mock session must be transcribed as well.) Students should use the Kaltura platform (download application from Liberty University) to record the session and provide the Kaltura link to supervisors for evaluation. Directions for Kaltura Media can be found here: <https://www.liberty.edu/information/services/index.cfm?PID=30862>*

*\*\* To protect student confidentiality, internship students are strictly prohibited from using any form of social media/outside media sources to record or share audio/video. Kaltura is the Liberty program approved platform. Internship students may not record students until proper informed consent/permission is secured. Permission forms are provided in the COSC 699 course and in the Liberty School Counseling Advising Guide: <https://www.liberty.edu/behavioral-sciences/counselor-ed/masters/school-counseling-med/advising-guide/>*

### 4. Faculty Supervision

During the COSC 699 course, school counseling internship students will also participate in regular, scheduled faculty group supervision sessions in an online classroom format. Faculty group supervision involves consultation, tutorial, and mentoring forms of instruction. Internship students meet average of 1.5 – 2 hours per week for a minimum of 14-16 weeks. Internship students may count faculty group supervision class time towards their required indirect hours.

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

- *All internship students are required to join in group supervision using both audio and video connections through WebEx/university approved platform. Keep in mind, both verbal and nonverbal behavior are being assessed by supervisors; therefore, be sure to connect from a confidential location, wear modest clothing, and practice professional verbal and nonverbal behavior during group supervision.*
- *Internship students should secure a private and quiet location, free from distractions for supervision. This course requires case consultation of actual K-12 students where confidentiality must be upheld. Internship students should not be attending supervision while working, driving, shopping, cooking, cleaning, exercising, social events, sporting events, etc. These actions are distracting to self and/or others and are unprofessional as some of these activities compromise confidentiality. Please treat this virtual supervision session as if you were in-person on campus.*

School Counseling students will choose supervision time/day preference options when applying for Internship. Available supervision timeslots will be provided in the COSC 690 internship application and are signed up on first come, first served basis. The course sizes are capped per CACREP, therefore overfilling a section is not permitted under any circumstances. Internship students will be assigned to specific class sections based on their supervision preferences. Internship students are not permitted to register for COSC 699 through academic advising or on their own. The only office who will register the internship student is the SC Field Placement Team. Internship students will be notified of meeting time and meeting link information from their COSC 699 faculty supervisor, when the course opens in Canvas.

Requests to switch sections will only be approved case by case through Week 1. Students who find they are in a class time that conflicts with their schedule should notify [scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu) immediately during Week 1. Faculty Supervisor requests are not permitted or promised as supervision is based on time/day availability for all internship students.

In the event a supervision day falls on a holiday, please contact the Faculty Supervisor to discuss options for the class session to meet the required 1.5 hour. Students are not permitted to miss for personal reasons (vacation, birthdays, sports, etc.). Students must clear a pre-approved absence with their professor for a make-up time. Students may not make up the supervision if the missed session was not approved by the faculty supervisor. Students must accrue a minimum of 21 hours of faculty supervision to pass COSC 699. However, students are required to attend all supervision sessions provided by the faculty supervisor and may not stop attending supervision after they reach 21 hours. Supervision is required during the course duration for liability, gatekeeping, and teaching purposes.

In the event an internship student experiences an emergency, communication regarding the emergency and request for a make-up supervision time is the responsibility of the internship student. *\*Please note: The University may require documentation of the emergency for approval of the absence. Please work with your Faculty Supervisor in the event you have an emergency for additional steps.*

## 5. Case Conceptualization and School Counseling Treatment Plan

Individual counseling is a direct service which is delivered to K-12 students by school counselors in the schools. School Counselors have unique considerations in relation to their scope of practice when counseling K-12 students in the school. These considerations must align with the American School Counselor Association's Ethical Standards, state guidelines, and school district policies.

Internship students will complete the **Case Conceptualization & School Counseling Services Plan Assignment** for one K-12 student they are counseling at their school site. Internship students are to submit the Case Conceptualization and School Counseling Services Plan in Canvas.

Please note: The K-12 student's actual name will not be used in this assignment for confidentiality purposes. A pseudonym only is to be used to protect the identity of the K-12 student.

Internship students will type directly into the **Case Conceptualization & School Counseling Services Plan Template**. Each component contains various questions that must be addressed for full credit. After you submit your assignment, you will have the opportunity to discuss your case with your class peers, under the supervision of your Liberty Faculty Supervisor.

Internship students will address the following areas in the document:

1. Case Conceptualization and Appraisal
2. Developmental, Ethical, and Multicultural Considerations
3. Counseling Theory & Techniques
4. Individual Appraisal and Outcomes Assessment
5. Professional/Scholarly Writing

## 6. Culminating Projects

- a. **Internship 1 Course Project.** Classroom Guidance Lesson Unit (4 lessons)
- b. **Internship 2 Course Project.** Internship 2 students may choose from one of the two options for their final project:
  1. Develop and facilitate a six-session small group (internship students may not use the same psychoeducational small group content as they completed in practicum. This must be a new assignment or will be considered for plagiarism. The small group for internship may be psychoeducational or social/emotional learning content.)
  2. Classroom Guidance Lesson Unit (4 lessons) group (internship students may not use the same classroom guidance lesson unit from internship 1. This must be a new assignment or will be considered for plagiarism.)

Specific directions, outlines, and rubrics for completing the culminating project assignment (including proposal and power-point presentation) are found in the student's internship course in Canvas.

## 7. School Counseling Portfolio

The candidate will begin working on the School Counseling Portfolio at the start of Internship Part I (COSC 699 Part I). The School Counseling Portfolio must be completed by the end of Internship Part II (COSC 699). The School Counseling Portfolio details the candidate's experiences over the course of the entire school counseling program and field experiences to document "how" the candidate has met *School Counselor Competencies: Advanced Internship Assessment [AIA]*. The School Counseling Portfolio must be developed using the template in LiveText. The candidate is encouraged to review the School Counseling Portfolio grading rubric in LiveText when creating his/her Portfolio. Internship students will complete sections of the School Counseling Portfolio during the course of the semester. The following items will be gathered for the portfolio:

- a. Professional Photo
- b. Worldview Essay
- c. Resume`
- d. Artifacts to Support Mastery of Competencies
- e. Professional Growth Reflection
- f. Benchmarks
- g. Culminating Projects
- h. Field Experience
- i. Test Scores & Certificates

## **B. Approved School Site and School Site Supervisor**

Approved internship sites are K-12 schools that are accredited public or accredited private schools. The school must have a school counseling office, a school counselor, and a comprehensive school counseling program in place. Elementary sites include preK/K-5 or PreK/K-6 (housed in the same school building). Secondary Schools include grades 6-12 or 7-12 (middle and high schools.) Students may not work with one grade level and count this as an entire elementary or secondary experience. Placements must be clearly documented as the required school levels (elementary school or secondary school) to be eligible for a K-12 license. This is a requirement of Liberty University's M.Ed. School Counseling Program and is non-negotiable regardless of the state the student will practice in their future career. \*Summer school programs or after school programs are NOT approved as elementary or secondary accredited school placements. Hospitals, clinical counseling agencies, residential/group homes, or juvenile correction agencies that educate students while they are in the care of those facilities are not approved as internship sites. Students interested in these options should explore these clinical placements for practicum.

Students are to indicate specific school districts, district contacts, and/or schools they prefer to serve internship. This information is provided by the student in Module 4 of the COSC 690 internship application. Students do not need to secure their own school sites prior to identifying them in Module 4. The SC Field Placement Internship Team will request the student's first preferences, however final placement is determined by school district. If a student declines the placement the School District chooses, the internship student will need to withdraw from internship and apply for the following term. Internship students may not change placements or site supervisors without prior approval from the SC Placement Internship Team and School District. Internship students who change placements or site supervisors without seeking approval through the appropriate chain of communication, risk not passing the course or counting any hours that were accrued prior to official approval.

Internship students are to be mindful of potential "No Contact" policies their school district may have in place. A "No Contact" school district is defined as: A school district who will not communicate with potential practicum or internship students prior to receiving an official request from the University and prior to the official request being approved by the school district. Once you are officially approved by the school district, you will receive an email confirmation from the SC internship team indicating your approval and next steps to contact your school and site supervisor for the initial meeting. Please review the "No Contact" list here prior to reaching out to schools:

[https://www.liberty.edu/education/wp-content/uploads/sites/24/2020/10/FE\\_Field\\_Experience\\_Placement\\_Groups\\_and\\_School\\_Systems.pdf](https://www.liberty.edu/education/wp-content/uploads/sites/24/2020/10/FE_Field_Experience_Placement_Groups_and_School_Systems.pdf)

### C. Site Supervisor Requirements

#### Internship Supervisors must meet the following requirements:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate school counseling certifications and/or licenses.
2. Must have a minimum of two years of professional experience.
3. Knowledge of program requirements and procedures for evaluations.
4. Appropriate training in counseling supervision.
5. Must watch the AIA Supervisor Training Video:  
[https://watch.liberty.edu/media/t/1\\_phuvp5jy?\\_ga=2.78307796.1563766623.1638058353-886240471.1628482990](https://watch.liberty.edu/media/t/1_phuvp5jy?_ga=2.78307796.1563766623.1638058353-886240471.1628482990)
6. Must hold a valid state license at an independent level of practice, i.e., supervisors may not have a provisional license.
7. Must be in good standing in the profession. For any potential supervisors with a listed disciplinary action against their license (past or present), Liberty University reserves the right to approve or deny the potential supervisor based on the nature of the violation and the disciplinary action taken by the district/state/board.
8. Dual Relationship – Per ACA Ethical Code, the site supervisor cannot have a dual role, (*examples*: related to the internship student/family/close friendship (dual relationship). In the event a supervisor is related to the internship student, they will need to locate another licensed school counselor for their potential supervisor for the internship.
9. Liberty allows internship students to use their place of employment as their internship site if the site meets the program requirements, such as accredited private/public school (additional requirements listed above) and approved site supervision (requirements listed above). However, many sites do not allow employees to count hours for internship when scheduled to work. Please check with your employer for internship student/employee policies.

### D. Site Supervisor Responsibilities

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

Typically, approved site supervisors will:

1. Provide placement orientation, tour the school, and introduce to the faculty/staff. This should include school district policies, required communication hierarchy/ procedures, and any required/relevant professional development training.
2. Provide access to school (crisis) manuals, policy statements, comprehensive school counseling curriculum, file access, email access, etc. as needed for the internship student.

3. Provide a private/adequate space for the internship student to complete direct student services that require confidentiality, such as individual counseling/group counseling.
4. Assist the student to refine details of internship and activities (minimum 120 direct services) specific to the setting.
5. Provide structure for the student to achieve internship objectives, including signing off on the Internship Plan for Placement form, which includes expected hours/days/weeks (minimum of 14-16 weeks.)
6. Establish **weekly** face-to-face supervisory meetings with the internship student. The site supervisor uses this time to hear the student's self-report of internship activities, review session video recording, provide feedback, plan tasks, and discuss other aspects of the internship experience (culminating project, group counseling consultation, individual counseling consultation, etc.) with the student.
7. Provide evaluations of the student's counseling skills and progress. These evaluations are reviewed with the internship student, a copy of the final evaluation is provided to the intern. The site supervisor is responsible for completing all assignments to which they have been assigned in Livetext.
8. Initiate immediate contact with the internship student's faculty supervisor if problems/concerns are encountered with the internship student during the placement.

**E. Site Activities:** Internship sites need to be able to provide students with a variety of school activities that meet the course requirements for COSC 699 Internship. Please refer to the syllabus for the required activities and Advanced Internship Assessment Standards.

**F. Site/Supervisor Switch Policy:**

1. Students may only earn hours during the assigned semester and once a site supervisor has been approved by the School Counseling Field Placement Office. Hours worked prior to the official approval date given by the School Counseling Field Placement Office may not be counted.
2. It is the student's responsibility to immediately let the School Counseling Field Placement Office and the Liberty Faculty Supervisor know about any changes to the site and/or site supervisor for the internship.
3. Students who are dismissed from their sites must notify the School Counseling Field Placement Office and the Liberty Faculty Supervisor immediately. In the event an internship student is terminated from a site, they may not find another site or site supervisor without the approval of the School Counseling Field Placement Office and School Counseling Clinical Director.

**G. Time Limitation to Complete the Internship:**

Students must complete 300 internship 1 hours in one semester. Students must complete 300 internship 2 hours in one semester. Hours are not rolled over from practicum to internship 1 to internship 2. The required hours for internship(s) is 300 hours each semester/school site; therefore, students must select a school site that will allow them to obtain all of their needed hours at that site. If internship students find themselves in a situation where the site is not meeting their agreed-upon hours, internship students should proactively address the situation with the site representative, approved site supervisor, and/or Liberty faculty supervisor. If needed, internship students may request to switch to another site. However, before changing sites, students must first obtain approval for the new site/site supervisor from the School Counseling Field Placement Office. Internship students are advised to not wait until the last minute to address any shortage of hours. It

takes time to approve another site/site supervisor, therefore internship students should carefully monitor their hours. Per ACA ethical standards, appropriate termination with students/site must be completed prior to changing sites.

### **Important Notes:**

- If the student fails to complete the internship, 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.
- Hours accrued in excess of the 300-hour requirement *will not* rollover to the Internship 2. These hours will all be documented in the assigned placement in Livetext.
- Internship 1 is a firm pre-requisite for Internship 2.
- Students may not take Internship 1 and Internship 2 in the same semester.
- Students may not count *life experience* in lieu the supervised internship courses, which is required in this CACREP program.

### **H. Facts to Remember:**

1. Supervisors give their time and expertise with little monetary reimbursement. Internship supervisors do receive a \$200 stipend from the University. The School Counseling Internship Team will send an email notification with directions on how to obtain the stipend from the University. The form can also be found here: [https://www.liberty.edu/education/wp-content/uploads/sites/24/2021/01/Stipend\\_SchCounseling\\_On-site\\_Mentor.pdf](https://www.liberty.edu/education/wp-content/uploads/sites/24/2021/01/Stipend_SchCounseling_On-site_Mentor.pdf)
2. Interns should enter the supervisory relationship with ideas, knowledge, skill, and willingness to serve to lighten the load and assist the school counseling supervisor wherever needed.
3. Students must ***check their state department of education's requirements*** if planning to practice in another state after graduation. Some states have different requirements than Virginia for courses, experience, site-supervisor, supervision, and/or site to meet school counseling licensure/certification requirement. State licensure/certification requirements may be found here: <https://www.liberty.edu/statelicensure/> or going directly to your state department of education.

### **3. Things to Do Before the Start of Internship:**

*Please note that in order to complete all of the Internship requirements by the approval deadline, students will need to complete each module in COSC 690 on time to allow for proper placement procedures within the schools. 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. Students cannot register themselves for this course. Academic Advising is not authorized to register students for this course. The SC Field Placement Team will register you upon application completion and approval. Please read and follow these steps carefully.*

**A. Background Check Policy:**

All COSC 699 students are required to complete a criminal background check, fingerprint clearances, (and Virginia Child Abuse clearance \*only required for students completing internship in Virginia) prior to internship approval. Students must submit a copy of these clearances as part of the application and approval paperwork process in COSC 690 (internship application.) For Background Clearance assistance, please email [EdBackground@liberty.edu](mailto:EdBackground@liberty.edu) Please keep in mind, some school districts will require interns to complete a second/separate background clearance check completed by the district. This is the intern's responsibility to complete this step with the school district (if required) prior to the start of the internship. Please check with your site for additional requirements.

**B. Obtain Professional Liability Insurance.**

The student is responsible for obtaining professional liability insurance in their name through the American School Counselor Association (ASCA student membership is sufficient *for a school site internship.*) Students will submit a copy of the policy card or proof of membership purchase to the corresponding module in COSC 690. The ASCA membership must be current and must stay current through the entire semester the student plans to take internship(s). Insurance coverage should be at least **\$1 million per occurrence and \$3 million aggregate**. In addition, students will need to submit this proof of insurance at the beginning of the semester as a graded assignment in the internship course. Liberty University will not provide insurance coverage for students.

- American School Counselor Association (ASCA student membership for a school site internship): <https://www.schoolcounselor.org/Membership/Join-Renew>

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

**C. Complete Required Approval Documents.** Once a site and supervisor have been chosen and approved, the internship student will receive a confirmation email from the School Counseling Field Placement Office. This confirmation email will provide a link for the site supervisor to upload credentials and officially confirm their agreement to supervise the Liberty University internship student. Internship students should meet with their site supervisor prior to the term to discuss an agreed upon schedule which will meet the course hours and requirements, as well as provide consistency for the internship student's K-12 students and planned weekly site supervision. The internship student will complete and sign the Internship Plan for Placement (IPP) document, as well as obtain their site supervisor's signature. This form will be uploaded in the Canvas course as an assignment. The IPP can be found here: <https://www.liberty.edu/behavioral-sciences/counselor-ed/wp-content/uploads/sites/43/2021/02/Internship-Plan-for-Placement-1.pdf>

**D. Affiliation Agreement.** In the event a school district requires an Affiliation Agreement or requires the renewal of the Affiliation Agreement (written contract between the site and Liberty), the internship student will need to contact [scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu) to request the Affiliation Agreement be sent to the potential school district as soon as

possible. Extensions will not be granted for Affiliation Agreements negotiations.

#### 4. International Practicum/Internship Policy for Approval of Sites and Supervisors Abroad

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

- **Students seeking a Site Outside of the United States:**
  - **Site must be sponsored by an American Organization**
  - **Site must follow the general guidelines established by the counseling profession in the U.S. (e.g., ACA Code of Ethics, state board regulations, etc.).**
    - Informed consent
    - Treatment plans
    - Record keeping
  - **Supervisor must:**
    - Have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate licenses and/or certifications.
    - Hold a master's degree or above in counseling or related field.
    - Must have a minimum of two years professional experience.
    - Have knowledge with program requirements and procedures for evaluations.
    - Have appropriate training in counseling supervision.
    - Hold a valid license/certification at an independent level of practice, i.e., supervisors may not hold a provisional license.
    - Be in good standing in the profession.
    - Hold a license/certification that qualifies the individual to provide clinical or school supervision.
- **Licensure:** Students seeking licensure in the United States are responsible to know and understand the requirements of the state board requirements/standards for the state in which they wish to become licensed.
- **Please note:** Specific states may require practicum/internships to be taken at a site location in the state where you plan to seek licensure. If this is the case, an international internship may not be eligible towards licensure. Before identifying an international internship site, please check with your state regarding any potential residency requirements pertaining to the actual physical location of internship sites. You are solely responsible to find out this information. The Department of Counselor Education and Family Studies may not provide this or any other information pertaining to specific state licensure requirements.

#### 5. Internship Documentation for Fieldwork Experience:

Internship documentation will be very important not only for this course, but equally so in the years ahead as the student uses it to apply for school counseling licensure and/or employment. The course requirements for COSC 699 are designed to meet the requirements for the Virginia Department of Education. Students who plan to seek licensure in a state other than Virginia after graduation should **verify their state's department of education requirements. In either case, all students must meet Liberty's program requirements as approved by VDOE, the accrediting bodies, and licensing boards. Additional**

**requirements may need to be obtained/met for your specific state.**

The following hours must be documented and approved in Livetext during a student's livetext fieldwork experiences:

- 300 hours of activities (for each placement) related to the internship should fall into one of four categories:
  - Direct Student Contact (minimum of 120 hours required)
  - Individual Supervision: Internship students must meet for an average of at least one hour per week with approved school site supervisor in-person
  - WebEx Liberty Faculty Supervision (average of 1 ½ -2 hours per week for a minimum of 14-16 weeks, depending on the length of the university semester.) Students may not miss supervisions and pass the course. Students who miss over two supervision sessions will be referred for remedial measures/counselor professional development plans.
  - Indirect Hours
- Upon completion of the course, student must complete the Field Experience Summary (FES) and submit this document in Canvas and in Livetext: Please see FES document here: <https://www.liberty.edu/behavioral-sciences/counselor-ed/wp-content/uploads/sites/43/2021/02/School-Counseling-Cumulative-Field-Experience-Summary-FES.pdf>

## 6. Grading for Internship(s)

In order to pass COSC 699, interns must complete the following:

- Earn a passing grade for all course assignments
- Obtain at least 300 hours (per semester) of school counseling experience at the approved elementary and secondary sites according to the categories listed above (direct student contact, indirect hours, individual supervision, etc.)
- Receive passing evaluations by the site supervisor and faculty supervisor
- Adhere to Professional Counselor Dispositions and the ACA/ASCA Code of Ethics at all times
- Complete a minimum of one video recorded session (through Kaltura) with a verbatim transcript submitted in class/faculty supervision
- Meet the COSC 699 class attendance policy
  - **School Counseling Internship** students will attend a weekly face-to-face (via the internet program **WebEx**) faculty group supervision session with the faculty supervisor. Attendance is mandatory. Day and time chosen by the student in the application. Please plan accordingly. Interns must serve at their sites for 14-16 weeks.
  - **COSC 699 FN Policy:** The U.S. Department of Education requires that every university monitor the attendance of their students. Liberty University uses the following definition in determining student attendance, "Submission of an academic assignment (such as an examination, written paper or project, discussion board post, or other academic event) or communication with the professor regarding academic content or an assignment." However, with the Practicum/Internship courses, the Practicum/Internship office can factor both the academic (Canvas/WebEx) and fieldwork (presence at the site) aspects of the Practicum/Internship into student's academic progress. In order to post an FN for Practicum/Internship, the student would need to be lacking attendance for 21 consecutive days both in Canvas and on-site. A student who does not show attendance in Canvas but does regularly attend his/her Practicum/Internship site would not receive an FN. The student's

Practicum/Internship professor will need to email the site director/supervisor to confirm that the student has been attending the site. Once the professor receives confirmation back from the site of the student's attendance on-site, the professor then needs to forward that email documentation to [luoacademicprogress@liberty.edu](mailto:luoacademicprogress@liberty.edu).

### Grade Scale Breakdown:

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
940-1010	920-939	900-919	860-899	840-859	820-839	780-819	760-779	740-759	700-739	680-699	679 and below

### Late Assignments:

Course Assignments, including discussion boards, quizzes, and other graded assignments (group proposal, video, transcription, power-point, etc.), should be submitted on time.

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

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

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

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

## 7. Professional Behavior Expectations

While at the internship site and in all interactions with K-12 students, site supervisors, school faculty, school community members, parents/guardians, peers, and LU faculty and staff, internship students are expected to exhibit attitudes and behaviors consistent with professionalism. This includes, but it is not limited to, the following:

- Punctuality and promptness to the site
- Appropriate dress and grooming (business attire)
- Professional written communication
- Professional oral communication (this includes correct verb usage and the avoidance of inappropriate language including informal language or slang)
- Adherence to the *American Counseling Association Code of Ethics/American School Counselor Association Ethical Standards for School Counselors*
- Be teachable and receptive to feedback given by the supervisors

Students should conduct themselves in a way that is consistent with the ACA Code of Ethics, ASCA Ethical Standards for School Counselors, 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. Students should refrain from bypassing the appropriate chain of communication to circumvent the process. The following professional chain of communication is expected:

1. Students should first contact their LU Faculty Supervisor
2. The LU Faculty Supervisor and Intern will then contact the Clinical Director (if needed for additional clarification/direction).
3. The LU Faculty Supervisor, Intern, and Clinical Director will contact the Program Director (if needed for additional clarification/direction).
4. The Program Director and Clinical Director will communicate concerns to the Chairpersons, Associate Deans, Dean, etc.
5. Students should not bypass the appropriate chain of communication by contacting Deans or Chairpersons without first going through the approved processes.
6. Students who continually disregard the professional chain of communication will be addressed by leadership for Counselor Disposition concerns.

For more detailed information please refer to the Graduate School Honor Code website: [Graduate and Online Community Life | Community Life | Liberty University](#)

Per the Liberty Way (p. 14), “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 this 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.

#### **Social Media Disclaimer:**

Please be aware that student created and student led group pages on social media (including posts, links, and other content posted on such group pages) related to the School of Behavioral Sciences, Practicums, and/or Internships are unofficial, not sponsored by Liberty University, and views expressed in these groups do not necessarily represent those of Liberty University. Such group pages must state that they are unofficial and not run by Liberty University or its School of Behavioral Sciences. Official Liberty University stock photos are the property of Liberty University and may not be used to imply university affiliation. It is imperative you be mindful of professionalism, ethics, laws, university honor codes, and be aware you are bound by confidentiality and cannot share confidential client/student information or violate HIPAA/FERPA. Students are expected to follow professionalism by seeking program information from Liberty University and not through social media platforms. Sharing secure links, or email communication from professors/supervisors, or other students (without the professor/supervisor/student’s written permission) violates confidentiality policies, counselor dispositions, and professionalism and is therefore prohibited.

## **8. Site Dismissal or Course Withdrawal**

If during the internship, a student fails to successfully demonstrate the required skills in this course and consequently receives failing evaluations or if a student is dismissed from the site, the site supervisor will also notify the student’s faculty supervisor. The faculty supervisor will write an incident report and send it to the Clinical and Program Directors, as well as the SC Field Placement Office of the Department of Counselor Education and

Family Studies. The School Counseling Leadership Team will examine the nature and reason for the skills deficit and/or dismissal and refer to the Remediation Committee if warranted. At this point the student may receive a grade of “F” for the skills deficient and/or dismissal and be placed on hold in the program in order to fulfill remediation procedures aimed to address and resolve the verifiable deficits. The Remediation Committee will determine whether the student is eligible to retake the Internship course.

If the dismissal involves a violation of the University’s Honor Code, the faculty supervisor 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 internship student is unable to correct the deficits, the Remediation Committee and the Leadership Team will meet to decide the best course of action for the student up to and including removal from the program.

The student has an opportunity to appeal. The final decision regarding a student’s hours accrued in the internship are at the discretion of the Remediation and Leadership Teams based on a thorough evaluation of the incident.

Internship students are required to fulfill their semester-long contract with the site. If a student makes the decision to withdraw from the internship course, then the student will forfeit all internship hours earned for the semester. The student will need to reapply through COSC 690 for the internship in a future semester.

## 9. Professional Competency Expectations and Remediation Process

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

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

As such, the faculty of Liberty will not automatically approve program completion for students who demonstrate deficits that may interfere with future professional competence. Students enrolled in internship class may be given a failing grade and/or placed on hold and a plan of remediation implemented if any of the following apply:

- Unprofessional or unethical conduct either at the internship site or in the interaction with Liberty University faculty and staff.
- Any verifiable complaints about the student from the Site Supervisor, Site Director, or School District.
- Threat of lawsuits toward the site, supervisor, Liberty University, or any employee of Liberty University.
- The site supervisor and/or Liberty University faculty determines that the student’s current emotional, mental, or physical well-being compromises the integrity of the

Internship experience/responsibilities or potentially places the internship student, or others (K-12 students, peers, etc.), in harm's way or an unduly vulnerable position.

The abovementioned behaviors constitute violation of the University's Honor Code, and the student's faculty supervisor will fill out an Honor Code Violation form. This will be investigated by the Program Director and the Clinical Director. If warranted, the Program Director and the Clinical Director will refer the student concerns to the Remediation Committee. A remediation plan will be formulated in conjunction with the student, supervisor(s), and/or Leadership. The purpose of the remediation plan is to assist the student in correcting any deficits in the counseling skills or personal, interpersonal, or ethical problems so that the student may successfully continue in the program.

Remediation procedures can include such actions as repeating specific courses, obtaining personal counseling, completing additional assignments, completing self-reflection statements, or academic dismissal from the School Counseling Program, 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 the Honor Code Violation, students will have an opportunity to appeal.

**Provision if Unsuccessful:** If remediation is unsuccessful or the student refuses to comply with the Remediation Plan, the student may be dismissed from the School Counseling Program. Notice of dismissal from the program will be provided to the student in writing by the Program Director. Should the student decide to submit a formal complaint, the student will follow the formal complaint procedure through the LUO Student Advocate Office <http://www.liberty.edu/online/student-advocate-office/>

## Contact Information

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

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

School Counseling Internship Office: [scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu)

**For questions not addressed in this manual, please contact:**

**Kerry Bowles, M.Ed., NCC**

*Director of School Counseling Practicum & Internship*  
**Department of Counselor Education & Family Studies**  
**School of Behavioral Science**  
[kllamphere@liberty.edu](mailto:kllamphere@liberty.edu)

**For questions about Livetext, please contact:**

[scfieldplacement@liberty.edu](mailto:scfieldplacement@liberty.edu)

**Department of Counselor Education and Family Studies**

Liberty University  
 1971 University Blvd  
 Lynchburg, VA 24515  
**Fax: 434-522-0477**

<https://www.liberty.edu/behavioral-sciences/counselor-ed/welcome/>

**Graduate Student Affairs Office, Honor Codes, Handbooks & Appeal Policies**

[Graduate and Online Community Life](#) | [Community Life](#) | [Liberty University](#)

**IT HelpDesk**

**Chat:** <http://www.liberty.edu/hdchat>

Mon-Fri: 8:30 a.m. - 10 p.m.

**Telephone:** 866-447-2869

Mon-Fri: 7 a.m. - Midnight

Sat: 10 a.m. - 6 p.m.

Sun: 1 p.m. – Midnight

# Appendices: Forms to Complete for COSC 699 Internship

## Appendix A

### AIA Internship Assessment



**ADVANCED INTERNSHIP ASSESSMENT (AIA): COSC 699**  
*Master of Education (M.Ed.) in School Counseling*

\_\_\_\_\_ Internship I

\_\_\_\_\_ Internship II

The Advanced Internship Assessment (AIA) is completed twice by the internship site supervisor during the 300-hour internship in school counseling. Candidates must be given the opportunity to be observed on each standard/competency noted in the AIA.

**Check one to indicate the point in time for which this assessment is being administered:**

- \_\_\_\_\_ **Preliminary Midterm Evaluation (Week 8 of the Internship):** At midterm, it is acceptable for the intern to be rated at “Not Met” on a number of the standards. Such ratings will be helpful to indicate growth throughout the internship.
- \_\_\_\_\_ **Final Evaluation (Week 16 of the Internship):** Licensure regulations require interns to perform at the “Proficient” or “Advanced” level by the end of the program. See instructions below for more information.

Intern Name:	Intern Liberty University ID#:	Intern Phone and Email:
Host School Name:56	Host School Address:	Host School Phone:
Site Supervisor Name:	Site Supervisor Email:	Elementary, Middle, or High School:

**Instructions:** Referring to the rating descriptions below, click on the rating level that best describes the intern’s performance on each standard. In order to complete the program successfully, interns must have met every standard at the “Proficiency” level or higher. For a “Proficient” rating, all criteria connected by “AND” must be met; if one or more of the individual items connected by “AND” are not met, the mentor should select a “Not Met” rating of “Developing” or “No Evidence.” Provide a comment below for any rating at a “Not Met” or “Advanced” level. It is expected that few ratings of “Advanced” will be assigned. Interns who receive any “Not Met” ratings will receive remediation before successful completion of the licensure program. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence.

[https://www.liberty.edu/behavioral-sciences/counselor-ed/wp-content/uploads/sites/43/2021/02/ADVANCED-INTERNSHIP-ASSESSMENT\\_ASCA-1.pdf](https://www.liberty.edu/behavioral-sciences/counselor-ed/wp-content/uploads/sites/43/2021/02/ADVANCED-INTERNSHIP-ASSESSMENT_ASCA-1.pdf)

AIA Scorer Training

[https://watch.liberty.edu/media/t/1\\_phuvp5jy?\\_ga=2.120325448.1563766623.1638058353-886240471.1628482990](https://watch.liberty.edu/media/t/1_phuvp5jy?_ga=2.120325448.1563766623.1638058353-886240471.1628482990)

SPECIALTY STANDARD	MET: Advanced, 3 pts	MET: Proficient, 2 pts	NOT MET: Developing, 1 pt	NOT MET, 0 pts
<p><b>1. FOUNDATIONS</b></p> <p><b>CACREP</b> (F.1.i.; G.2.a.; G.2.d.; G.2.f.; G.2.n.)</p> <p><b>CAEP</b> (A.1.1d,f)</p> <p><b>ASCA</b> (B-PF 2, B-PF 3, B-PF 8, B-PF 9)</p> <p><b>VDOE</b> (9a, b, c)</p> <p><b>CEFS PLO</b> (1; 6)</p> <p><b>MCCE</b> (1.A; 1.B; 3A; 3B; 3C; 4.A-E; 5.A; 5.C)</p> <p><b>ISTE</b> (1b; 2a)</p>	<p>Intern cultivates ethical behavior(s) in others.</p> <p>AND/OR</p> <p>Advocates for ethical and legal decision making/policy changes.</p> <p>AND/OR</p> <p>Advocates for appropriate school counselor identity and program.</p> <p>(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p>AND</p> <p>(B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers ethical and legal implications in decision-making.</i> <i>Intern looks to the ASCA National Model as a guidance document.</i> <i>Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</i></p>	<p>(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p>AND</p> <p>(B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers ethical and legal implications in decision-making.</i> <i>Intern looks to the ASCA National Model as a guidance document.</i> <i>Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</i></p>	<p>Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.</p>	<p>No Evidence 0 points</p>
<p><b>2. COUNSELING PREVENTION &amp; INTERVENTION</b></p> <p><b>CACREP</b> (F.3.g.; F.5.b.-F.5.n.; F.6.a.-F.6.g.; G.2.e.; G.2.g; G.2.i.; G.3.f.; G.3.h)</p> <p><b>CAEP</b> (A1.1d,f)</p> <p><b>ASCA</b> (M-1, M-2, M-4, M-7, B-PF 6, B-SS 1, B-SS 2, B-SS 3)</p> <p><b>VDOE</b> (2; 3; 4; 5a-c; 6a-c; 7a-d)</p> <p><b>CEFS PLO</b> (2; 3)</p> <p><b>MCCE</b> (1.C; 2.A-C)</p> <p><b>ISTE</b> (1c; 3a; 4d; 6a)</p>	<p>Intern independently applies self-evaluation and reflection to improve counseling skills.</p> <p>AND/OR</p> <p>Evaluates and suggests programming changes that improve service delivery.</p> <p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>AND</p> <p>(D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</p> <p>AND</p> <p>(D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p> <p>AND</p> <p>(D.4) Demonstrates the ability to</p>	<p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>AND</p> <p>(D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</p> <p>AND</p> <p>(D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development.</p> <p>AND</p> <p>(D.4) Demonstrates the ability to use procedures</p>	<p>Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral.</p>	<p>No Evidence 0 points</p>

	<p>use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.</i></p>	<p>for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.</i></p>		
<p><b>3. DIVERSITY &amp; ADVOCACY</b></p> <p><b>CACREP</b> (F.1.e.; F.2.b.; F.2.c.; F.5.d.; G.3.h.)</p> <p><b>CAEP</b> (A.1.1d,f)</p> <p><b>ASCA</b> (M-1, M-2, B-PF 6, B-PF 9)</p> <p><b>VDOE</b> (1; 3; 5a-c; 6a-c)</p> <p><b>CEFS PLO</b> (2)</p> <p><b>MCCE</b> (2.C; 3.A; 3.B; 4.A-E)</p> <p><b>ISTE</b> (3a; 2b; 4d; 6d)</p>	<p>Intern cultivates cultural sensitivity in others. AND/OR Evaluates and suggests changes to policies, programs, and/or services that improve equity and opportunity for diverse student academic, career and personal/social development. AND/OR Actively seeks out and develops opportunities to engage stakeholders in student development.</p> <p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND (F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND (F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern gives consideration to cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining</i></p>	<p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND (F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND (F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern gives consideration to cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the</i></p>	<p>Insufficient evidence of multicultural competence in student learning and development and the ability to advocate for such services and engage stakeholders in student academic, career, and personal/social development.</p>	<p>No Evidence 0 points</p>

	<i>the congruence of policies, programs, and practices in relation to the needs of students and families.</i>	<i>congruence of policies, programs, and practices in relation to the needs of students and families.</i>		
<b>4. ASSESSMENT</b> <b>CACREP</b> <b>(G.3.a.; G.3.h.; G.3.n.)</b>  <b>CAEP</b> <b>(A.1.1a, b, c, d, e, f)</b>  <b>ASCA</b> <b>(B-PA 1, B-PA 2, B-PA 3, B-PA 4, B-PA 5, B-PA 6, B-PA 7, B-PA 8, B-PA 9)</b>  <b>VDOE</b> <b>(2; 3; 8a,b; 6a-c; 7; 8a,b; 10)</b>  <b>CEFS PLO</b> <b>(4)</b>  <b>MCCE</b> <b>(3.A; 3.B)</b>  <b>ISTE</b> <b>(7a; 7b; 7c)</b>	<p>Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or personal/social development/programming.</p> <p style="text-align: center;">AND/OR</p> <p>Identifies new referral resources.</p> <p>(H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</p> <p style="text-align: center;">AND</p> <p>(H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.</p> <p style="text-align: center;">AND</p> <p>(H.3) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</p> <p style="text-align: center;">AND</p> <p>(H.4) Makes appropriate referrals to school and/or community resources.</p> <p style="text-align: center;">AND</p> <p>(H.5) Assesses barriers that impede students' academic, career, and personal/social development.</p> <p><b>LOOK-FORS / EXAMPLES</b> <i>Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development. Intern looks to the ASCA National Model for assessment guidance.</i></p>	<p>(H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</p> <p style="text-align: center;">AND</p> <p>(H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development.</p> <p style="text-align: center;">AND</p> <p>(H.3) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.</p> <p style="text-align: center;">AND</p> <p>(H.4) Makes appropriate referrals to school and/or community resources.</p> <p style="text-align: center;">AND</p> <p>(H.5) Assesses barriers that impede students' academic, career, and personal/social development.</p> <p><b>LOOK-FORS / EXAMPLES</b> <i>Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development. Intern looks to the ASCA National Model for assessment guidance.</i></p>	<p>Insufficient evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and /or personal/social development and programming.</p>	<p>No Evidence 0 points</p>
<b>5. RESEARCH &amp; EVALUATION</b>  <b>CACREP</b> <b>(F.1.k.; F.8.c.; F.8.d; F.8.e.; G.3.b.)</b>  <b>CAEP</b>	<p>Intern suggests new technologies, research, and/or data sources for analysis to improve school counseling practices/services that result in positive learning outcomes.</p> <p>(J.1) Applies relevant research</p>	<p>(J.1) Applies relevant research findings to inform the practice of school counseling.</p> <p style="text-align: center;">AND</p> <p>(J.2) Develops measurable outcomes for</p>	<p>Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.</p>	<p>No Evidence 0 points</p>

<p><b>(A.1.1a,b,c,e)</b></p> <p><b>ASCA</b> <b>(M-7, B-SS 1, B-PA 3, B-PA 4, B-PA 5)</b></p> <p><b>VDOE</b> <b>(8a,b; 10)</b></p> <p><b>CEFS PLO</b> <b>(5)</b></p> <p><b>MCCE</b> <b>(5.A-D)</b></p> <p><b>ISTE</b> <b>(7a; 7b; 7c)</b></p>	<p>findings to inform the practice of school counseling. AND (J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (<i>and relevant technology</i>) to enhance school counseling programs.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern discusses research findings related to program outcomes.</i> <i>Intern shares technology relevant to school counseling programming and student learning.</i></p>	<p>school counseling programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (<i>and relevant technology</i>) to enhance school counseling programs.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern discusses research findings related to program outcomes.</i> <i>Intern shares technology relevant to school counseling programming and student learning.</i></p>		
<p><b>6. ACADEMIC DEVELOPMENT</b></p> <p><b>CACREP</b> <b>(F.3.h.; G.2.c.; G.3.d.; G.3.h.)</b></p> <p><b>CAEP</b> <b>(A1.1.d,c,f)</b></p> <p><b>ASCA</b> <b>(M-1, M-2, M-3, M-4, M-7, B-PA 3, B-PA 4)</b></p> <p><b>VDOE</b> <b>(5a-c; 6a-c; 7a-d; 8a,b; 11)</b></p> <p><b>CEFS PLO</b> <b>(7)</b></p> <p><b>MCCE</b> <b>(2.B; 2.C)</b></p> <p><b>ISTE</b> <b>(1c; 3a; 3b; 5a; 5b; 5c; 6d)</b></p>	<p>Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options.</p> <p>(L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies).</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern initiates discussions about cross-walking strategies that enhance academic achievement.</i> <i>Intern is intentional in identifying achievement gaps and populations.</i> <i>Intern considers differentiated instructional strategies during program planning.</i></p>	<p>(L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies).</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern initiates discussions about cross-walking strategies that enhance academic achievement.</i> <i>Intern is intentional in identifying achievement gaps and populations.</i> <i>Intern considers differentiated instructional strategies during program planning.</i></p>	<p>Insufficient evidence of ability to make use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of postsecondary options/opportunities.</p>	<p>No Evidence <i>0 points</i></p>
<p><b>7. COLLABORATION &amp; CONSULTATION</b></p>	<p>Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to improve</p>	<p>(N.1) Works with parents, guardians, and families to act on behalf of their children to</p>	<p>Insufficient evidence of ability to effectively collaborate and/or consult on behalf of students and</p>	<p>No Evidence <i>0 points</i></p>

<p><b>CACREP</b> ( F.1.b.; F.1.c.; F.1.m.; G.1.d.; G.2.b.; G.2.k.; G.3.1.)</p> <p><b>CAEP</b> (A.1.1d,f)</p> <p><b>ASCA</b> (M-5, M-6, B-SS 4, B-SS 5, B-SS 6, B-PA 1, B-PA 5, B-PA 8)</p> <p><b>VDOE</b> (1; 7b,c)</p> <p><b>CEFS PLO</b> (1; 3)</p> <p><b>MCCE</b> (4.A-E)</p> <p><b>ISTE</b> (2c; 4a-d)</p>	<p>policy/practices that promote student success and holistic development.</p> <p>AND/OR</p> <p>Intern creates/implements peer helping program aimed at improving student development/well-being.</p> <p>AND/OR</p> <p>Intern is aware of and adheres to ethical standards regarding parent/guardian rights and confidentiality.</p> <p>AND/OR</p> <p>Intern is aware of and adheres to ethical standards when collaborating, consulting, and making referrals.</p> <p>(N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</p> <p>AND</p> <p>(N.2) Locates resources in the 1, community that can be used in the school to improve student achievement and success.</p> <p>AND</p> <p>(N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.</p> <p>AND</p> <p>(N.4) Uses peer helping strategies in the school counseling program.</p> <p>AND</p> <p>(N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern intentionally includes others within and outside of the school community for program planning and implementation.</i> <i>Intern seeks out supervision and consultation.</i> <i>Interns asks about accessing existing peer programming.</i></p>	<p>address problems that affect student success in school.</p> <p>AND</p> <p>(N.2) Locates resources in the community that can be used in the school to improve student achievement and success.</p> <p>AND</p> <p>(N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.</p> <p>AND</p> <p>(N.4) Uses peer helping strategies in the school counseling program.</p> <p>AND</p> <p>(N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families.</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern intentionally includes others within and outside of the school community for program planning and implementation.</i> <i>Intern seeks out supervision and consultation.</i> <i>Interns asks about accessing existing peer programming.</i></p>	<p>families and/or make use of referral procedures and peer helping strategies.</p>
--	--	---	---

<p><b>8. LEADERSHIP</b></p> <p><b>CACREP</b> (F.1.k.; G.2.d.; G.2.f.; G.2.j.; G.2.l.)</p> <p><b>CAEP</b> (A.1.1a,b,c,d,e,f)</p> <p><b>ASCA</b> (M-5, M-6, B-PF 2, B-PF 7, B-SS 6)</p> <p><b>VDOE</b> (1; 7a-d; 9a-c; 10)</p> <p><b>CEFS PLO</b> (5; 7)</p> <p><b>MCEE</b> (1.C; 4.A-E)</p> <p><b>ISTE</b> (2a-c)</p>	<p>Intern works with others within and outside of the school community to influence policy, enhance services, and promote a developmentally appropriate, comprehensive school counseling program.</p> <p>(P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p> <p>AND</p> <p>(P.2) Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers and inquires about Recognized ASCA Model Program (RAMP).</i> <i>Intern explores avenues for presenting educational program to teachers/parents.</i> <i>Intern inquires about needs assessments for parent/teacher education.</i></p>	<p>(P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p> <p>AND</p> <p>(P.2) Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers).</p> <p><b>LOOK-FORS / EXAMPLES:</b> <i>Intern considers and inquires about Recognized ASCA Model Program (RAMP).</i> <i>Intern explores avenues for presenting educational program to teachers/parents.</i> <i>Intern inquires about needs assessments for parent/teacher education.</i></p>	<p>Insufficient evidence of ability to provide leadership for the planning, implementation, and evaluation of a comprehensive developmental school counseling program and/or plan and present parent/teacher educational programs.</p>	<p>No Evidence 0 points</p>
--	---	---	--	---------------------------------

## Appendix B

### Confidentiality Agreement Internship



#### M.Ed. in School Counseling Internship Confidentiality Agreement

Instructions to Student: Read the statement below and sign the next page. Submit the signed original form to your site supervisor and submit a copy to your university supervisor.

#### Confidentiality

The professional responsibility of a counselor is to fully respect the right to privacy of those with whom they enter counseling relationships. Counselors (and students enrolled in counseling programs) must keep abreast of and adhere to all laws, policies and ethical standards pertaining to confidentiality. This confidentiality must not be abridged by the counselor except when there is clear and present danger to the client and/or other persons.

#### *The Rationale*

Confidentiality is an ethical term denoting a counseling practice relevant to privacy. Privileged communication is a legal term denoting a requirement to protect the privacy between counselor and student.

A student has the right to privacy and confidentiality. ASCA recognizes that a counseling relationship requires an atmosphere of trust and confidence between the student and the counselor. Confidentiality ensures that disclosures will not be divulged to others except when authorized by the student or when there is a clear and present danger to the student and/or to other persons.

ASCA members affirm their belief in the individual's worth and dignity. It is the professional responsibility of school counselors to fully respect the right to privacy of those with whom they enter counseling relationships.

#### *The Professional School Counselor's Role*

Counselors have a responsibility to protect the privileged information received through confidential relationships with students, the students' parents or guardians and with staff. The professional school counselor reserves the right to consult with other professionally competent persons when this is in the student's best interest. In the event of possible judicial proceedings, the professional school counselor should initially advise the school administration and the counselee, and if necessary, consult with legal counsel. If reports are required, every effort should be made to limit demands for information to those matters essential for the purpose of the legal proceedings. When a professional counselor is in doubt about what to release in a judicial proceeding, the professional school counselor should arrange a conference with the judge to explain the dilemma and get advice as to how to proceed. Counseling information used in research and counselor training should fully guarantee counselees' anonymity.

It is the counselor's responsibility to provide notice to students regarding the possible necessity for consulting with others. This confidentiality must not be abridged by the professional school counselor except where there is a clear and present danger to the student and/or to other persons.

**LIBERTY**  
UNIVERSITY  
SCHOOL of BEHAVIORAL  
SCIENCES

The professional school counselor and student should be provided with adequate physical facilities to guarantee the confidentiality of the counseling relationship. With the enactment of the Family Educational Rights and Privacy Act, P.L. 93-380 (The Buckley Amendment), great care should be taken with recorded information. All professional school counselors should have a copy of the complete law. Professional school counselors must adhere to P.L. 93-380; they must be concerned about individuals who have access to confidential information. It should be each school's policy to guarantee adequate working space for secretaries so that students and school personnel will not come into contact with confidential information, even inadvertently. Professional school counselors should undertake a periodic review of information requested of their students. Only relevant information should be retained. Professional school counselors will adhere to ethical standards and local policies in relating student information over the telephone. They have a responsibility to encourage school administrators to develop written policies concerning the ethical and legal handling of all records in their school system. The development of additional guidelines relevant to the local situation is encouraged. Finally, it is strongly recommended that state and local counselor associations implement these principles and guidelines through appropriate legislation.

Professional school counselors should be aware that it is much more difficult to guarantee confidentiality in group counseling than in individual counseling. Communications made in good faith may be classified as privileged by the courts, and the communicating parties will be protected by law against legal action seeking damages for libel or slander. Generally, it may be said that an occasion of this particular privilege arises when one acts in the bona fide discharge of a public or private duty. This privilege may be abused or lost by malice, improper and unjustified motive, bad faith or excessive publication.

***Summary***

A counseling relationship requires an atmosphere of trust and confidence between student and counselor. A student has the right to privacy and confidentiality. The responsibility to protect confidentiality extends to the student's parent or guardian and staff in confidential relationships. Professional school counselors must adhere to P.L. 93-380.

I have read the ASCA Position Statement on Confidentiality and agree to abide by these guidelines to maintain confidentiality during the performance of my internship responsibilities.

Intern Name (Print) \_\_\_\_\_

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix C

### **Instructions for Sites That Do Not Allow Video Recording**

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

- Approved site supervisor
- Fellow practicum or internship student
- Any licensed counselor at the site

The individual listed above will role-play a client/student 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 and treatment plan.
  - This will allow the student to meet the videotaping and verbatim assignment required for the faculty supervision class.

## Appendix D

### 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. On your designated video presentation, please share your screen and show your video to the class for feedback. Please remove the video from lumedial 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.
- Example opening statement: Internship students 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 School Counselor, 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...”
- Face of the internship student must be easily seen. Seating for these recordings should be arranged in a comfortable manner for both intern and K-12 student, but with the preferred option of being able to see both the K-12 student and internship student in the session.
- Recording counseling videos on social media platforms or any other platform is prohibited. Students are to use the university approved format.

## Appendix E: Internship Project Classroom Guidance Unit

Internship Student Name \_\_\_\_\_  
 Internship Site \_\_\_\_\_  
 Internship 1 \_\_\_\_\_ Internship 2 \_\_\_\_\_  
 Internship Site Supervisor \_\_\_\_\_

**Please note:** The following classroom guidance lesson unit is to align clearly with the standards for school counseling and are to be related to improving student academic achievement (aligned with state academic standards). Collaborate with your site supervisor to ensure the project is beneficial to K-12 students and meaningful for you. Your classroom guidance unit must have a minimum of four lessons and will need to align with the standards listed on the **Advanced Internship Assessment (AIA Internship Competencies)** and the **ASCA Mindsets and Behaviors (ASCA, 2021)**. It is possible for your classroom guidance unit to align with more than one standard listed on the **AIA** as well as align with more than one **ASCA Mindsets & Behaviors** standards. List all standards that align with your classroom guidance unit.

Grade Level of Classroom Guidance Unit: \_\_\_\_\_

Briefly Describe Goal of Classroom Guidance Unit: *(What skills, knowledge, or behaviors will your K-12 students take away from participating in your guidance lessons?)*

\_\_\_\_\_

Topic/Title of your Classroom Guidance Lesson Unit: \_\_\_\_\_

Please identify the title/focus of each classroom guidance lesson in the unit.

Classroom guidance lesson 1: \_\_\_\_\_

Classroom guidance lesson 2: \_\_\_\_\_

Classroom guidance lesson 3: \_\_\_\_\_

Classroom guidance lesson 4: \_\_\_\_\_

- A. Provide at least two existing data sources to identify and support the need for this classroom guidance unit at this internship student's particular site.
- B. Needs Assessment: Discuss who will be surveyed to support the need for this classroom guidance unit at this internship student's particular site. *(Examples: students, parents/guardians, faculty, administrators, counselor advisory committee, etc.)*
- C. Identify which AIA Standard(s), ASCA Mindsets and Behavior Standards, and state academic standards the classroom guidance unit aligns with and supports. Provide rationale for identified alignment.
  - a. *AIA Examples: FOUNDATIONS, COUNSELING PREVENTION & INTERVENTION, DIVERSITY & ADVOCACY, ASSESSMENT, RESEARCH & EVALUATION, ACADEMIC DEVELOPMENT, COLLABORATION & CONSULTATION, and LEADERSHIP.*
  - b. *ASCA Mindsets and Behaviors: <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>*
  - c. *State Academic Standard(s) supported. (Collaborate with the grade level teachers to understand the academic content standards taught at the grade level chosen.*
- D. Identify how the classroom guidance unit is culturally sensitive. Identify strategies included in the classroom that promote a positive, caring, and safe learning group environment for all students.
- E. Describe how you plan to evaluate your classroom guidance unit for data to show success as well as areas to enhance and/or improve.
- F. References.

Internship Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Internship Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix F: Internship Project Small Group Program

Internship Student Name \_\_\_\_\_

Internship Site \_\_\_\_\_

Internship 1 \_\_\_\_\_ Internship 2 \_\_\_\_\_

Internship Site Supervisor \_\_\_\_\_

**Please note:** The following small group program is to align clearly with the standards for school counseling and are to be related to improving student academic achievement. The small group topic may be social/emotional learning in nature or psychoeducational in nature. Collaborate with your site supervisor to ensure the project is beneficial to the group members and meaningful for you. Your project will need to align with the standards listed on the **Advanced Internship Assessment (AIA Internship Competencies)** and the **ASCA Mindsets and Behaviors (ASCA, 2021)**. It is possible for a project to align with more than one standard listed on the **AIA** as well as align with more than one **ASCA Mindsets & Behaviors** Standards. List all standards that align with your small group program.

Grade Level of Small Group Participants: \_\_\_\_\_

Briefly Describe Goal of Small Group: *(What skills, knowledge, or behaviors will your students take away from participating in this group?)*

\_\_\_\_\_

Topic/Title of your Small Group Program: \_\_\_\_\_

Please identify the title/focus of each session.

Session 1: \_\_\_\_\_

Session 2: \_\_\_\_\_

Session 3: \_\_\_\_\_

Session 4: \_\_\_\_\_

Session 5: \_\_\_\_\_

Session 6: \_\_\_\_\_

- A. Provide at least two existing data sources to identify and support the need for this small group topic at this internship student’s particular site.
- B. Needs Assessment: Discuss who will be surveyed to support the need for this small group program topic at this internship student’s particular site. *(Examples: students, parents/guardians, faculty, administrators, counselor advisory committee, etc.)*
- C. Identify which AIA Standard(s) and ASCA Mindsets and Behavior Standards the small group program aligns with and provide rationale for this identified alignment.
  - a. *AIA Examples: FOUNDATIONS, COUNSELING PREVENTION & INTERVENTION, DIVERSITY & ADVOCACY, ASSESSMENT, RESEARCH & EVALUATION, ACADEMIC DEVELOPMENT, COLLABORATION & CONSULTATION, and LEADERSHIP.*
  - b. *ASCA Mindsets and Behaviors: <https://www.schoolcounselor.org/getmedia/7428a787-a452-4abb-afec-d78ec77870cd/Mindsets-Behaviors.pdf>*
- D. Identify how the small group program is culturally sensitive. Identify strategies included in the group that promote a positive, caring, and safe learning group environment for all students.
- E. Describe how you plan to evaluate your small group program for data to show success as well as areas to enhance and/or improve.
- F. References

Internship Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Internship Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

## Appendix G:

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

*This form provides the K-12 student's legal guardian informed authorization for use and disclosure of his/her protected information, including personally identifiable information with the home school and site school counselor supervisor, at the school where the K-12 student attends as a student. 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 student's legal guardian prior to the use and disclosure of the student's information for the purpose of counseling, learning, and supervision under a licensed counselor, as described below.*

***Attention Liberty Graduate Student:** Do **NOT** upload this form to Canvas, WebEx Teams, or any similar platform used in connection with a Liberty University course. This form must be maintained securely by both the school site and the graduate student named below. Remember to also give the student's legal guardian a copy for his/her records. To protect the confidentiality and privacy of the K-12 student, the Liberty graduate student agrees to not disclose the K-12 student's name (or other identifiable information) in case conceptualization/consultation discussion or any other assignment for Liberty University.*

#### **Section I – Authorization**

I, \_\_\_\_\_ (parent/legal guardian), understand that my son's/daughter's counselor is a graduate student at Liberty University's School Counseling program and that my counselor-in-training is providing my counseling session(s) as a required part of his/her practicum or internship course requirement for that program.

#### **Section II – Effective Period**

This HIPAA Privacy Authorization and Release Form is valid and remains in effect until the end of the counselor/student's practicum or internship course.

#### **Section III – Acknowledgements and Disclosures**

I understand that Liberty University, the counselor-in-training, the K-12 student, as well as the course instructor will be required to maintain the same confidentiality that is required by members of the professional 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) threat or act of serious harm to self or another, (2) 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. These exceptions are required by mandated reporting laws to protect K-12 students and their families.

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: Kerry Bowles, Clinical Director Practicum/Internship School Counseling  
 Organization: Liberty University  
 Address: 1971 University Blvd, Lynchburg VA 24515  
 Email Address: [kllamphere@liberty.edu](mailto:kllamphere@liberty.edu)



