

LIBERTY
UNIVERSITY
SCHOOL *of* BEHAVIORAL
SCIENCES

**DEPARTMENT OF COUNSELOR EDUCATION
AND FAMILY STUDIES**

School Counseling

Internship Site Supervisor Manual

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From the Clinical Director to the School Counseling Internship Supervisor

Dear School Counseling Supervisor,

Thank you for your commitment to invest in the Liberty University School Counseling program. School counseling supervisees have completed coursework to prepare for internships 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 experience and provide clear expectations and guidelines. I encourage you to read this manual to orient yourself with the requirements of the internship for both supervisee and supervisor. Some requirements include weekly supervision with an approved site supervisor, 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 in the comprehensive school counseling program and for providing them with an opportunity to practice their skills.

Dr. Kerry Bowles

Dr. Kerry Lamphere Bowles, PhD, NCC, NCSC

Clinical Director for School Counseling Internship & Internship

Assistant Professor

School of Behavioral Sciences

M.Ed. in School Counseling Internship Fieldwork Manual

Internship Requirements

Course Requirements

This field experience requires completion of a supervised internship with a minimum of **300 clock hours for a minimum of 14 weeks and a maximum of 16 weeks (or the end of the semester in the event the semester is longer than 16 weeks)**. 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 internship student’s responsibility to communicate needs/accommodation for these circumstances. Liberty interns must complete two separate 300-hour internships (COSC 693 Internship 1 and COSC 694 Internship 2), for a **total of 600 clock hours** in the schools.

Each internship experience includes the following:

1. **Direct Hours.** Minimum 120 clock hours of direct service with K-12 students that contribute to the development of school counseling/clinical 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 the internship student is interacting directly with K-12 students on projects, Substance Abuse Awareness assembly given to students, other programs such as peer mediation/peer mentoring whereby the internship student trains and meets with K-12 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. **Indirect Hours.** The remainder of internship hours consist of indirect services/activities.

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

 - a. 2-hour group supervision per week by a Liberty Faculty Supervisor. An average of 2 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.

- 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 weekly supervision throughout the semester.
- c. Case Notes/Email
- d. Collaboration with teachers, staff, agencies
- e. Consultation with teachers, staff, agencies
- f. 504/IEP meetings on behalf of the student (**K-12 student is not present**)
- g. Program planning
- h. Parent meetings (**K-12 student is not present**)

3. Individual Counseling Session Video Recording

The internship student will develop one program-appropriate video recording for use in supervision to receive live faculty and peer feedback of his or her counseling skills with K-12 students. Internship students are required to share at least one video recording of an individual counseling session during the faculty group supervision. Interns must also submit one verbatim transcript with skill identification of the entire 20-minute session into Canvas. In the event the recorded counseling session is longer than 20 minutes, internship students will only be required to transcribe 20 minutes of the session.

**Interns with a site that does not allow video recording of K-12 students will need to work with their faculty supervisor and site supervisor to complete a live observation of a K-12 student counseling session for assessment or complete a recording of a mock role-play individual session with the site supervisor. (Mock sessions must be transcribed as well.)*

*** To protect K-12 student confidentiality, internship students are strictly prohibited from using any form of social media/outside media sources to record or share the counseling video. Internship students may not record K-12 students until proper informed consent/permission is secured.*

4. Faculty Group Supervision

During the internship 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 on average of 2 hours per week for the duration of the semester (approximately 14-16 weeks). *Internship students should plan for 2 hours.* Internship students may count faculty group supervision class time towards their required indirect hours.

5. Approved Site Requirements

Approved school sites must have a functioning school counseling office/school counseling comprehensive program to complete training in. Approved sites must have a licensed/certified school counselor on-site to supervise the internship student. In rare cases where a school counselor is not employed at the school, the Liberty University school counseling placement team and the school district will work together to secure an off-site supervisor, after it is demonstrated and documented that there are no other school options for the internship student to serve in. The first and preferred option will be to change the placement to a school setting where there is a functioning school counseling office and an on-site, employed, licensed/certified school counselor to supervise the internship student.

6. Approved Site Supervisor Requirements

Internship Supervisors for School Counseling must meet the following requirements:

- a. A minimum of a master's degree in school counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
- b. Must have a minimum of two years of professional experience.
- c. Knowledge of program requirements and procedures for evaluations.
- d. Appropriate training in counseling supervision.
- e. Must watch the AIA Supervisor Training Video
- f. Must hold a valid state school counseling license or school counseling certification through their state department of education.
- g. 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 school district or state.
- h. Dual Relationship – Per ACA Ethical Code, the site supervisor cannot have a dual role. Examples may include site supervisors who are related to the internship student/family/close friendship, etc. In the event a site supervisor is related to the internship student, the intern will need to locate another licensed individual for their potential supervisor for the internship.
- i. Liberty allows internship students to use their place of employment as their internship site if the site meets the program requirements and has approved site supervision.

7. Approved Site Supervisor Responsibilities

The internship site supervisor assesses the student's progress, consults with the intern regarding strategies and procedures, consults with the intern's faculty supervisor as needed, and completes evaluations in CORE (ELMS). The site supervisor has a significant influence on the outcome of the school counseling

experience. Therefore, the supervisor's relationship with the intern is a matter of vital importance. It should serve as a model exemplifying professional behavior in daily school counseling activities. The 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:

- a. Provide placement orientation and tour with the school and introduce faculty/staff. This should include communicating school district policies, required communication hierarchy/procedures, and any required/relevant professional development training.
- b. Provide access to school crisis manuals, policy statements, comprehensive school counseling curriculum, file access, email access, etc. as needed for the internship student.
- c. Provide a private/adequate space for the intern to complete direct student services that require confidentiality, such as individual counseling/group counseling.
- d. Assist the intern to refine details of internship and activities (minimum 120 direct services) specific to the setting.
- e. Provide structure for the intern to achieve internship objectives, including signing off on the Internship Plan for Placement form, which includes expected hours/days/weeks on site (minimum of 14 weeks per the Liberty School Counseling Program.)
- f. Establish **weekly** face-to-face supervisory 1-hour meetings with the internship student. The supervisor uses this time to hear student's self-report of internship activities, review session recording, provide feedback, plan tasks, and discuss other aspects of the internship experience (culminating project, group counseling consultation, individual counseling consultation, etc.) with the intern.
- g. Provide evaluations of the intern's counseling skills and progress, review these with the internship student, and provide a copy of the final evaluation to the intern. The supervisor is responsible for completing all assignments to which they have been assigned in CORE (ELMS).
- h. Initiate immediate contact with the internship student's faculty instructor/supervisor if problems/concerns are encountered with the intern during the placement.

8. Important Information

Prior to being selected for the internship course all students have obtained background and fingerprint clearance. All internship students have obtained professional liability insurance through the American School Counselor Association (ASCA).

9. Stipend Information for School Site Internship Supervisors

Directions: Stipends Directions for INTERNSHIP site supervisors:

- a. **Step 1** - Please follow this link to complete your supplier/service provider registration in Liberty's buyLU system. This is our secure portal to receive your tax information. If you have any questions regarding this step, please send an email to suppliermanagement@liberty.edu. Please note that if you have completed this online registration in a previous semester, you can simply sign back into your profile to review your information. If none of your personal or tax information has changed,

then you may proceed to step 2.

<https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=Liberty>

- b. **Step 2** – After you complete your supplier registration in the buyLU system, you will complete the attached stipend request form. This pdf document should be completed electronically, saved, and returned via email to stipends@liberty.edu. If you have any questions regarding this step, please send an email to scfieldplacement@liberty.edu.
<https://solutions.sciquest.com/apps/Router/SupplierLogin?CustOrg=Liberty>
- c. **Step 3** – After you complete your supplier registration in the buyLU system, you will complete the attached stipend request form. This pdf document should be completed electronically, saved, and returned via email to stipends@liberty.edu. If you have any questions regarding this step, please send an email to scfieldplacement@liberty.edu.

Stipend Recipient Helpful Instructions from Procurement:

- a. **Am I a Company or am I an Individual?** This will depend on how you would like to have the payment sent out from Liberty University. Some schools require the stipend payment to be sent straight to the school. Most stipend recipients have the payment sent directly to themselves. For this to flow the correct way within our Finance department, we need to make sure the Registration is set up correctly.
- b. **How do I receive the payment directly to myself?** You will need to simply select “*I am or represent a person providing goods or services.*”
- c. **How do I have the payment sent directly to the school?** You will need to simply select “*I represent a company.*”
- d. **Does this change what information I need based upon my selections?** Yes, if you choose to receive the payment directly, then we will need your personal information including a W-9 filled out as a ‘Individual/Sole Proprietor.’ If you are having the payment sent to the school, then you will need the schools tax information and a W-9 filled out also with their information.
- e. **Where do I find a W-9 Tax identification Form?** There is a blank W-9 form available on our registration form, but you may also find this form very easily on Google.
- f. **How do I e-sign the W-9?** Our registration has a built-in certification selection that will allow you to e-Sign the form. This is an entirely electronic process that is quick and simple. You can also use Adobe Acrobat to e-sign the form. Another option is to print a W-9 out, sign/date it physically, scan it back to your email, and then upload the signed document to the registration.
- g. **Why do I need to do this?** This is required for all individuals or companies looking to receive any form of payment from Liberty University. It allows safe and easy transmission of sensitive information.
- h. **What do I do if I need more help?** Please contact us at suppliermanagement@liberty.edu or call us at 434-592-3053 and we will be glad to answer any questions regarding the registration process.

International Internship Guidelines for Approval of Sites and Supervisors Abroad

Students seeking a site outside of the United States:

1. Site must be sponsored by an American Organization
2. Site must follow the general guidelines established by the counseling profession in the U.S. (e.g., ACA Code of Ethics, ASCA ethical standards, state board regulations, etc.).
 - a. Informed consent
 - b. Treatment plans
 - c. Record keeping
3. Supervisor must:
 - a. Have a minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate licenses and/or certifications.
 - b. Hold a master's degree or above in counseling or related field.
 - c. Must have a minimum of two years of professional experience.
 - d. Have knowledge with program requirements and procedures for evaluations.
 - e. Have appropriate training in counseling supervision.
 - f. Hold a valid license/certification at an independent level of practice, i.e., supervisors must be able to practice without being under supervision.
 - g. Be in good standing in the profession.
 - h. Hold a license/certification that qualifies the individual to provide clinical or school supervision.

Internship Student 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, interns 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 supervisor(s)

Social Media

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, Internships, 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 that internship students are mindful of professionalism, ethics, laws, university honor codes, and aware they are bound by confidentiality and cannot share confidential client/student information, as this violates HIPAA/FERPA federal law. Students are expected to follow professionalism by seeking program information from Liberty University and not through social media platforms. Sharing secure links, professor course WebEx links, or email communication from faculty supervisors, professors, site supervisors, or other students (without written permission from the individual) violates confidentiality policies, counselor dispositions, and professionalism and is therefore prohibited.

Adherence to the American Counseling Association Code of Ethics/American School Counselor Association Ethical Standards for School Counselors

Internship 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, internship students are expected to communicate their concerns and seek to resolve any conflicts or misunderstandings directly with the person with whom the allegation occurred.

Adherence to the Liberty Way

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 internship student is responsible for checking their account for any relevant information sent to that account.

Professional Development and Supervision

1. Systems Approach

The systems approach to school counseling helps Internship students see each K-12 student as a part of the bigger picture that includes their family, friends, school, community, and culture. By using systems theory in case conceptualization, Internship students learn to look beyond surface concerns to understand how these different parts of a K-12 student’s life connect and impact their overall well-being. This approach encourages counselors-in-training to explore relationships and influences within systems and to use strategies and interventions that support both the K-12 student and the important people or environments around them. (CACREP, 2024)

2. Six Thinking Hats (Dr. Edward DeBono)

Internship students in the School Counseling program learn to implement the use of ‘hats’ to clarify roles and perspectives, helping them think more deeply when working with K-12 students. This approach helps maintain clear communication, prevents role confusion, and promotes ethical collaboration while evaluating K-12 students’ presenting symptoms, treatment goals, and

monitoring progress. A seventh hat (which includes a spiritually focused hat aligned with the Liberty Way are:



Control Hat- the control hat directs the meeting, defines the purpose, keeps the focus of the meeting, summarizes the results and input. It gives direction for future meetings.



Meeting Presenter Hat- the meeting presenter hat presents the facts, gives known information, identifies missing information, identifies needed information, and identifies questions to ask.



Feelings Hat- the feelings hat expresses a wide range of feelings as they exist including, intellectual feelings, no judgment or forced judgment. Variation of cultural feelings are identified in the case, and the Red Hat student has no need to validate, justify, or explain feelings.



Optimistic Hat- the optimistic hat points out the benefits and the “value” of what has been tried.



Safety Hat- the safety hat presents caution, identifies risks from given information, problems from given information, what to avoid, and points out how ethics and values that do not fit within presented case. This hat helps to avoid mistakes.



Creative Hat- the creative hat represents creative thinking, new ideas, different approaches, alternatives (e.g. new way of seeing the case presented), and escapes from old ideas.



Spiritual Hat- the spiritual hat invites self-awareness of one’s values and faith perspective while approaching counseling with compassion, ethical grounding, and respect for the spiritual experiences of others.

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 the school counseling training.

For questions not addressed in this manual, please contact:

Kerry Bowles, Ph.D., NCC, NCSC, LSC
Clinical Director of School Counseling Practicum & Internship
**Department of Counselor
Education & Family Studies
School of Behavioral Science**
kllamphere@liberty.edu

For questions about CORE (ELMS), please contact:

scfieldplacement@liberty.edu

Department of Counselor Education and Family Studies

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

<http://www.liberty.edu/index.cfm?PID=19155>

Appendices

Appendix A

Internship Plan for Placement (IPP)

Internship Student Name _____ LUID # _____

Internship Site: _____

Site Supervisor Name: _____

Directions: Please indicate the agreed upon schedule for the internship student to serve at the internship site. Please note: 300 hours minimum are required (*at least* 120 or more direct hours and the remainder 180 are indirect.) Students **MUST** serve a minimum of 14 weeks or more at their sites, per program requirements.

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
<i>Example</i> Week 1	9:00am-12:00pm		9:00am-12:00pm		9:00am-12:00pm			9 hrs
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								
Week 9								
Week 10								
Week 11								
Week 12								
Week 13								
Week 14								
Week 15								
Week 16								

TOTAL WEEKS _____

TOTAL HOURS _____

Internship Student Signature: _____ Date: _____

Internship Site Supervisor Signature & Approval: _____ Date: _____

(Typed names are not accepted)

Appendix B

Permission to Record Minor

M.Ed. in School Counseling

Permission to Record (Minor)

I, _____ the parent/legal guardian give my consent for (minor/student full name) _____ to participate in individual counseling session(s) with a master's level student for Liberty University.

I acknowledge that I have been informed of and agree for my student to participate in a video recording completed by the internship student to fulfill requirements in the M.Ed. in School Counseling program at Liberty University. All parties understand that this recording will be used for instructional purposes, viewed/heard only by the site supervisor, faculty instructor, and students in the graduate course. All parties understand that after the recording has been reviewed, it will be permanently erased/deleted.

Parent/Guardian Signature _____ Date _____

Internship Student Signature _____ Date _____

This consent form may be filed at the K-12 student's home school in a secure/confidential location.
A parent/guardian may also retain/request a copy of the consent form.

Appendix C

Permission to Record Minor

M.Ed. in School Counseling

Permission to Record (Minor)

I, _____, site supervisor at _____, acknowledge that a child/adolescent and the parents/guardians of the child/adolescent have been informed and have agreed to participate/allow participation in a video recording completed by the internship student to fulfill requirements in the M.Ed. in School Counseling program at Liberty University. All parties understand that this recording will be used for instructional purposes, viewed/heard only by the site supervisor, instructor, and students in the graduate course. All parties understand that after the recording has been reviewed, it will be erased. The child/adolescent's identifiable information will be retained at the site.

Site Supervisor Signature *(Typed name not accepted)*

Date

Internship Student Signature
(Typed name not accepted)

Date

Appendix D

Consent Form for Mock Client (ADULT)

M.Ed. in School Counseling

Permission to Record (Adult)

I, _____ agree to participate as a mock client for a master's level student for Liberty University. I acknowledge that I have been informed of and agree to participate in a video recording completed by the internship student to fulfill requirements in the M.Ed. in School Counseling program at Liberty University. All parties understand that this recording will be used for instructional purposes, viewed/heard only by the site supervisor, faculty instructor, and students in the graduate course. All parties understand that after the recording has been reviewed, it will be erased.

Mock Client Signature *(Typed name not accepted)*

Date

Internship Student Signature
(Typed name not accepted)

Date

Appendix E

Instructions for Sites That Do Not Allow Video Recording of Clients/Students

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

- Approved site supervisor
- Fellow internship 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, diagnosis, and treatment plan.
 - This will allow the student to meet the videotaping and verbatim assignment required for the faculty supervision class.

Appendix F

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 outcome data sources to identify and support the need for this classroom guidance unit at this internship student’s particular site. *(Be sure to address achievement, attendance, and/or discipline.)*

- 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.)*

(Continued)

- 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. *(Be sure to address achievement, attendance, and/or discipline.)*
- F. References.

Internship Student Signature _____ Date _____

(Signature required. Typed named not accepted.)

Internship Site Supervisor Signature _____ Date _____

(Signature required. Typed named not accepted.)

Reference

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author

Appendix G

School-Wide Culminating Project: Six Session Small Group Program

Internship Student Name _____

Internship Site _____

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. *(Be sure to address achievement, attendance, and/or discipline.)*

(Continued)

School-Wide Culminating Project: Six Session Small Group Program

- 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 Pre-AIA Standard(s) and ASCA Mindsets and Behavior Standards the small group program aligns with and provide rationale for this identified alignment.
 - a. *Pre-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. (*Be sure to address achievement, attendance, and/or discipline.*)
- F. References

Internship Student Signature _____ Date _____
(Signature required. Typed names not accepted.)

Internship Site Supervisor Signature _____ Date _____
(Signature required. Typed named not accepted.)

Reference

American School Counselor Association (2021). *ASCA Student Standards; Mindsets and Behaviors for Student Success*. Alexandria, VA: Author

Appendix H

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 students' 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 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 of 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 internship 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 internship 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 LU Faculty Supervisor 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

Section IV – Agreement and Signature

By signing below, I agree that I have carefully read and fully understood all of this HIPAA Privacy Authorization and Release Form, and I voluntarily agree to release my son/daughter’s protected information to the counselor-in-training under the licensed counselor/site supervisor, as described above.

_____	Date: _____
Signature Parent/Legal Guardian of K-12 Student	
_____	Date: _____
Signature of Liberty Internship Graduate Student	
_____	Date: _____
Signature of Liberty Internship Site Supervisor	

HIPAA Privacy Authorization and Release Form

Acknowledgement of Receipt of HIPAA Privacy Authorization and Release Form

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

_____	Date: _____
Signature Parent/Legal Guardian of K-12 Student	
_____	Date: _____
Signature of Liberty Internship Graduate Student	
_____	Date: _____
Signature of Liberty Internship Site Supervisor	

Appendix I

Parent/Guardian Consent for Individual School Counseling Services
Sample

Dear Parent/Guardian,

This is to inform you that your student, _____, has requested/been invited to participate in individual counseling sessions at the school for _____ sessions.

Nature of Services: (Description)

Logistics: (Time of day/place of sessions/how many weeks/etc.)

Individual Counseling sessions are generally 20-30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions. School counseling individual sessions are short-term, solution focused, and strengths-based in nature to support the academic success of your student. In the event the counselor, guardian, or student indicates that counseling needs will require longer term or topics outside of the scope of practice of the school counselor, a collaborative referral process will take place.

Confidentiality:

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor's hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality.

Limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions.

Consent:

I, _____, have read and understand the contents of this informed consent.
(please print name)

I give my student permission to participate in individual counseling activities.

Parent/Guardian Signature: _____ Date: _____

This permission form is an optional document for the school site to obtain for school counseling services which are provided by the internship student, if needed/requested.

Appendix J

Parent/Guardian Consent for School Small Group Counseling Services
Sample

School Name _____

This is to inform you that your student, _____, has been invited to participate in a _____ small group for _____ sessions.
(topic) (number)

Topic: (Description)

Logistics: (Time of day/place of group sessions/how many weeks/etc.)

Small Group Counseling sessions are generally 20 -30 minutes. All counseling sessions will take place in the school building in an atmosphere that supports the confidential nature of the sessions.

Confidentiality:

It is the ethical and legal responsibility of the counselor to safeguard students from unauthorized disclosures of information given in the context of counseling sessions. Therefore, information revealed between the counselor and student during the counseling session is confidential. It is the counselor's hope that the parent, teacher, and/or administrator be involved in the helping process while maintaining counselor-student confidentiality.

Limitations to confidentiality include:

1. When student poses danger to self, others, or the property of others.
2. When counselor suspects abuse or neglect.
3. Upon authorization of parent/student.
4. Under court order.

In some circumstances school counselors may be required to breach confidentiality as a matter of school policy. These limitations will be discussed with students during initial counseling sessions. Also, in group counseling sessions, the importance of confidentiality is stressed but cannot be guaranteed between group members.

Consent:

I, _____, have read and understand the contents of this informed consent.
(please print name)

I give my child permission to participate in small group counseling activities.

Parent/Guardian Signature: _____ Date: _____

This permission form is an optional document for the school site to obtain for school counseling services which are provided by the internship student, if needed/requested.