

LIBERTY
UNIVERSITY
SCHOOL *of* BEHAVIORAL
SCIENCES

**DEPARTMENT OF COUNSELOR EDUCATION
AND FAMILY STUDIES**

School Counseling

Practicum Manual

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From the Clinical Director to the School Counseling Practicum Candidate

Dear School Counseling Practicum Candidate,

Congratulations on reaching this milestone in your School Counseling Program! The Practicum is one of the most crucial professional preparation activities in your educational journey. You will continue to apply, evaluate, and refine counseling skills, as well as increase your knowledge and experience within a comprehensive school counseling program. 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 Practicum, an integral part of Liberty University’s school counselor education program. I encourage you to read and review this manual carefully as you progress through the Practicum. We trust that the information will be useful in helping create positive learning experiences between students, supervisors, and faculty while providing quality services to those we are called to help. 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!

Dr. Kerry Bowles

Dr. Kerry Lamphere Bowles, PhD, NCC, NCSC

Clinical Director for School Counseling Practicum & Internship

Assistant Professor

School of Behavioral Sciences

From the Clinical Director to the School Counseling Practicum 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 practicum 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 practicum supervisees to the requirements of the practicum experience and provide clear expectations and guidelines. I encourage you to read this manual to orient yourself with the requirements of the practicum for both supervisee and supervisor. Some requirements include weekly supervision with an approved site supervisor, a total of 100 hours for the semester of supervised school counseling work (which includes both direct and indirect hours), and collaboration with Liberty faculty for student evaluations. Practicum students are required to serve on-site for a minimum of 10 weeks for the semester.

Thank you for taking the time to become acquainted with this manual for a comprehensive review of the responsibilities and privileges of the site supervisor's 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 Practicum & Internship

Assistant Professor

School of Behavioral Sciences

Acknowledgment of Practicum Manual

This manual is provided to supervisors and practicum students 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 practicum students are expected to read this manual and have a thorough understanding of its contents. Practicum 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 School Counseling Practicum and Internship regarding any material contained in the manual. Practicum 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 practicum student's responsibility to review the manual from time to time to remain current with its contents.

Acknowledgement of Licensure Eligibility: Please note the following program disclosure for those starting their degree program on the 2024-2025 Degree Completion Program (DCP). This degree plan will remain in effect for students who do not break enrollment or who do not change degree programs, concentrations, or cognates. Liberty University's CAEP/CACREP School Counseling accredited program leads to licensure eligibility through the following options:

- (1) Candidates who submit documentation of 2 years (minimum) prior teaching/school counseling experience may apply for their full VDOE Pupil Personnel Services in School Counseling license which may then be used for reciprocity in another state according to the regulations of that state.
- (2) Candidates with no prior teaching/school counseling experience may apply for a Virginia (VDOE) Pupil Personnel Services in School Counseling *provisional* license. After 2 years of successful teaching/school counseling experience, candidates are eligible for their full VDOE Pupil Personnel Services in School Counseling license, which may then be used for reciprocity in another state according to the regulations of that state.
- (3) Candidates may apply for a School Counseling *provisional* license/certification in a state other than Virginia. However, candidates who choose this option must also meet all additional requirements/regulations of that state to be eligible for their full School Counseling license/certification where they plan to be employed.

Practicum Student Acknowledgement: I acknowledge I have read the School Counseling Practicum Manual in its entirety and understand the requirements of Liberty University's School Counseling Program for the practicum course. 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 _____

Please print, sign, and keep a copy of the manual acknowledgment for your records.

You will be asked to acknowledge that you have read, understand, and agree to the terms in the School Counseling Practicum Manual by completing the corresponding Quiz as directed in your Canvas course.

M.Ed. in School Counseling Practicum Fieldwork Manual

1. Course Overview

A. Course Description

The School Counseling Practicum course is the first field experience for school counseling graduate students designed to build both clinical and non-clinical counseling skills. School counseling graduate students may serve practicum at the elementary school, middle school, high school, or clinical agency. School counseling graduate students must serve under the supervision of a licensed on-site school counselor for school settings or a licensed on-site professional counselor for clinical settings, as well as an assigned Liberty faculty supervisor. Supervision includes both weekly individual and weekly faculty group supervision. School counseling graduate students are required to complete a minimum of **100 hours** of school/professional counseling and related services, **40** of which are **direct K-12 student/client contact hours**. School counseling graduate students must serve at their sites for a minimum of 10 weeks or a maximum of 16 weeks (dependent on the semester length determined by the university.) 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/clinical counseling field.

B. Rationale

Experiential learning is vital to counseling skills development and the development of the school counselor's professional identity. The practicum is a Liberty program requirement of all candidates seeking state licensure/certification as a professional school counselor. Both a faculty supervisor and an on-site supervisor will mentor the candidate over the semester/100-hour practicum.

C. Prerequisites for School Placement COSC 692

1. Approved Practicum Application (COSC 513): Students must submit all required documents for approval of Gate 2.5 through COSC 513, prior to being enrolled in the course.
2. Successful completion of Gate 2 (COSC 500); Ethical & Legal Issues in Counseling (COSC 501); Counseling Techniques (COSC 505); Theories of School Counseling (COSC 510); Structured Groups (COSC 512); Practicum Application Gate 2.5 (COSC 513); Human Growth and Development (COUC 502, CMHC 502, or COUN 502); Multicultural Counseling (COUC 504, CMHC 504, or COUN 504)
3. 3.0 cumulative GPA or above
4. Approved background check clearances through American Data Bank and EdBackground
5. Student membership to the American School Counseling Association (ASCA)
6. Professional liability insurance (included the required ASCA student membership)
7. TB negative test results
8. School Counseling PRAXIS **registration**: All M.Ed. in School Counseling candidates must register for the [Praxis® Professional School Counselor examination](#) (0421 or 5421 or **5422**). Candidates may register for their state's equivalency test in place of the Praxis®

0421 or 5421 or **5422**. If the candidate's state does not have an equivalent, then the candidate must register for the Praxis® 0421 or 5421 or **5422**.

9. COSC 692 (practicum) is a firm pre-requisite prior to COSC 693 (Internship 1). Practicum and Internship 1 **may not** be taken in the same semester.
10. Students may take COSC 692 (Practicum) and COSC 690 (Internship 1 Application) in the same term.

Important Note: *The prerequisite courses are non-negotiable and must be successfully completed prior to the start of the COSC 692 Practicum.*

D. Prerequisites for Clinical Placement COUC 692

Students may opt to take a clinical practicum (COUC 692) if it is preferred to have additional clinical experience. **It is the practicum student's responsibility to be sure a clinical practicum experience is allowed/accepted for their prospective state's school counseling license/certification.** State licensure/certification requirements can be found here: <https://www.liberty.edu/statelicensure/>

1. Pre-requisites required for COUC 692 Clinical Practicum:

- COSC 500: Gate 2/Orientation to School Counseling
- COSC 501: Professional, Ethical & Legal Issues in School Counseling
- COUC 502: Human Growth & Development
- COUC 504: Multicultural Counseling
- COSC 505: Counseling Techniques for School Counselors
- COSC 510: Theories of School Counseling
- COSC 512: Structured Groups
- COSC 513: School Counseling Practicum Application
- COUC 515: Research & Program Evaluation
- **CEFS 546:** Psychopathology (*not on School Counseling DCP)
- **CEFS 667:** Clinical Diagnosis and Treatment Planning (*not on School Counseling DCP)

*Please note: There are some clinical pre-requisites that are not on the School Counseling Degree Completion Plan [DCP], therefore they are not covered by financial aid. COUC 692 may satisfy COSC 692, if the pre-requisites are met.

Important Note: *The additional clinical prerequisite courses are non-negotiable and must be successfully completed prior to the start of the COUC 692 Practicum*

E. Measurable Learning Objectives

1. Upon successful completion of COSC 692, the student will:

- a. Demonstrate introductory and intermediate counseling skills and skills development; Case Presentation for Faculty Group Supervision, Clinical Skills Self-Assessment for Taped Counseling Session form, Psychoeducational Group Project, and Practicum Evaluation of Student Performance: Pre-Advanced Internship Assessment [Pre-AIA].

- b. Apply the skills to develop a therapeutic relationship, establish treatment goals and interventions appropriate for the school setting, and to terminate counseling; assessed with Case Presentation for Faculty Group Supervision, Clinical Skills Self-Assessment for Taped Counseling Session form, Psychoeducational Group Project, and Practicum Evaluation of Student Performance: Pre-Advanced Internship Assessment [Pre-AIA].
- c. Demonstrate the ability to assess counseling progress and students' needs; assessed with Case Presentation for Faculty Group Supervision, Psychoeducational Group Project, and Practicum Evaluation of Student Performance: Pre-Advanced Internship Assessment [Pre-AIA].
- d. Exemplify personal characteristics and behaviors needed to be an effective counselor; assessed with Case Presentation for Group Supervision, Clinical Skills Self-Assessment for Taped Counseling Session form, Psychoeducational Group Project, ASCA/ACA membership quiz, SCRIP Professional Counselor Dispositions Assessments, and Practicum Evaluation of Student Performance: Pre-Advanced Internship Assessment [Pre-AIA].
- e. Apply ethical standards and legal mandates relevant to the school setting, including but not limited to case notes, confidentiality, and signed consent; assessed with Case Presentation for Group Supervision, Clinical Skills Taped Counseling Session, Psychoeducational Group Project, Confidentiality Agreement Quiz, Informed Consent Quiz, and Practicum Evaluation of Student Performance: Pre-Advanced Internship Assessment [Pre-AIA].
- f. Demonstrate multiculturally sensitive counseling skills and understanding of varying abilities and strategies for differentiated interventions assessed with Case Presentation for Group Supervision, Clinical Skills Self-Assessment for Taped Counseling Session form, Psychoeducational Group Project, and Practicum Evaluation of Student Performance: Pre-Advanced Internship Assessment [Pre-AIA].
- g. Apply and strengthen the ability to apply counseling theories within a school setting; assessed with Case Presentation for Group Supervision, Clinical Skills Self-Assessment for Taped Counseling Session form, Psychoeducational Group Project, and Practicum Evaluation of Student Performance: Pre-Advanced Internship Assessment [Pre-AIA].
- h. Demonstrate the ability to make appropriate referrals and to advocate, collaborate, and consult to promote student wellness; assessed with Case Presentation for Group Supervision and Practicum Evaluation of Student Performance: Pre-Advanced Internship Assessment [Pre-AIA].
- i. Demonstrate the ability to apply crisis intervention strategies; assessed with Case Presentation for Group Supervision, School Crisis Manual, and Practicum Evaluation of Student Performance: Pre-Advanced Internship Assessment [Pre-AIA].
- j. Demonstrate the ability to function as a professional school counselor in the clinical setting, or elementary school setting, or secondary school setting; assessed with School Division School Counseling Program Manual, SCRIP Professional Counselor Dispositions Assessments, and Practicum Evaluation of Student Performance: Pre-Advanced Internship Assessment [Pre-AIA]

F. Communication with Faculty Supervisor, SC Field Experience Support Staff, and Clinical Director

All concerns regarding the course COSC 692 are to be communicated first to the Faculty Supervisor. Students may be then referred to the School Counseling Practicum Support Staff (scfieldplacement@liberty.edu) and/or the Clinical Director for Practicum & Internship. Please keep in mind that communication with the School Counseling Practicum & Internship Office will first be 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 supervisors, instructors, practicum 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, practicum 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, practicum 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: <http://www.liberty.edu/academics/graduate/index.cfm?PID=19443>

2. Practicum Requirements

A. Course Requirements

This field experience requires completion of a supervised practicum of a **minimum of 100 clock hours for a minimum of 10 weeks and a maximum of 16 weeks (or the end of the semester in the event the semester is longer than 16 weeks)**. Practicum 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.) Practicum students are still required to engage in weekly supervision during their incomplete hour accrual. It is the practicum student’s responsibility to communicate needs/ accommodations for these circumstances. The practicum can only be taken **after the successful completion of all prerequisite requirements**.

Each student’s practicum experience includes the following:

1. **Direct Hours.** Minimum 40 clock hours of direct service with K-12 students/clinical clients 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 practicum 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 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 practicum 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 via WebEx.
- b. An average of 1 hour per week of individual site supervision throughout the practicum with the approved site supervisor. Each practicum student is expected to initiate contact with his/her supervisor. It is the practicum 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
- f. 504/IEP meetings on behalf of the K-12 student (**K-12 student not present**)
- g. Program planning
- h. Parent meetings (**K-12 student not present**)

3. Individual Counseling Session Video Recording

The practicum student will develop one program-appropriate video recording for use in supervision to receive live feedback of his or her interactions with a K-12 student. Practicum students are required to share at least one recorded individual counseling session during the WebEx Faculty 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. In the event the recorded counseling session is longer than 20 minutes, the practicum student will only be required to transcribe 20 minutes of the session.

**Practicum students with a site that does not allow video recording of K-12 students will need to work with faculty and site supervisor(s) to complete a live observation of a K-12 student individual counseling session for assessment or complete a mock role-play individual session with the site supervisor for assessment. (Mock session must be transcribed as well.) Practicum 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 K-12 student confidentiality, practicum students are strictly prohibited from using any form of social media/outside media sources to record or share the counseling video. Kaltura is the program approved platform. Practicum students may not record K-12 students until proper informed consent/permission is secured.*

Permission forms are provided in the COSC 692 course and in the Liberty School Counseling Advising Guide: <https://www.liberty.edu/behavioral-sciences/counselor-ed/masters/school-counseling-med/advising-guide/> To further protect confidentiality of

the K-12 student/client, the practicum student will delete the recorded session after the assignment is graded and at the conclusion of the course.

4. WebEx Faculty Group Supervision

During the COSC 692 course, school counseling practicum 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. Practicum students meet on average of 2 hours per week for the duration of the semester (approximately 16 weeks). Practicum students may count faculty group supervision class time towards their required indirect hours. *Practicum students should plan for 2 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 practicum students are required to join in group supervision using both audio and video connections through an online platform, such as WebEx. 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.*
- *Practicum students should secure a private and quiet location, free from distractions for supervision. Virtual backgrounds are prohibited, as your instructor must confirm that you are in a private, confidential location. The course requires case consultation of actual K-12 students/clients where confidentiality must be upheld. Practicum students should not be attending their supervision class session while working, driving, shopping, cooking, cleaning, exercising, social events, sporting events, etc. These actions are distracting to self and others and considered unprofessional as some of these activities compromise confidentiality. Please treat this virtual session as if you were in-person on campus.*

Practicum students will choose supervision time/day preference options when applying for practicum. Available supervision timeslots will be provided in the COSC 513 practicum 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. Practicum students will be assigned to specific class sections based on their supervision time/day preferences. Practicum students are not permitted to register for COSC 692 through academic advising or on their own. The only office who will register the practicum student is the SC Field Placement Team, *after* their application is approved, the practicum site is confirmed, and the site supervisor is confirmed. Practicum students will be notified of meeting time and meeting link information from their LU Faculty Supervisor when the course opens in Canvas.

Requests to switch sections will only be approved case by case through Week One. Students who find they are in a class time that conflicts with their schedule should notify scfieldplacement@liberty.edu immediately during Week 1. Supervision is based on time/day availability for all practicum students.

In the event a supervision day falls on a holiday, please contact the LU Faculty Supervisor to discuss options for the class session to meet the required 2 hour. Students are not permitted to miss for personal reasons (vacation, birthdays, etc.).

In the event a practicum student experiences an emergency, communication regarding the emergency and request for a make-up supervision time is the responsibility of the practicum student. Practicum students must accrue a minimum of 21 hours of faculty supervision to pass COSC 692, therefore if a practicum student misses more than 2 excused or unexcused supervision sessions, the practicum student will not pass the course. **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 students in the school. These considerations must align with the American School Counselor Association's Ethical Standards, state guidelines, and district policies.

Practicum students will complete the **Case Conceptualization & School Counseling Services Plan Assignment** for one student you are counseling at your practicum site. Please submit your 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.

Practicum students will type directly under each bullet in the **Case Conceptualization & School Counseling Services Plan Template** to ensure all components are covered. 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.

Practicum 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. Practicum Culminating Project: Psychoeducational Group

CACREP 2016: "In addition to the development of individual counseling skills, during either the practicum or internship, students must lead or co-lead a counseling or psychoeducational group." The Practicum class requires the practicum student complete one culminating project, which will be to lead or co-lead a psychoeducational group.

Practicum students are encouraged to lead or co-lead a group with their approved site supervisor who will take responsibility for supervising the group. To determine whether a specific counseling or psychoeducational group "qualifies" for this requirement, the group experience

should be one that the site supervisor believes will contribute to the student's "direct service" hours. The group topic approval will ultimately come from the approved site supervisor, not the Practicum and Internship Office or Liberty Faculty Supervisor. Specific directions, outline, and rubric for completing the small group assignment are found in COSC 692 in Canvas.

B. Approved Site and Site Supervisor

School Setting: Students are to indicate specific school districts, district contacts, and/or schools where they prefer to serve practicum. This information is provided by the candidate in Module 4 of the COSC 513 practicum application. Students do not need to secure their own school sites prior to identifying them in Module 4. The SC Field Placement 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 practicum student will need to withdraw from practicum and apply for the following term. Practicum students may not change placements or site supervisors without prior approval from the SC Placement Team and School District. Practicum students who change placements or site supervisors without seeking prior approval through the appropriate chain of communication, risk not passing the course or counting any hours that were accrued prior to official approval.

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 practicum student. In rare cases where a school counselor site supervisor 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 documented that there are no other school options for the intern 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 school counselor to supervise the intern.

Summer Placements: Candidates who wish to complete a summer practicum placement (school or clinical) must confirm in writing that the candidate will be serving on-site for the full CACREP requirement of 10 weeks. *School sites that do not have the ability to host a practicum student for the full 10 weeks (per CACREP requirement) in the summer term will not be approved or considered.

Virtual Placements: Candidates are **not permitted** to complete field experiences (practicum, internship 1, and/or internship 2) virtually/solely in virtual schools.

Practicum 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 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 practicum 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](#)

Clinical Site: Should a practicum student choose to serve in a clinical setting, they must still apply through COSC 513. Potential practicum students must secure their own clinical site and secure their own approved clinical supervisor. Once the site and site supervisor are found, the practicum student must indicate this information in Module 4 of the COSC 513 practicum application. The SC Practicum Team will then reach out to your site and supervisor to confirm and secure the final paperwork for approval. The SC Field Placement Team does not seek clinical placements for practicum candidates. This process is the same for the Clinical Mental Health Practicum Students at Liberty University.

Examples of approved clinical site supervisor credentials include: Licensed Professional Counselors (LPC), Licensed Mental Health Counselor (LMHC), Licensed Marriage and Family Therapists (LMFT), Licensed Clinical Psychologists (LCP), Licensed Clinical Social Workers (LCSW), (please contact scfieldplacement@liberty.edu to check the credentials of your potential site supervisor.)

A list of currently approved sites may be accessed from the Clinical Mental Health practicum website: [Practicum/Internship Opportunities | Counselor Education & Family Studies | Liberty University](#) You are not limited to these sites; you may submit a site that is not on the list for approval.

*****It is essential to discuss the 40 direct hour requirement with the site representative and/or the supervisor during the initial interview to ensure that you can obtain these hours.***

Other considerations to keep in mind for a clinical site include:

1. Do the supervisor, activities, and site meet the requirements for COUC 692?
2. Is there enough diversity in the clientele to provide a wide range of experiences (e.g., adults, adolescents, children, married couples, singles, group therapy, etc.)?
3. Does the agency have a large enough client base to have adequate Direct Client Contact hours to meet course requirements?
4. Are qualified supervisors available who are willing to invest the time to provide a quality Practicum experience which includes the provision of individual supervision?
5. Do they have the credentials so that a licensing board will accept clinical work completed under their supervision?

C. Site Supervisor Requirements

Practicum Supervisors for School Counseling must meet the following requirements:

1. A minimum of a master's degree in school counseling or a related profession with equivalent qualifications, including appropriate 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 Pre-AIA Supervisor Training Video

6. Must hold a valid state school counseling license or school counseling certification through their state department of education or hold a valid state license at an independent level of practice, i.e., supervisors must be able to practice without being under supervision.
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 school district, state, or state board of counseling.
8. Must hold a license that qualifies the individual to provide supervision.
Note: Students who plan to seek state licensure in a state other than Virginia upon graduation are responsible to know and understand unique supervision requirements of their specific state licensure board.
9. Dual Relationship – Per ACA Ethical Code, the site supervisor cannot have a dual role. Examples may include site supervisors who are related to the practicum student/family/close friendship, etc. In the event a site supervisor is related to the practicum student, the intern will need to locate another licensed individual for their potential supervisor for the practicum.
10. Liberty allows practicum students to use their place of employment as their Practicum site pending the site meets the program requirements, such as school/clinical in nature and approved site supervision. However, many sites do not allow employees to count hours for practicum when scheduled to work. Please check with your employer for practicum student/employee policies.

D. Site Supervisor Responsibilities

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

Typically, approved site supervisors will:

1. Provide placement orientation and tour with the school/agency and faculty/staff. This should include communicating agency/school district policies, required communication hierarchy/procedures, and any required/relevant professional development training.
2. Provide access to agency/school (crisis) manuals, policy statements, comprehensive school counseling curriculum (school sites), file access, email access, etc. as needed for the practicum student.
3. Provide a private/adequate space for the practicum student to complete direct student services that require confidentiality, such as individual counseling/group counseling.
4. Assist the practicum student to refine details of practicum and activities (minimum 40 direct services) specific to the setting.

5. Provide structure for the practicum student to achieve practicum objectives, including signing off on the Practicum Plan for Placement form, which includes expected hours/days/weeks (minimum of 10 weeks per CACREP.)
6. Establish **weekly** face-to-face supervisory meetings with the practicum student. The supervisor uses this time to hear student's self-report of practicum activities, review session recording, provide feedback, plan tasks, and discuss other aspects of the practicum experience (culminating project, group counseling consultation, individual counseling consultation, etc.) with the student.
7. Provide evaluations of the practicum student's counseling skills and progress, review these with the practicum student, and provide a copy of the final evaluation to the student. The supervisor is responsible for completing all assignments to which they have been assigned in CORE (ELMS).
8. Initiate immediate contact with the practicum student's faculty supervisor if problems/concerns are encountered with the practicum student during the placement.

E. Site Activities

Practicum sites need to be able to provide students with a variety of clinical or school activities that meet the course requirements for COSC/COUC 692 Practicum. Please refer to the syllabus for the required activities.

F. Site/Supervisor Changes

1. Practicum students may only earn hours 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 practicum 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 practicum.
3. Practicum students who are dismissed from their sites must notify the School Counseling Field Placement Office and Liberty Faculty Supervisor immediately. In the event a practicum 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 Practicum

Practicum students must complete their practicum hours in one semester. The required hours for practicum are 100 hours; therefore, students must select a site that will allow them to obtain all their needed hours at that site. If practicum students find themselves in a situation where the site is not meeting their agreed-upon hours, practicum students should proactively address the situation with the site representative, approved site supervisor, and/or Liberty faculty supervisor. If needed, practicum 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. Practicum 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 practicum students should carefully monitor their hours. Per ACA ethical standards, appropriate termination with students/clients/site must be completed prior to changing sites.

Important Notes:

- If the student fails to complete practicum (leaving the site abruptly or is dismissed from the site for ethical, legal, or dispositional concerns), they will also receive a failing grade for the course. The course must be retaken, and the hours completed. Remediation policies may also be recommended/implemented to assist the student.
- 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.
- Students may not earn hours prior to the practicum semester or after the semester ends. All hours are to be earned during the approved semester dates.
- Overage of practicum hours: Hours accrued more than the 100-hour requirement will not rollover to the Internship. These hours will all be documented as COSC 692 practicum only.
- Practicum is a firm pre-requisite for Internship 1.
- Internship 1 is a firm pre-requisite for Internship 2.
- Students may not take Practicum and Internship 1 in the same semester.
- Students may not count *life experience* in lieu the supervised practicum course, which is required in this CACREP program.

H. Facts to Remember:

1. Most supervisors give their time and expertise with no monetary reimbursement. Practicum supervisors do not receive a stipend from the University. Practicum students should enter the supervisory relationship with ideas, knowledge, skill, and willingness to serve to lighten the load and assist wherever needed.
2. Some clinical supervisors may charge a fee for services rendered. The student is responsible for any financial cost associated with practicum supervision.
3. Students must check their state department of education's requirements for supervision if planning to practice in another state after graduation. Some states have different requirements than Virginia for the supervisor, supervision, and/or site to meet school counseling licensure/certification requirement.

3. Things to Do Before the Start of Practicum:

Please note that candidates must complete all the practicum requirements by the approval deadline. Candidates will need to complete each module in COSC 513 on time to allow for proper placement procedures within the schools. Due to the 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/COUC 692 students are required to complete a criminal background check, fingerprint clearances, (and Virginia Child Abuse clearance *only required for students

completing practicum in Virginia) prior to practicum approval. Candidates must submit a copy of these clearances as part of the application and approval paperwork process in COSC 513 (practicum application.) Students will find background clearance information in the Liberty Bookstore. Background clearances must be purchased through American Data Bank through the Liberty Bookstore. Liberty students must use their Liberty email for this purchase. For Background Clearance assistance, please email EdBackground@liberty.edu.

B. Obtain Professional Liability Insurance

The practicum student is responsible for obtaining professional liability insurance in their name through the American Counseling Association (ACA student membership *for clinical practicum*) or through the American School Counselor Association (ASCA student membership *for a school site practicum*). Students will submit a copy of the policy card or proof of membership purchase to the corresponding module in COSC 513. Professional counseling organization membership must be current and must stay current through the entire semester the student plans to take practicum. The name, address, amount of coverage, the effective dates of the policy, and the minimum amounts acceptable. Insurance coverage should be at least **\$1 million per occurrence and \$3 million aggregate**. In addition, students will need to submit this proof of insurance at the beginning of the semester as a graded assignment in the practicum course. Liberty University will not provide insurance coverage for students.

- American School Counselor Association (ASCA student membership for a school site practicum): <https://www.schoolcounselor.org/Membership/Join-Renew>
- American Counseling Association (ACA student membership for clinical practicum): <https://www.counseling.org/membership/join-reinstate/student#>

Note: Professional liability insurance coverage must start **on or before** the start of the practicum so that coverage is in effect for the duration of class enrollment. Students must still obtain their own liability insurance **even in cases where a practicum 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 practicum student will receive a confirmation email from the School Counseling Field Placement Office. This confirmation email will provide a link for the supervisor to upload credentials and officially confirm their agreement to supervise the Liberty University practicum student. Practicum 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 practicum student's clients/K-12 students and weekly site supervision. The practicum student will complete and sign the Practicum Plan for Placement (PPP) document, as well as obtain their site supervisor's signature. This is form is found in the COSC 692 Canvas course and will be uploaded as an assignment.

D. Affiliation Agreement

In the event a clinical site or school district requires an Affiliation Agreement (written contract between the site and Liberty), the practicum student will need to contact scfieldplacement@liberty.edu to request the Affiliation Agreement be sent to

the potential site/school district. Extensions will not be granted for Affiliation Agreements negotiations.

4. International Practicum/Internship Guidelines 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 guidelines 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 must be able to practice without being under supervision.
 - 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 practicum may not be eligible towards licensure. Before identifying an international practicum site, please check with your state regarding any potential residency requirements pertaining to the actual physical location of practicum 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. Practicum Documentation for Fieldwork Experience

Practicum 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 692 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. Practicum students may refer to Liberty’s licensure/certification website to explore their state’s additional requirement information: <https://www.liberty.edu/statelicensure/>**

The following hours must be documented and approved in CORE (ELMS) during a student’s practicum fieldwork experience:

- 100 hours of activities related to the Practicum should fall into one of four categories:
 - Direct Student Contact (minimum of 40 hours required)
 - Individual Supervision: Practicum students must meet for an average of at least one hour per week with approved school supervisor in-person
 - WebEx Liberty Faculty Group Supervision (average of 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 and/or required to repeat the COSC 692 practicum course.
 - Indirect Hours
- Upon completion of the course, student must complete the Field Experience Summary (FES) and submit this document in Canvas and in CORE (ELMS). The Field Experience Summary (FES) document is found in the COSC 692 Canvas course.

6. Grading Policy for Practicum

In order to pass COSC 692, students must complete the following:

- Earn a passing grade for all course assignments.
- Obtain at least 100 hours of school counseling experience according to the categories listed above (direct student contact, indirect hours, individual supervision, etc.)
- Receive passing evaluations by the site supervisor and faculty supervisor.
- Always adhere to Professional Counselor Dispositions and the ACA/ASCA Code of Ethics.
- Complete a minimum of one video recorded session (through Kaltura) with a verbatim transcript submitted in class/faculty supervision.
- Meet the COSC 692 class attendance requirements.
 - **School Counseling Practicum** 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 is in the application. Please plan accordingly.
 - **COSC 692 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 in Canvas, lacking attendance for 21 consecutive days during the weekly WebEx supervision sessions (missing three supervision sessions), and lacking attendance for 21 consecutive days on-site. The practicum student's Faculty Supervisor will need to email the site director/supervisor to confirm that the student has not been attending the site. If the LU Faculty Supervisor confirms the practicum student has attended the site, and/or supervision sessions, and/or written contact via Canvas, the LU Faculty Supervisor will resolve the attendance concern and forward this documentation to 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, etc.), should be submitted on time.

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

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

1. Late assignments submitted within one week 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 instructor on a case-by-case basis.

7. Professional Behavior Expectations

While at the practicum site and in all interactions with clients/students, site supervisors, school faculty, school community members, parents/guardians, peers and LU faculty and staff, 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 supervisor

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.

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

For more detailed information please refer to the Graduate School Honor Code website:

<http://www.liberty.edu/academics/graduate/index.cfm?PID=19443>

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 that you are mindful of professionalism, ethics, laws, university honor codes, and be aware you 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 p, counselor dispositions, and professionalism and is therefore prohibited.

8. Site Dismissal or Course Withdrawal

If during the Practicum, a student fails to successfully demonstrate the required skills in this course and consequently receives failing evaluations or if a student is dismissed from the site, the 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 Practicum course.

If a site dismissal involves a violation of the University's Honor Code, the Liberty Faculty Supervisor will fill out an Honor Code Violation form, which will be investigated by the Program Director and Graduate Student Affairs.

Practicum students are required to fulfill their semester-long contract with the site. If a student makes the decision to withdraw from the practicum course, then the student will forfeit all practicum hours earned for the semester. The student will need to reapply through COSC 513 for the practicum in a future semester.

9. Professional Competency Expectations and Remediation Process

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

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

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

- Unprofessional or unethical conduct either at the practicum site or 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 supervisor determine that the practicum student's current emotional, mental, or physical well-being compromises the integrity of the practicum experience or potentially places the practicum student,

or others (clients, K-12 students, peers, etc.) in harm's way or 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, 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 particular courses, obtaining personal counseling, completing additional assignments, 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.

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

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 practicum. Generally, it is best to contact us sooner rather than later in the event that challenges arise during the course of your school counseling training.

For questions, comments, and concerns regarding the School Counseling Practicum or Internship please contact:

School Counseling Practicum Office: scfieldplacement@liberty.edu

For questions not addressed in this manual, please contact:

Kerry Bowles, PhD, NCC, NCSC
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

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

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

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 692 Practicum

Appendix A

Pre-AIA Practicum Assessment



**PRE-ADVANCED INTERNSHIP ASSESSMENT (PRE-AIA)
SCHOOL COUNSELING PRACTICUM
*Master of Education (M.Ed.) in School Counseling***

The Pre-Advanced Internship Assessment (Pre-AIA) is completed twice by the practicum site supervisor during the 100-hour practicum in school counseling. Candidates must be given the opportunity to be observed on each standard/competency noted in the Pre-AIA.

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

- Midterm Evaluation (Week 8 of the Practicum):** At midterm, it is acceptable for the practicum student to be rated at "Not Met" on several of the standards. Such ratings will be helpful to indicate growth throughout the practicum experience. The candidate and the site supervisor should work closely to ensure all standards/competencies are experienced prior to the end of the semester.
- Final Evaluation (Week 16 of the Practicum):** Licensure regulations require School Counseling students to perform at the "Proficient" level by the end of the candidate's final field experience courses in the program. See instructions below for more information.

Practicum Student Name:	Practicum Student Liberty University ID#:	Practicum Student Phone and Email:
Host School Site Name:	Host School Site Address:	Host School Site 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 practicum student's performance on each standard. 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 site supervisor should select a "NOT MET: Developing" rating or "NOT MET: No Evidence" rating. Provide a comment below for any rating of "Not Met". It is expected that practicum students may receive a rating of "Not Met" of some standards at the *mid-term* portion of the practicum experience. However, practicum students who receive "Not Met: No evidence" ratings on the *final* evaluation of their practicum will receive remediation before moving forward to the internship courses. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence. To complete the Liberty M.Ed. School Counseling Program successfully, School Counseling candidates must have met every standard at the "MET: Proficient" level by the conclusion of internship(s).

SPECIALTY STANDARD	MET: Proficient, 2 points	MET: Developing, 1 point	NOT MET: No Evidence 0 points
	Liberty Practicum Student:	Liberty Practicum Student:	Liberty Practicum Student:
<p>1. FOUNDATIONS</p> <p>CACREP (G.1.a; G.2.a; G.2.f; G.2.m; G.2.n)</p> <p>CAEP (A.1.d,f)</p> <p>ASCA (B-PF 2; B-PF 3; B-PF 8; B-PF 9)</p> <p>VDOE (9a, b, c)</p> <p>CEFS PLO (1; 6)</p> <p>MCCE (1.A; 1.B; 3A; 3B; 3C; 4.A-E; 5.A; 5.C)</p> <p>ISTE (1b; 2a)</p>	<p>Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p style="text-align: center;">AND</p> <p>Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • <i>Practicum student considers ethical and legal implications in decision-making.</i> • <i>Practicum student looks to the ASCA National Model as a guidance document.</i> • <i>Practicum student promotes contemporary "school counselor" title over that of "guidance" counselor.</i> 	<p>Seeks guidance and instruction of the application and adherence of ethical and legal standards in school counseling.</p> <p style="text-align: center;">OR</p> <p>Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p>	<p>No evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.</p>
<p>2. COUNSELING PREVENTION & INTERVENTION</p> <p>CACREP (G.1.b; G.1.c; G.2.e; G.2.g; G.2.k; G.3.b-m)</p> <p>CAEP (A1.1.d,f)</p>	<p>Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p style="text-align: center;">AND</p> <p>Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.</p> <p style="text-align: center;">AND</p>	<p>Is increasing self-awareness, knowledge, and skills necessary to relate to diverse individuals, groups, and classrooms.</p> <p style="text-align: center;">OR</p> <p>Assists with and/or co-facilitates individual counseling, group counseling, and/or classroom guidance lessons to promote the academic, career, and social/emotional development of students.</p> <p style="text-align: center;">OR</p>	<p>No evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations.</p>

<p>ASCA (M-1; M-2; M-4; M-7; B-PF 6; B-SS 1; B-SS 2; B-SS 3)</p> <p>VDOE (2; 3; 4; 5a-c; 6a-c; 7a-d)</p> <p>CEFS PLO (2; 3)</p> <p>MCCE (1.C; 2.A-C)</p> <p>ISTE (1c; 3a; 4d; 6a)</p>	<p>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>Demonstrates the ability to use procedures for assessing and managing suicide risk.</p> <p>AND</p> <p>Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • <i>Practicum student suggests/applies specific counseling theories and techniques.</i> • <i>Practicum student initiates conversation and location of school's crisis management plan and referral resources.</i> 	<p>Observes procedures for assessing and managing suicide risk.</p> <p>OR</p> <p>Is increasing the ability to recognize his or her limitations as a school counselor and when to seek supervision or refer clients when appropriate.</p>	
<p>3. DIVERSITY & ADVOCACY</p> <p>CACREP (G.1.d; G.2.a; G.2.b; G.2.d; G.2.j; G.3.d, G.3.f; G.3.k)</p> <p>CAEP (A.1.1d,f)</p> <p>ASCA (M-1; M-2; B-PF 6; B-PF 9)</p> <p>VDOE (1; 3; 5a-c; 6a-c)</p> <p>CEFS PLO</p>	<p>Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</p> <p>AND</p> <p>Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations.</p> <p>AND</p> <p>Engages parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p>	<p>Seeks instruction and professional dialogue to develop multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</p> <p>OR</p> <p>Observes collaborative efforts to engage parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p>	<p>No 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 social/emotional development.</p>

<p>(2)</p> <p>MCCE (2.C; 3.A; 3.B; 4.A-E)</p> <p>ISTE (3a; 2b; 4d; 6d)</p>	<p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • <i>Practicum student considers cultural, economic, and political issues during service delivery/program planning.</i> • <i>Practicum student is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families.</i> 		
<p>4. ASSESSMENT</p> <p>CACREP (G.1.e; G.2.j; G.3.k; G.3.b; G.3.e; F.3.n; G.3.o)</p> <p>CAEP (A.1.1a, b, c, d, e, f)</p> <p>ASCA (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)</p> <p>VDOE (2; 3; 8a-b; 6a-c; 7; 8a-b; 10)</p> <p>CEFS PLO (4)</p> <p>MCCE (3.A; 3.B)</p> <p>ISTE (7a; 7b; 7c)</p>	<p>Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.</p> <p>AND</p> <p>Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development.</p> <p>AND</p> <p>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>AND</p> <p>Makes appropriate referrals to school and/or community resources.</p> <p>AND</p> <p>Assesses barriers that impede students' academic, career, and social/emotional development.</p> <p>LOOK-FORS / EXAMPLES</p> <ul style="list-style-type: none"> • <i>Practicum student initiates discussions for access to data for identifying programming and student needs.</i> • <i>Practicum student is intentional in identifying potential barriers to student development.</i> • <i>Practicum student looks to the ASCA National Model for assessment guidance.</i> 	<p>Assists with the assessment and/or interpretation of students' strengths and needs and is currently developing their recognition of uniqueness in cultures, languages, values, backgrounds, and abilities.</p> <p>OR</p> <p>Assists with the selection of appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development.</p> <p>OR</p> <p>Engages in professional dialogue to increase awareness of barriers that impede students' academic, career, and social/emotional development.</p>	<p>No evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and/or social/emotional development and programming.</p>
<p>5. RESEARCH & EVALUATION</p>	<p>Applies relevant research findings to inform the practice of school counseling.</p>	<p>Seeks relevant research findings to inform the practice of school counseling.</p>	<p>No evidence of ability to apply research, engage in data analysis,</p>

<p>CACREP (G.3.a; G.3.b; G.3.n; G.3.o)</p> <p>CAEP (A.1.1a,b,c,e)</p> <p>ASCA (M-7; B-SS 1; B-PA 3; B-PA 4; B-PA 5)</p> <p>VDOE (8a-b; 10)</p> <p>CEFS PLO (5)</p> <p>MCCE (5.A-D)</p> <p>ISTE (7a; 7b; 7c)</p>	<p style="text-align: center;">AND</p> <p>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p> <p style="text-align: center;">AND</p> <p>Analyzes and uses data (<i>and relevant technology</i>) to enhance school counseling programs.</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • <i>Practicum student discusses research findings related to program outcomes.</i> • <i>Practicum student shares technology relevant to school counseling programming and student learning.</i> 	<p style="text-align: center;">OR</p> <p>Research data sources to enhance school counseling programs.</p>	<p>and/or make use of technology for positive measurable programming outcomes.</p>
<p>6. ACADEMIC DEVELOPMENT</p> <p>CACREP (G.1.b; G.1.c; G.2.c; G.3.b; G.3.c; G.3.d; G.3.e; G.3.g; G.3.h; G.3.i; G.3.j; G.3.k)</p> <p>CAEP (A1.1.d,e,f)</p> <p>ASCA (M-1; M-2; M-3; M-4; M-7; B-PA 3; B-PA 4)</p> <p>VDOE</p>	<p>Conducts programs designed to enhance student academic development.</p> <p style="text-align: center;">AND</p> <p>Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.</p> <p style="text-align: center;">AND</p> <p>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>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • <i>Practicum student initiates discussions about cross-walking strategies that enhance academic achievement.</i> 	<p>Is planning programs designed to enhance student academic development.</p> <p style="text-align: center;">OR</p> <p>Is researching strategies and activities to prepare students for a full range of postsecondary options and opportunities.</p> <p style="text-align: center;">OR</p> <p>Is observing differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</p>	<p>No 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>(5a-c; 6a-c; 7a-d; 8a,b; 11)</p> <p>CEFS PLO (7)</p> <p>MCCE (2.B; 2.C)</p> <p>ISTE (1c; 3a; 3b; 5a; 5b; 5c; 6d)</p>	<ul style="list-style-type: none"> • <i>Practicum student is intentional in identifying achievement gaps and populations.</i> • <i>Practicum student considers differentiated instructional strategies during program planning.</i> 		
<p>7. COLLABORATION & CONSULTATION</p> <p>CACREP (G.1.d; G.2.a; G.2.b; G.2.d; G.2.k; G.2.n; G.3.h; G.3.i; G.3.j; G.3.l; G.3.m)</p> <p>CAEP (A.1.1d,f)</p> <p>ASCA (M-5; M-6; B-SS 4; B-SS 5; B-SS 6; B-PA 1; B-PA 5; B-PA 8)</p> <p>VDOE (1; 7b-c)</p> <p>CEFS PLO (1; 3)</p> <p>MCCE (4.A-E)</p> <p>ISTE (2c; 4a-d)</p>	<p>Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school.</p> <p style="text-align: center;">AND</p> <p>Locates resources in the community that can be used in the school to improve student achievement and success.</p> <p style="text-align: center;">AND</p> <p>Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.</p> <p style="text-align: center;">AND</p> <p>Uses peer helping strategies in the school counseling program.</p> <p style="text-align: center;">AND</p> <p>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>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • <i>Practicum student intentionally includes others within and outside of the school community for program planning and implementation.</i> • <i>Practicum student seeks out supervision and consultation.</i> 	<p>Observes the site supervisor to collaborate with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (observation only.)</p> <p style="text-align: center;">OR</p> <p>Observes the site supervisor consult with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development (observation only.)</p> <p style="text-align: center;">OR</p> <p>Observes the site supervisor use referral procedures with helping agents in the community (observation only.)</p>	<p>No evidence of ability to effectively collaborate and/or consult on behalf of students and families and/or make use of referral procedures and peer helping strategies.</p>

	<ul style="list-style-type: none"> • <i>Practicum student asks about accessing existing peer programming.</i> 		
<p>8. LEADERSHIP</p> <p>CACREP (G.1.b; G.1.d; G.2.a; G.2.b; G.2.d; G.2.f; G.2.i; G.3.a; G.3.b; G.3.h; G.3.l)</p> <p>CAEP (A.1.1a,b,c,d,e,f)</p> <p>ASCA (M-5; M-6; B-PF 2; B-PF 7; B-SS 6)</p> <p>VDOE (1; 7a-d; 9a-c; 10)</p> <p>CEFS PLO (5; 7)</p> <p>MCEE (1.C; 4.A-E)</p> <p>ISTE (2a-c)</p>	<p>Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p> <p style="text-align: center;">AND</p> <p>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>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • <i>Practicum student considers and inquires about Recognized ASCA Model Program (RAMP).</i> • <i>Practicum student explores avenues for presenting educational program to teachers/parents.</i> • <i>Practicum student inquires about needs assessments for parent/teacher education.</i> 	<p>Seeks information regarding the school site's specific program design, implementation, management, and evaluation components of a comprehensive developmental school counseling program.</p> <p style="text-align: center;">OR</p> <p>Plans 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). Practicum student has not presented at this time.</p>	<p>No 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>

Appendix B

Practicum Plan for Placement (PPP) for the M.Ed. in School Counseling Program



Practicum Plan for Placement

Practicum Student Name _____ LU ID # _____

Practicum Site: _____

Site Supervisor Name: _____

Directions: Please indicate the agreed upon schedule for the practicum student to serve in the practicum site. Please note: 100 minimum hours are required (*at least 40 or more direct hours and the remainder 60 are indirect.*) Students MUST serve a minimum of 10 weeks or more at their sites, per CACREP. Thank you!

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Total
<i>Example Week 1</i>	<i>9:00am- 12:00pm</i>		<i>9:00am- 12:00pm</i>		<i>9:00am- 12:00pm</i>			<i>9 hrs</i>
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 _____

Practicum Student Signature: _____ Date: _____

Practicum Site Supervisor Signature & Approval: _____ Date: _____
(Typed names are not accepted)

Appendix C

Confidentiality Agreement Practicum



M.Ed. in School Counseling

Practicum Confidentiality Agreement

Instructions to student: Read the statement below and sign at the bottom. 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/K-12 student 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 client/K-12 student.

A client/K-12 student has the right to privacy and confidentiality. The counseling relationship requires an atmosphere of trust and confidence between the client/K-12 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. It is the professional responsibility of counselors to fully respect the right to privacy of those with whom they enter counseling relationships. Accordingly, the counselor and client/ K-12 are provided with adequate physical facilities to guarantee the confidentiality of the counseling relationship.

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 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.

I have read this confidentiality statement and agree to abide by these guidelines to maintain confidentiality during the performance of my practicum responsibilities.

Practicum Student Name (Print)

Practicum Student Signature (*Typed name not accepted*)

Date

Appendix D

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 practicum/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 _____

Practicum/Internship Student Signature _____ Date _____

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

Do NOT upload this consent form in Canvas.

(Typed names not accepted)

Appendix E

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 practicum/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

Practicum/Internship Student Signature

(Typed name not accepted)

Date

This consent form may be uploaded in Canvas.

Appendix F

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 practicum/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

Practicum/Internship Student Signature

(Typed name not accepted)

Date

This consent form may be uploaded in Canvas.

Appendix G

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

1. Written verification from the site to the Faculty Supervisor that video recording is not allowed.
2. 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
3. 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 H

Directions for use of Kaltura for Video Presentations

Kaltura Directions

School counseling master's students are required to record themselves presenting assignments, projects, and/or counseling sessions.

Please follow these steps to be sure you have the software required by the university.

- Step 1: Please go to [Kaltura | Information Services | Liberty University](#)
- Step 2: Download Kaltura Capture to your desktop:



- Kaltura Help Information: [Kaltura | Information Services | Liberty University](#)
- Download Kaltura Capture to record:
 - Download for Windows: https://cdnapisec.kaltura.com/content/static/classroom/v4.3.39/KalturaCapture_4.3.39.msi
 - Download for Mac: https://cdnapisec.kaltura.com/content/static/classroom/v4.3.39/KalturaCapture_4.3.39.dmg
 - Learn more: See the [Kaltura Capture - User Manual](#) for additional information on supported systems and usage instructions: <https://knowledge.kaltura.com/kaltura-personal-capture>

- Step 3: Click on the Kaltura Capture Link on your desktop (preferred) or phone.



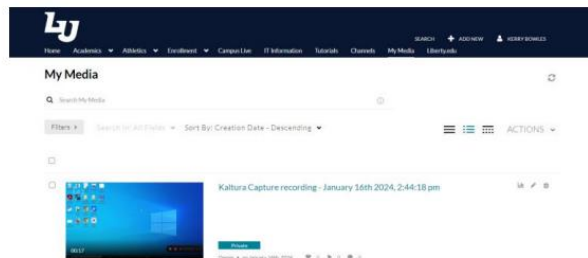
- Step 4: Click on the RED button to record a short test video.



- Step 5: Click on “Manage” to find the link to your recently recorded Kaltura Capture.



- Step 6: After locating your video link in “Manage”, please “Save and Upload” the video. The video is now located in your “MyMedia” account: [My Media - Liberty University](#)



My Media - Liberty University: <https://watch.liberty.edu/my-media>

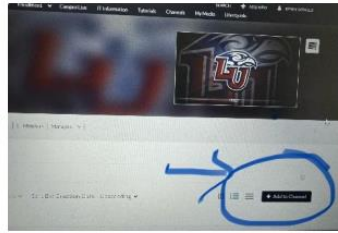
- Step 7: Click on CHANNELS



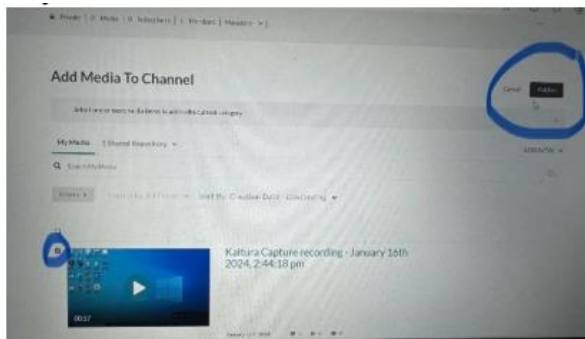
- Step 8: Type your Course/Section in “Search for Channels”. Click on your Channel (which is your course).



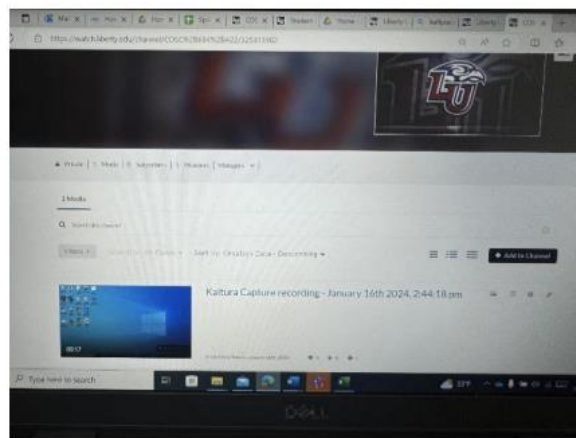
- Step 9: Click on “Add to Channel”. This will take you to your recorded media. Choose your desired video from your media.



- Step 10: Add your media to the Channel by choosing “Publish”. This will take you back to your Channel.



- Step 11: Congratulations! Your video is now in!



Points to Remember:

1. You are responsible for this video, and it may only be shared with your site supervisor and/or during class.
2. Example opening statement:
Practicum 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 LU Faculty Supervisor 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...”

3. Face of the practicum student must be easily seen. Seating for these recordings should be arranged in a comfortable manner for both counselor and client/K-12 student, but with the preferred option of being able to see both client/K-12 student and practicum student in the session.
4. Recording counseling videos on social media platforms or any other platform is prohibited. Students are to use the university approved format [Kaltura/Kaltura Capture].

Appendix I

School-Wide Culminating Project

Psycho-Educational Small Group [Proposal]

Practicum Student Name _____

Practicum Site _____

Practicum Site Supervisor _____

Please note: The following psycho-educational small group project is to align clearly with the standards for school counseling and are to be related to improving student academic achievement. Collaborate with your site supervisor to ensure that the project is beneficial to the group members and meaningful for you. Your project will need to align with the standards listed on the **Pre-Advanced Internship Assessment (Pre-AIA Practicum Competencies)**. It is possible for a project to align with more than one standard listed on the **Pre-AIA**. List all standards (number of the standard is sufficient) that align with your project.

Psycho-Educational Small Group Topic: _____

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?)*

- A. Provide two existing data sources to identify and support the need for this group at this practicum student's particular site.
- B. Needs Assessment: Discuss who will be surveyed to support the need for this group at this practicum student's particular site. *(Examples: students, parents/guardians, faculty, administrators, counselor advisory committee, etc.)*
- C. Identify which Pre-AIA Specialty Standard(s) the group aligns with and provide rationale for this identified alignment. *(Examples: FOUNDATIONS, COUNSELING PREVENTION & INTERVENTION, DIVERSITY & ADVOCACY, ASSESSMENT, RESEARCH & EVALUATION, ACADEMIC DEVELOPMENT, COLLABORATION & CONSULTATION, and LEADERSHIP.)*
- D. Identify how the culminating project: psycho-educational small group is culturally sensitive. Describe how issues of conflict, bias, prejudice, oppression, and discrimination are to be addressed during the group's implementation. Identify strategies included in the group that promote a positive, caring, and safe learning group environment.
- E. Describe how you plan to evaluate your group for data to show success as well as areas to enhance and/or improve.
- F. References

Practicum Student *(Typed name not accepted)* _____

Date _____

Practicum Site Supervisor Signature *(Typed name not accepted)* _____

Date _____

Appendix J

Benchmark Case Conceptualization & School Counseling Services Plan Template

Practicum Student Name _____

Practicum Site: ___ Elementary School ___ Middle School ___ High School

K-12 Student Pseudonym _____ Session ___ of ___

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.

Case Conceptualization & School Counseling Services Plan	Points
Individual counseling is a direct, responsive service that involves one-to-one counseling with a student. (Be sure to address the questions/comments for each component)	
<p>Component #1: Case Conceptualization and Appraisal</p> <ul style="list-style-type: none"> • Indicate how the student was referred for individual counseling services. (<i>example: self-referral, parent/guardian, teacher counselor, administrator referral, etc.</i>) • Procedures for addressing confidentiality and the limits to confidentiality. Include parent/guardian contact to obtain parental permission for school counseling services. • Observed behaviors (verbal/nonverbal). • Achievement, attendance, and/or discipline concerns. • List the stakeholders consulted regarding the student's presenting concerns. • After consultation with stakeholders (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) was gathered in addition to the presenting concerns. • Indicate the school counseling services (academic, career, social-emotional) that will be provided to the student (be sure these are within the scope of school counseling practice) • Indicate any additional counseling services/community resources (outside the scope of school counseling (<i>example: referral</i>) that will be provided to the student/student's family. • School Counseling SMART goal(s) identified for the student. (Be sure the SMART goal aligns with academics, attendance, or discipline goal(s). 	___/10
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> • Identify the student's culture/ethnicity. • Identify multi-social/cultural considerations in this case. Support these considerations with a <i>peer-reviewed journal</i>. • Identify family, school, community, and/or other institutional/environmental barriers that may be interfering with the academic, career, and/or social/emotional development of this student. Provide evidenced based support for the identified barriers with <i>peer-reviewed journal(s)</i>. • Specifically indicate 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision. 	___/10
<p>Component #3: Counseling Theory & Techniques</p> <ul style="list-style-type: none"> • Theoretical orientation(s)/technique(s) used to counsel this student. Support the theoretical orientation/technique with regard to culture, developmental age/level, and presenting concerns with <i>peer-reviewed journal(s)</i>. • Academic and career goal setting for this student (discuss long term and/or short-term academic/career goals). Provide support for the identified goals in relation to culture, developmental age/level, and presenting concerns with a <i>peer-reviewed journal</i>. • Identify <u>specific</u> interventions used to assist this student in mediating issues, building resilience, identifying strengths, and developing a plan for wellness. Provide support for the identified in reintervention(s) in relation to culture, developmental age/level, and presenting concerns with a <i>peer-reviewed journal</i>. • (<i>Systems Theory</i>) Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). 	___/15
<p>Component #4: Individual Appraisal and Outcomes Assessment</p> <ul style="list-style-type: none"> • Procedures to assess student's progress in counseling goals. (Be sure assessment procedures are culturally sensitive and considers student's background, ability, and language.) • Procedures to measure student's progress toward meeting the identified school counseling SMART goal(s)? • Identify outcome data used to measure achievement, attendance, or discipline in relation to the goals. 	___/10
<p>Component #5: Professional/Scholarly Writing</p> <p>Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.</p>	___/5
TOTAL	___/50

Appendix K

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 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: Dr. 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 understand 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 Practicum/Internship Graduate Student

_____ Date: _____
 Signature of Liberty Practicum/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 Practicum/Internship Graduate Student

_____ Date: _____
 Signature of Liberty Practicum/Internship Site Supervisor

Appendix L

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. The 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 form is not uploaded to any Liberty course platform.
This permission form is an optional document for the school site to obtain for school counseling services which are provided by the practicum/internship student, if needed/requested.**

Appendix M

School Name _____
Parent/Guardian Consent for School Small Group Counseling Services
Sample

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

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. The 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 form is not uploaded to any Liberty course platform.
This permission form is an optional document for the school site to obtain for school counseling services which are provided by the practicum/internship student, if needed/requested.

Appendix N

Counselor Dispositions SCRIP CORE Rubric

Criteria	Exceeds Expectations	Meets Expectations	Adequate	Does Not Meet Expectations: Developing
<p>S - Displays a sense of Social Responsibility and the belief that all students/clients can learn responding with empathy and sensitivity to unique human needs and understands fairness, justice, and equity.</p> <p>Scripture: Galatians 5:22-23 - Fruit of the Spirit; Isaiah 1:17</p>	<p>Demonstrates the belief that all students/ clients can learn</p> <p>Demonstrates a sense of fairness, justice, and equity for all students/ clients</p> <p>Differentiates instruction to meet the needs of all diverse learners</p> <p>Demonstrates empathy and sensitivity to human needs</p> <p>Provides opportunities and motivation for all students/ clients to learn</p> <p>Interacts effectively with students/clients to provide a positive, structured environment where student access, success, and achievement is priority</p>	<p>Adequate PLUS:</p> <p>The candidate demonstrates empathy and sensitivity to human needs</p> <p>The candidate provides opportunities and motivation for all students/ clients to learn</p> <p>The candidate creates an environment where student/ client access, success and achievement are priority</p>	<p>The candidate demonstrates the belief that all students/ clients can learn AND</p> <p>The candidate demonstrates a sense of fairness, justice, and equity for all students/ clients AND</p> <p>The candidate differentiates instruction to meet the needs of all diverse learners (as applicable) AND</p> <p>The candidate interacts effectively with students/ clients and/ or teachers to provide a positive, structured, safe learning environment</p>	<p>The candidate states that all students/ clients can learn BUT the candidate's actions do not confirm the belief OR</p> <p>The candidate demonstrates a sense of fairness, justice, and equity for certain groups of students/clients OR</p> <p>The candidate differentiates instruction BUT the instruction does not address the needs of all learners OR</p> <p>The environment is lacking in positive affirmation, structure, or safety</p>
<p>C - Demonstrates Commitment and Work ethic taking responsibilities seriously and following through on commitments through self-discipline and work ethic.</p> <p>This includes student involvement in professional development opportunities</p>	<p>Follows through on commitments</p> <p>Takes responsibilities seriously</p> <p>Completes assigned tasks on time</p> <p>Attends class, field experiences, meetings, etc. consistently and promptly</p> <p>Shows the self-discipline and work ethic essential to be planned, prepared, and organized for successful instruction and learning to Occur</p>	<p>Adequate PLUS:</p> <p>The candidate demonstrates a persevering commitment to each student's success AND</p> <p>Demonstrates initiative in participating in or leading professional development opportunities</p>	<p>The candidate follows through on commitments and takes responsibilities seriously AND</p> <p>The candidate completes assigned tasks on time AND</p> <p>The candidate attends class, field experiences, and meetings consistently and promptly AND</p> <p>The candidate shows the self- discipline and work ethic essential to</p>	<p>The candidate makes commitments that he/she is unable to keep OR</p> <p>The candidate completes assigned tasks after the deadline OR</p> <p>The candidate is late to class, field experiences, or meetings OR</p> <p>The candidate's lack of planning, preparation, or organization hinders</p>

<p>when applicable.</p> <p>Scripture: Galatians 5:22-23 - Fruit of the Spirit; Colossians 3:23</p>	<p>Demonstrates a persevering commitment to each person's learning success</p> <p>Demonstrates initiative in participating in professional development Opportunities</p>		<p>be planned, prepared, and organized for success</p>	<p>success</p>
<p>R - Demonstrates Reflective Practice showing an intentional thought process for decision making, using ethical models when appropriate</p> <p>Scripture: Galatians 5:22-23 - Fruit of the Spirit; James 1:5</p>	<p>Considers thoughtfully educational matters and the practice of teaching/counseling</p> <p>Makes choices after pondering ideas and experiences</p> <p>Learns from journaling and discussions with colleagues</p> <p>Utilizes data to make informed decisions</p>	<p>Adequate PLUS: The candidate utilizes data to make informed decisions.</p>	<p>The candidate thoughtfully considers educational matters and the practice of teaching/ leading/ counseling AND The candidate makes choices after pondering ideas and experiences AND The candidate learns from journaling and discussions with colleagues</p>	<p>The candidate spends little time reflecting on the practice of teaching/ counseling OR The candidate acts quickly before thinking about the results OR The candidate does not use feedback to change</p>
<p>I - Displays personal Integrity by acting in ethical and moral ways, valuing honesty, and following the appropriate professional code of ethics and the university code of honor.</p> <p>Scripture: Galatians 5:22-23 - Fruit of the Spirit; Proverbs 28:6</p>	<p>Models exemplary citizenship through moral leadership</p> <p>Acts in an ethical and moral manner</p> <p>Values honesty inside and outside of the classroom</p> <p>Demonstrates trustworthiness</p> <p>Abides by a professional code of ethics; maintains confidentiality and discretion</p>	<p>Adequate PLUS: The candidate displays moral leadership. AND The candidate abides by a professional code of ethics</p>	<p>The candidate models exemplary citizenship AND The candidate acts in an ethical and moral manner AND The candidate values honesty inside and outside of the classroom/ school AND The candidate demonstrates trustworthiness AND The candidate maintains confidentiality and discretion</p>	<p>The candidate does not follow the rules or the law OR The candidate acts in a way which causes others to question his/ her ethics or morals OR The candidate does not protect confidential information OR The candidate lacks discretion</p>
<p>P - Displays Professionalism in behavior and actions by respecting those in authority, peers, and others by advocating for themselves in a respectful way</p>	<p>Respects authority, colleagues, students/ clients, and others</p> <p>Accepts constructive feedback in a respectful, appropriate manner</p> <p>Demonstrates appropriate behavior; possesses</p>	<p>Adequate PLUS: The candidate maintains enthusiasm and passion for the profession AND The candidate cooperatively collaborates with</p>	<p>The candidate respects authority, colleagues, students/ clients, and others AND The candidate accepts constructive feedback in a respectful, appropriate manner AND</p>	<p>The candidate lacks respect for others OR The candidate responds negatively to correction OR The candidate is impatient or inflexible OR</p>

<p>following the proper protocols set in place by the university and following the chain of command when expressing grievances.</p> <p>Scripture: Galatians 5:22-23 - Fruit of the Spirit; Hebrews 13:17</p>	<p>patience, self-control, and flexibility when obstacles or difficult situations occur</p> <p>Effectively manages personal emotions and feelings and reacts reasonably to situations</p> <p>Adheres to proper, formulated chains of command / expresses a grievance in a dignified, temperate manner</p> <p>Acts confidently and maturely</p> <p>Is prompt and responsible in attendance for class, field experiences, meetings, etc.</p> <p>Dresses in a dignified, modest manner that adheres to the dress code of the Host School</p> <p>Effectively uses the English language in speech and writing</p> <p>Maintains enthusiasm and passion for the profession</p> <p>Cooperatively collaborates with administrators and colleagues to form learning communities</p> <p>Views learning as a life-long activity</p>	<p>administrators and colleagues to form learning communities AND</p> <p>The candidate views learning a life-long activity</p>	<p>The candidate demonstrates appropriate behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur AND</p> <p>The candidate effectively manages personal emotions and feelings and reacts reasonably to situations AND</p> <p>The candidate adheres to proper, formulated chains of command/ expresses a grievance in a dignified, temperate manner AND</p> <p>The candidate acts confidently and maturely AND</p> <p>The candidate dresses in a dignified, modest manner that adheres to the dress code of the Host School AND</p> <p>The candidate effectively uses the English language in speech and writing.</p>	<p>The candidate fails to follow the proper chain of command. OR</p> <p>The candidate fails to abide by the dress code of the Host School OR</p> <p>The candidate has many errors in written communication</p>
<p>C – Demonstrates Cooperativeness when working and interacting with others, including appropriately addressing conflict with others</p> <p>Scripture: Philippians 2: 1-5</p>	<p>Exceeds expectation of working well with others</p> <p>Recognizes and seeks to directly and appropriately address conflict with other person(s) involved</p>	<p>Consistently works well with others</p> <p>Recognizes and seeks to directly and appropriately address conflict with other person(s) involved</p>	<p>Inconsistent in demonstrating the ability to work well with others</p> <p>Inconsistent in recognizing and addressing conflict with other person(s) in a direct and appropriate manner</p>	<p>Does not demonstrate the ability to work well with others</p> <p>Does not recognize nor seek to address conflict with other person(s) in a direct and appropriate manner</p>

<p>O – Demonstrates Openness to Feedback accepting feedback from peers, professors, and/or supervisors without defensiveness</p> <p>Scripture: Proverbs 15:31-32</p>	<p>Exceeds expectation of openness to feedback, advice, mentoring.</p> <p>Receives feedback without defensiveness</p>	<p>Consistently demonstrates openness to feedback, advice, mentoring.</p> <p>Is consistently able to receive feedback and effectively manage defensiveness</p>	<p>Inconsistently demonstrates openness to feedback, advice, mentoring.</p> <p>Is inconsistent in the ability to receive feedback and/or manage defensiveness</p>	<p>Not able to demonstrate openness to feedback, advice, mentoring.</p> <p>Does not receive feedback; is not able to manage defensiveness</p>
<p>R – Displays Personal Responsibility managing time well and demonstrating conscientiousness in assignments and work</p> <p>Scripture: Galatians 6:5-10</p>	<p>Exceeds expectation of responsible behavior including conscientiousness about work & assignments; meets all due dates; punctual for appointments and meetings (e.g., WebEx sessions)</p>	<p>Meets expectation of responsible behavior including conscientiousness about work & assignments; meets all due dates; punctual for appointments and meetings (e.g., WebEx sessions)</p>	<p>Inconsistent in demonstrating responsible behavior, including inconsistency in his/her conscientious about work & assignments, meeting due dates, or punctuality for appointments and meetings (e.g., WebEx sessions)</p>	<p>Does not demonstrate responsible behavior, including a lack of conscientiousness about work & assignments, does not meet due dates, or is not punctual for appointments and meetings (e.g., WebEx sessions)</p>
<p>E – Demonstrates Emotional Regulation, managing anxiety and expresses feelings appropriately and effectively</p> <p>Scripture: 2 Peter 1:5-9</p>	<p>Exceeds expectations of mature expression and management of own feelings and anxiety</p> <p>Expresses feelings appropriately and effectively</p>	<p>Meets expectations of mature expression and management of own feelings and anxiety</p> <p>Expresses feelings appropriately and effectively</p>	<p>Inconsistent ability to express and manage own feelings and anxiety in mature manner.</p> <p>Does not always express feelings in an inappropriate and/or ineffective manner, but appears to have self-awareness and insight when ineffective emotional regulation is addressed</p>	<p>Does not demonstrate mature expression and management of own feelings and anxiety; expresses feelings in an inappropriate and/or ineffective manner</p> <p>Appears to lack awareness of emotional regulation</p>

Appendix O

Pre-SCRIP Dispositions Assessment RUBRIC (*Revised*) Initial & Advanced Licensure KEY Assessment

Rubric Element	LEVEL 2 Met- Proficient	LEVEL 1 Not Met - Developing	LEVEL 0 No Evidence
A. Social Responsibility CAEP R1.4 CAEP RA1.1f InTASC 9m MCEE 3	The candidate demonstrates a sense of fairness, justice, and equity for <i>all students</i> .	The candidate states that <i>all students</i> can learn BUT the candidate's actions do not confirm the belief.	No evidence provided.
B. Social Responsibility CAEP R1.4 CAEP RA1.1f InTASC 10c MCEE 3	The candidate interacts effectively with students and/or teachers to provide a positive, structured, safe learning environment.	The classroom environment is lacking in positive affirmation, structure, OR safety.	No evidence provided.
Commitment			
C. Commitment CAEP R1.4 CAEP RA1.1f InTASC 10p MCEE 1	The candidate follows through on commitments and takes responsibilities seriously while meeting deadlines.	The candidate makes commitments that he/she is unable to keep.	No evidence provided.
D. Commitment CAEP R1.4 CAEP RA1.1f InTASC 9k MCEE 1	The candidate shows the self-discipline and work ethic essential to be planned, prepared and organized for successful instruction and learning/ or leadership and supervision to occur. AND The candidate completes assigned tasks on time.	The candidate's lack of planning, preparation, or organization hinders successful instruction or leadership. OR The candidate completes assigned tasks after the deadline.	No evidence provided.
Reflective Practice			
E. Reflective Practice CAEP R1.4 CAEP RA1.1f InTASC 9h MCEE 2	The candidate thoughtfully considers educational matters and the practice of teaching to make informed decisions.	The candidate spends little time reflecting on the practice of teaching to make informed decisions.	No evidence provided.

F. Reflective Practice CAEP R1.4 CAEP RA1.1f InTASC 9c MCEE 2	The candidate makes choices after pondering ideas and experiences.	The candidate acts quickly before thinking about the results.	No evidence provided
Integrity			
G. Integrity CAEP R1.4 CAEP RA1.1f InTASC 9o MCEE 2	The candidate models good citizenship and acts in an ethical and moral manner. AND The candidate values honesty inside and outside of the classroom and school.	The candidate does not follow the rules or the law. OR The candidate acts in a way which causes others to question his/her ethics or morals.	No evidence provided.
H. Integrity (new) CAEP R1.4 CAEP RA1.1f InTASC 10g MCEE 5 ISTE 2.3 <i>ISTE Leaders 3.1</i>	The candidate demonstrates a positive commitment to consuming, creating, distributing, and communicating information through all technologies .	The candidate lacks professional discretion when consuming, creating, distributing, and/or communicating through the use of all technologies .	No evidence provided.
Professionalism			
I. Professionalism CAEP R1.4 CAEP RA1.1f InTASC 10c MCEE 2	The candidate demonstrates appropriate behavior; possesses patience, self-control, and flexibility when obstacles or difficult situations occur. AND The candidate manages personal emotions and feelings and reacts reasonably to situations. AND The candidate acts confidently and maturely.	The candidate is impatient or inflexible, lacks personal management skills and confidence.	No evidence provided.
J. Professionalism CAEP R1.4 CAEP RA1.1f InTASC 9c MCEE 2	The candidate effectively uses the English language in speech and writing.	The candidate has many errors in written communication.	No evidence provided.

Pre-SCRIP Dispositions Assessment
Standard 1-Revised Initial &
Standard RA.1.1 Advanced Standards Alignment & Validation

Rubric Indicators	CAEP 1.4 Professional Responsibility	InTASC Standards (9, 01)	MCEE-Ethics	ISTE-Technology for Teachers	Advanced - CAEP RA1.1F Professional Responsibility	ISTE-Technology for Leaders
Social Responsibility/Diversity						
A. Social Justice & Equity	R1.4	9m	3		RA1.1	
B. Learning Environments	R1.4	10c	3		RA1.1	
Commitment / Work Ethic						
C. Mission & Vision	R1.4	10p	1		RA1.1	
D. Work Ethic	R1.4	9k	1		RA1.1	
Reflection						
E. Use data for change	R1.4	9h	2		RA1.1	
E. Collaboration	R1.4	9c	2		RA1.1	
Integrity						
G. Moral code of ethics	R1.4	9o	2		RA1.1	
H. Technology	R1.4	10g	5	2.3	RA1.1	3.1
Professionalism						
I. Passion & Enthusiasm	R1.4	10c	2		RA1.1	
J. Written language	R1.4	9c	2		RA1.1	