

School Counseling Portfolio Template_22

by Marie Postiglione-Dupell

Introduction

Introduction

Introduction:

Marie Postiglione-Dupell

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Part A: Resume'

Professional Resume'

Marie Postiglione-Dupell

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SUMMARY

School Counselor with experience guiding elementary-school students through academic curriculum needs, social behavior, mental and social-emotional challenges, and academic development. Certified Equine Specialist in mental health and learning.

EDUCATION

Master of Education in School Counseling

Liberty University (Lynchburg, VA)
Graduation Date 12-15-23

Anticipated

Master of Arts in Clinical Mental Health Counseling

Southern New Hampshire University (Manchester, NH)

Bachelor of Science in General Studies

Springfield College (Springfield, MA)

CERTIFICATIONS

PATH International Certified Instructor
– Current

May 2010

Equine Specialist in Mental Health and Learning Certification
Current

May 2010 -

COUNSELING SKILLS

- Knowledge and experience in treatment planning and one to one therapeutic support
- Demonstrate nonverbal, active listening and attending skills within role-play scenarios.
- Ability to reflect feelings, paraphrase, summarize and use effective encouragers when working with clients.
- Adhere to professional and ethical behavior with colleagues and clients.
- Experience with documentation, writing case notes and maintaining confidentiality.
- Demonstrates awareness and respect of multi-cultural differences without bias.
- Delivered individual and group school counseling sessions to support student development.
- Analyzed student data and developed data driven intervention program action plans.

- Assisted students with special needs in compliance with IEP and 504 guidelines.

PROFESSIONAL EXPERIENCE:

Medicine Horse Farm non-profit organization: Founder & CEO: Since 4/2013-Current

- Provide transformational class instruction in a safe environment following Professional Association of Therapeutic Horsemanship (PATH) regulations and guidelines.
- Develop and implement appropriate client plan with goals and outcomes.
- Instruct and operate services with physical, mental health and developmentally diagnosed clients to empower therapeutic riding and equine mental health and learning session.
- Facilitate interns and volunteers as side walkers to ensure safe and impactful sessions tailored to the
- participants IEP and or ISP individualized valued outcomes.
- Complete all required treatment plans including progress notes and end of session evaluations in a professional manner and maintain confidentiality.

SPECIALIZED TRAININGS Autism Workshop Training

**November 2013 –
ongoing annual training as required for
recertification.**

Center for Autism and Related Disorders

- Completed 500 training CEU hours.

Animal Assisted Canine Therapy Certification Training

April 2013 - Current

- Complete 30 CEU hours a year

Neuroscience Pharmaceutical Professional Trainings July 1992 – July 2010

Upjohn Pharmaceuticals, Eli Lilly Endo Pharmaceuticals and PDI

Professional Affiliations

- American School Counselor Association (ASCA)

Part B: Worldview Essay

Reflective Essay - Worldview

Worldview Essay:

Worldview Reflective Essay

1. **Reflect how your philosophy of education or worldview of education has developed throughout your preparation program.**

My worldview regarding education has greatly expanded since I have journeyed

throughout varying required courses in school counseling master's program at Liberty

University. I can say prior to attending a masters level school counseling program that I

was innocently ignorant in my worldview of education. The challenge of change toward

growth in knowledge and depth regarding my worldview of education has been a process

well worth the effort. As a school-counselor-in training I have realized the foundational

importance of the role of a professional school counselor in areas beneficial to students

to thrive.

For all students to achieve their personal best I must provide services

such as, advocacy, academic guidance, social/emotional support. Additionally, always

collaborate with other school colleagues, administration and community helping

professionals. As a school counselor it is imperative to incorporate the parental

involvement regarding their child in the home and at school. It is the school counselors

responsibility to serve both child and parent although it can be difficult at times to

navigate but essential.

As a counselor-in-training my worldview of education has gone through many

transformations. The academic course work in school counseling has provided a vast

amount of knowledge both in range and depth regarding my educational worldview. I

currently looking at all students through a more informed lens. This offers me the ability

to ensure that I can apply best practices in theory and skill applications.

2. Reflect on how you have developed professionally throughout the program, as it relates to school counseling skills, knowledge, and dispositions.

Personally, and professionally, I have strived to encompass a Biblical Worldview.

Liberty University has strengthened and refined my foundational norms, values, and moral compass. I am more confident and skillful in my application of interventions as needed to provide appropriate school counseling services to all students. Looking through the lens with a Biblical Worldview allows me to be my authentic self-finding comfort in Gods' wisdom and compassion.

I am open to serving all students that have been appointed me to serve and care for. The Ten Commandments of The Bible are ethical standards written by the finger of God given to all humanity. Furthermore, Jesus added an additional Commandment, "love one another: just as I have loved you, you also are to love one another (John 15:34 NKJ). The ASCA and ACA ethical standards are secular, but I recognize that there are similarities regarding the basic treatment and protection of all humanity whom which we serve.

I have developed my counseling skills based on acquired knowledge and practice. Each school counseling course has gradually progressed my counseling skills and application by written and video assignments. Faculty and peer feedback provided corrective and supportive observations to aide in my progression. Support was always provided by faculty and peers throughout the school counseling program that at times can be changing.

Part C: Professional Growth

Reflective Essay - Professional Growth

Reflective Essay-Professional Growth

My academic journey at Liberty University has been a personal, spiritual, and professional transformation. Seeking to obtain a master's degree in school counseling has been both challenging and fulfilling. At the beginning of my academic pursuits, I had a narrow worldview that was limited. Growth did occur slowly because I needed to trust and let change happen. Change is good and I now feel rooted in a solid biblical worldview. I feel better prepared for whatever comes my way to assist all students. The academic classes at Liberty University and field site experiences have molded me into a confident well-balanced individual ready to meet my future endeavors as a school counselor.

I was taught by my parents to follow the philosophy of the golden rule regarding the Gospel of Matthew (7:12): "In everything, do to others what you would have them do to you." Well, when I arrived at my internship¹ field site and their code of conduct is to be respectful, be responsible, and safe that student pledge resonated with my personal and professional philosophy! I understood and supported this conduct pledge and hit the ground running with it. In all the counseling sessions that I could with students, I reinforced this age-old concept very relevant and needed in today's school environment. The students identified and understood that in many of their peer-to-peer conflicts could have been prevented and helped resolve most of their social-emotional issues. Therefore, being mindful of practicing the school's code of conduct is very beneficial for all student's social emotional well-being. Modeling this for the students was very natural for me and beneficial regarding the ASCA ethical codes that I needed to apply in this environment.

I know my academic journey has not at this time ended. I have one last internship to experience, and more growth will occur. I am looking forward to the challenge. I am an advocate regarding the growth and evolving myself to better help others to help themselves. As a counselor-in-training, I know my path is toward gaining more knowledge and experience in the school counseling helping field. I do feel more comfortable and confident in applying my knowledge than when I first began. I find comfort and support in the Liberty professors and field site supervisors for their passion and devotion to my success. Above all others I thank God for His gifts and talents he has given me and that I may use them to serve Him.

Part D: Competencies

Foundations

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Standards	Foundations	Artifact(s)
CACREP (F.1.i.; G.2.a.;	Cultivates ethical behavior(s)	

G.2.d.; G.2.f.; G.2.n.) CAEP (A.1.1d,f) ASCA (B-PF 2, B-PF 3, B-PF 8, B-PF 9) VDOE (9a, b, c) CEFS PLO (1; 6) MCCE (1.A; 1.B; 3A; 3B; 3C; 4.A-E; 5.A; 5.C) ISTE (1b; 2a)	in others. Advocates for ethical and legal decision making/policy changes. Advocates for appropriate school counselor identity and program. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	Attached is the assignment regarding Critical Incident Scenario for your viewing. This scenario is hypothetical and selected by choice. It focuses on basic therapeutic counseling protocol adherence. Given the situation in this scenario how a counselor would navigate the counseling dilemma regarding ethics and standards using American Counseling Association standards and American School Counseling Association? Looking at the legal and ethical implications in a counseling environment. • ' - j
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Attachments  [BENCHMARK_CRITICAL_INCIDENT.docx](#)

Counseling Prevention & Intervention

Standards	Counseling Prevention & Intervention	Artifact(s)
CACREP (F.3.g.; F.5.b.-F.5.n.; F.6.a.-F.6.g.; G.2.e.; G.2.g; G.2.i.; G.3.f.; G.3.h) CAEP (A1.1d,f) ASCA (M-1, M-2, M-4, M-7, B-PF 6, B-SS 1, B-SS 2, B-SS 3) VDOE (2; 3; 4; 5a-c; 6a-c; 7a-d) CEFS PLO (2; 3) MCCE (1.C; 2.A-C) ISTE (1c; 3a; 4d; 6a)	Intern independently applies self-evaluation and reflection to improve counseling skills. Evaluates and suggests programming changes that improve service delivery. Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. 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. Demonstrates the ability to use procedures for assessing and managing suicide risk. Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.	Attached for your review is my Internship 1 Clinical Self Assessment Taped Session assignment. It provides the counseling skills I implemented in an individual counseling session with a student. Self-reflection on counseling skills and service delivery.

Attachments  [Clinical_Skills_Self_Assessment.docx](#)

Diversity & Advocacy

Standards	Diversity & Advocacy	Artifact(s)
CACREP (F.1.e.; F.2.b.; F.2.c.; F.5.d.; G.3.h.) CAEP (A.1.1d,f) ASCA (M-1, M-2, B-PF 6, B-PF 9) VDOE (1; 3; 5a-c; 6a-c) CEFS PLO (2) MCCE (2.C; 3.A; 3.B; 4.A-E) ISTE (3a; 2b; 4d; 6d)	Intern cultivates cultural sensitivity in others. Evaluates and suggests changes to policies, programs, and/or services that improve equity and opportunity for diverse student academic, career and personal/social development. Actively seeks out and develops opportunities to engage stakeholders in student development. Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	.Attached is an assignment as a PowerPoint presentation I designed & facilitated. Its main focus is to provide parents with how school counseling programs will provide opportunities for all students to experience academic growth and personal/social development. Additionally, the collaboration between the school counseling program and parents is essential for success of all students.

Attachments  [Parent_Teacher_Presentation_POWER_POINT.pptx](#)

Assessment

Standards	Assessment	Artifact(s)
CACREP (G.3.a.; G.3.h.; G.3.n.) CAEP (A.1.1a, b, c, d, e, f) 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) VDOE	Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or personal/social development/programming. Identifies new referral resources. Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities.	Attached is an assignment regarding a student in the format of a Case Conceptualization for your review. Site Supervisor added in the section of student for this case conceptualization primarily due to behavioral reasons. Documentation to assist in

(2; 3; 8a,b; 6a-c; 7; 8a,b; 10) CEFS PLO (4) MCCE (3.A; 3.B) ISTE (7a; 7b; 7c)	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. Makes appropriate referrals to school and/or community resources. Assesses barriers that impede students' academic, career, and personal/social development.	further development of a treatment plan.
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Attachments  [Benchmark_Internship_Case_Conceptualization_E_C..docx](#)

Research & Evaluation

Standards	Research & Evaluation	Artifact(s)
CACREP (F.1.k.; F.8.c.; F.8.d; F.8.e.; G.3.b.) CAEP (A.1.1a,b,c,e) ASCA (M-7, B-SS 1, B-PA 3, B-PA 4, B-PA 5) VDOE (8a,b; 10) CEFS PLO (5) MCCE (5.A-D) ISTE (7a; 7b; 7c)	Intern suggests new technologies, research, and/or data sources for analysis to improve school counseling practices/services that result in positive learning outcomes. Applies relevant research findings to inform the practice of school counseling. Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. Analyzes and uses data (and relevant technology) to enhance school counseling programs.	Attached is a PowerPoint I designed and facilitated. Group sessions with students participated weekly. These group sessions were additional counseling sessions in combination with regular student individual sessions. The outcome of this project was to enhance school counseling services.

Attachments  [PSYCHO_EDUCATIONAL_SMALL_GROUP_POWER_POINT.pptx](#)

Academic Development

Standards	Academic Development	Artifact(s)
CACREP (F.3.h.; G.2.c.; G.3.d.; G.3.h.) CAEP (A.1.1.d,e,f) ASCA (M-1, M-2, M-3, M-4, M-7, B-PA 3, B-PA 4) VDOE (5a-c; 6a-c; 7a-d; 8a,b; 11) CEFS PLO (7) MCCE (2.B; 2.C) ISTE (1c; 3a; 3b; 5a; 5b; 5c; 6d)	Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options. Conducts programs designed to enhance student academic development. Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. 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).	Attached is an assignment regarding Animal Assisted Therapy (AAT) as an adjunct intervention. This is an introductory paper focusing on AAT designed and implemented for the treatment of Stress Disorder in first-year college students, I am in support of AAT and have seen firsthand the benefits to people of all ages. I have a certification as an Equine Mental Health Specialist. I have been practicing for the past 13 years and to date. AAT has a bond that can not be explained to its clients.

Attachments  [ANIMAL_ASSISTED_THERAPY.docx](#)

Collaboration & Consultation

Standards	Collaboration & Consultation	Artifact(s)
CACREP (F.1.b.; F.1.c.; F.1.m.; G.1.d.; G.2.b.; G.2.k.; G.3.l.) CAEP (A.1.1d,f) ASCA (M-5, M-6, B-SS 4, B-SS 5, B-SS 6, B-PA 1, B-PA 5, B-PA 8) VDOE (1; 7b,c) CEFS PLO (1; 3) MCCE	Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to improve policy/practices that promote student success and holistic development. Intern creates/implements peer helping program aimed at improving student development/well-being. Intern is aware of and adheres to ethical standards regarding parent/guardian rights and confidentiality. Intern is aware of and adheres to ethical standards when collaborating, consulting, and making referrals.	Attached for your review is a Psych-Educational Small Group I Facilitated during my clinical practicum @ Behavioral Health Services North (BHSN). BHSN is a community mental health center for adults and children. Varying health professionals in the community refer clients in need of health and wellness services. Also, inner agency BHSN clinicians made referrals to the different program services including group sessions. I facilitated the group regarding grief & loss.

(4.A-E) ISTE (2c; 4a-d)	Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. Locates resources in the community that can be used in the school to improve student achievement and success. Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. Uses peer helping strategies in the school counseling program. 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.	
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Attachments  [BHSN_Psycho_Educational_Grief_Group.docx](#)

Leadership

Standards	Leadership	Artifact(s)
CACREP (F.1.k.; G.2.d.; G.2.f.; G.2.j.; G.2.l.) CAEP (A.1.1a,b,c,d,e,f) ASCA (M-5, M-6, B-PF 2, B-PF 7, B-SS 6) VDOE (1; 7a-d; 9a-c; 10) CEFS PLO (5; 7)	Intern works with others within and outside of the school community to influence policy, enhance services, and promote a developmentally appropriate, comprehensive school counseling program. Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. 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).	Attached PowerPoint assignment titled Parent-Teacher Presentation that I designed for your viewing. The purpose of this presentation is an introduction to the school counseling program for parents. The contents encompass how will the school counseling program promote student development. The foundational concept is student advocacy for all students with collaboration

MCEE (1.C; 4.A-E) ISTE (2a-c)	between school counselors, teachers, and parents.
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Attachments  [Parent_Teacher_Presentation_POWER_POINT.pptx](#)

Counselor Dispositions

SCRIP Disposition	Criteria	Artifact(s)
Social Responsibility	Demonstrates the belief that all students/clients can learn. Demonstrates a sense of fairness, justice, and equity for all students/clients. Differentiates instruction to meet the needs of all diverse learners. Demonstrates empathy and sensitivity to human needs. Provides opportunities and motivation for all students/clients to learn. Interacts effectively with students/clients to provide a positive, structured environment where student access, success, and achievement is priority.	In this power point presentation attached I designed for a kindergarten classroom leason. It's focus is basic social concepts regarding fairness and sensitivity within peer to peer interactions. Lesson involves activity focused on kidness in turn taking with others Cooperation with others at home and at school by being mindful that all students needs should be met. .
Commitment	Follows through on commitments. Takes responsibilities seriously. Completes assigned tasks on time. Attends class, field experiences, meetings, etc. consistently and promptly. Shows the self-discipline and work ethic essential to be planned, prepared, and organized for successful instruction and learning to occur. Demonstrates a persevering	Attached is my final school counseling AIA document. In this document are comments provided by my internship site supervisor regarding her professional observations during my counseling internship. In the comments sections of this document you can find many areas that reflect my commitment

	commitment to each person's learning success. Demonstrates initiative in participating in professional development opportunities.	to the students, site supervisor, teachers and administration at Oak Street Elementary School. It was my pleasure & privilege to serve them.
Reflection	Considers thoughtfully educational matters and the practice of teaching/counseling. Makes choices after pondering ideas and experiences. Learns from journaling and discussions with colleagues. Utilizes data to make informed decisions.	Attached is my self-reflection plan that was an assignment as counselors-in-training regarding role-playing counseling sessions with peers. Several sessions of counseling role-playing occurred and feedback was given by peers and LU supervisor assigned to session. Each counselor-in-training took turns being counselor, client or observer. The observer would provide feedback observations regarding peer role play as counselor skills.
Integrity	Models exemplary citizenship through moral leadership. Acts in an ethical and moral manner. Values honesty inside and outside of the classroom. Demonstrates trustworthiness. Abides by a professional code of ethics; maintains confidentiality and discretion.	Attached is my World View assignment to demonstrate my intent moral compass personally and professionally. I explain responsibility that I have for the students I will serve and advocate for what needs they may need. ASCA ethical standards and my biblical world view are congruent entities that help me be my authentic self.
Professionalism	Respects authority, colleagues, students/clients, and others. Accepts constructive feedback in a respectful, appropriate manner. Demonstrates appropriate behavior; possesses patience, self control, and flexibility when obstacles or difficult situations occur. Effectively manages personal emotions and feelings and reacts reasonably to situations. Adheres to proper, formulated chains of command/ expresses a grievance in a dignified, temperate manner. Acts confidently and maturely. Is prompt and responsible in attendance for class, field experiences,	Attached is my Final School Counseling AIA. This document will address my professionalism regarding my counseling internship at Oak Street School. Observations on my conduct and comments were reported by my internship site supervisor. You can see her responses in the comments section of this document, I never missed a day of internship and always on time as agreed. I enjoyed my counseling students and all my colleagues. I attended

	meetings, etc. Dresses in a dignified, modest manner that adheres to the dress code of the Host School. Effectively uses the English language in speech and writing. Maintains enthusiasm and passion for the profession. Cooperatively collaborates with administrators and colleagues to form learning communities. Views learning as a life-long activity.	all CST, CSE, and Universal meetings as required. I attended school district trainings.
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Attachments  [Welcome_School_Counselors.pptx](#),

 [Final_School_Counseling_AIA_Rubric_2020_Update__1_.pdf](#),  [Reflective_Essay.docx](#),

 [World__2.docx](#),  [Final_School_Counseling_AIA_Rubric_2020_Update__1_.pdf](#)

Copy of: Foundations

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Standards	Foundations	Artifact(s)
CACREP (F.1.i.; G.2.a.; G.2.d.; G.2.f.; G.2.n.) CAEP (A.1.1d,f) ASCA (B-PF 2, B-PF 3, B-PF 8, B-PF 9) VDOE (9a, b, c) CEFS PLO (1; 6) MCCE (1.A; 1.B; 3A; 3B; 3C; 4.A-E; 5.A; 5.C) ISTE (1b; 2a)	Cultivates ethical behavior(s) in others. Advocates for ethical and legal decision making/policy changes. Advocates for appropriate school counselor identity and program. Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	 Attached is the assignment regarding Critical Incident Scenario for your viewing. This scenario is hypothetical and selected by choice. It focuses on basic therapeutic counseling protocol adherence. Given the situation in this scenario how a counselor would navigate the counseling dilemma regarding ethics and standards using American Counseling Association standards and American School Counseling Association? Looking at the legal and ethical implications in a counseling environment.



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Attachments  [BENCHMARK_CRITICAL_INCIDENT.docx](#)

Part E: School Counseling Program Benchmarks

COSC 501 – Professional, Ethical, and Legal Issues in School Counseling

Part E: School Counseling Program Course Benchmarks – This section should be fairly straight-forward to complete. Just follow these three steps:

1. Copy and paste the course benchmark, or upload an attachment of a Word doc. or PDF doc. of each Benchmark assignment for each identified course. (*Please refer to each section for the name of the required Benchmark assignment.*)
2. Identify which AIA Standards the Benchmark aligns with: [FOUNDATIONS; COUNSELING PREVENTION & INTERVENTION; DIVERSITY & ADVOCACY; ASSESSMENT; RESEARCH & EVALUATION; ACADEMIC DEVELOPMENT; COLLABORATION & CONSULTATION; LEADERSHIP]. Benchmarks must align with at least one standard, but certainly can align with more than one AIA standard.
3. Rate each benchmark as to how completing it helped prepare you in skills, knowledge, and dispositions for school counseling.

For each section of this template, delete the text present and replace with your copied and pasted benchmark, or a Word or PDF document of your required Benchmark assignment for the course listed. In the event a course is not listed (DCP, clinical course, transfer course from another university, etc.) please use the edit button to update the course prefix/name. Please consult your professor for an alternate narrative essay prompt to upload as support, if you do not have a benchmark for the course listed (this may occur due to transfer from another university.) Candidates should follow their DCP year to identify the appropriate courses needed. Please note: Liberty clinical counseling program courses or Liberty education courses will have benchmarks that are accepted. When you are ready to attach your Benchmarks, please delete these directions. (This would include all the text you see here.)

Please retain the self-assessment rating charts below. Identify a rating of 0 to 3 in each chart based on the following scale:

3-Excellent Preparatory 2-Good Preparatory

1-Somewhat Preparatory 0-No Connection

COSC 501 – Professional, Ethical, and Legal Issues in School Counseling	Rate the Benchmark Assignment on its preparatory development.				
	A. Skill	3	2	1	0
	B. Knowledge	3	2	1	0
	C. Disposition	3	2	1	0

Please attach your Benchmark below this chart:

COUC 502 – Human Growth and Development

COUC 502 – Human Growth and Development	Rate the Benchmark Assignment on its preparatory development.				
• Essay: Trauma, Development & Spirituality • Essay: Addiction in Adolescence, Developmental Analysis	A. Skill	3	2	1	0
	B. Knowledge	3	2	1	0
	C. Disposition	3	2	1	0

Please attach your Benchmark(s) below this chart:

COUC 504 – Multicultural Counseling

COUC 504 – Multicultural Counseling	Rate the Benchmark Assignment on its preparatory development.			
• Cultural Immersion Project	A. Skill	3	2	1 0
• Part 1: Research Paper	B. Knowledge	3	2	1 0
• Part 2: Events Paper	C. Disposition	3	2	1 0
• Part 3: Interview Paper				

Please attach your Benchmark(s) below this chart:

COSC 505 – Counseling Techniques

COSC 505 – Counseling Techniques	Rate the Benchmark Assignment on its preparatory development.			
• Benchmark Counseling Skills Assignment	A. Skill	3	2	1 0
• Benchmark Final Skills Competency Scale (Consultant)	B. Knowledge	3	2	1 0
• Benchmark Live Supervision Video Link Assignment	C. Disposition	3	2	1 0

Please attach your Benchmark(s) below this chart:

COSC 510 – School Counseling Theories

COSC 510 – School Counseling Theories	Rate the Benchmark Assignment on its preparatory development.			
• Professional Theoretical Approach to School Counseling Paper	A. Skill	3	2	1 0
	B. Knowledge	3	2	1 0

C. Disposition

3 2 1 0

Please attach your Benchmark below this chart:

COSC 512 – Structured Groups

COSC 512 – Structured Groups	Rate the Benchmark Assignment on its preparatory development.				
• Structured Small Group Program	A. Skill	3	2	1	0
and/or	B. Knowledge	3	2	1	0
• Critical Incident Paper Assignment (Fall 2021)	C. Disposition	3	2	1	0

Please attach your Benchmark(s) below this chart:

COUC 515 –Research and Program Evaluation

COUC 515 – Research and Program Evaluation	Rate the Benchmark Assignment on its preparatory development.				
	A. Skill	3	2	1	0
	B. Knowledge	3	2	1	0
	C. Disposition	3	2	1	0

Please attach your Benchmark(s) below this chart:

COUC 522 –Career Development and Counseling

COUC 522 –Career Development and Counseling	Rate the Benchmark Assignment on its preparatory development.				
• Spiritual Discernment in Counseling Paper OR • Career Self-Assessment & Exploration Paper & Career Development Program Proposal (Fall 2021)	A. Skill	3	2	1	0
	B. Knowledge	3	2	1	0
	C. Disposition	3	2	1	0

Please attach your Benchmark(s) below this chart:

COSC 604 –Foundations of Education

COSC 604 –Foundations of Education • Educational Philosophy Paper • ProEthica Final Assignment	Rate the Benchmark Assignment on its preparatory development.				
	A. Skill	3	2	1	0
	B. Knowledge	3	2	1	0
	C. Disposition	3	2	1	0

Please attach your Benchmark(s) below this chart:

COSC 611 – Child and Adolescent Counseling in the Schools

COSC 611 – Child and Adolescent Counseling in the Schools	Rate the Benchmark Assignment on its preparatory development.				
	A. Skill	3	2	1	0
	B. Knowledge	3	2	1	0
	C. Disposition	3	2	1	0

Please attach your Benchmark(s) below this chart:

COSC 622 – Educational Assessment and Intervention

COSC 611 – Child and Adolescent Counseling in the Schools

edit title

Edit

COSC 622 – Educational Assessment and Intervention • Case of ZB & HTP Assessment OR • Initial Interview Assignment & Reliability and Validity Assignment (Fall 2021)	Rate the Benchmark Assignment on its preparatory development. <table><tr><td>A. Skill</td><td>3</td><td>2</td><td>1</td><td>0</td></tr><tr><td>B. Knowledge</td><td>3</td><td>2</td><td>1</td><td>0</td></tr><tr><td>C. Disposition</td><td>3</td><td>2</td><td>1</td><td>0</td></tr></table>	A. Skill	3	2	1	0	B. Knowledge	3	2	1	0	C. Disposition	3	2	1	0
A. Skill	3	2	1	0												
B. Knowledge	3	2	1	0												
C. Disposition	3	2	1	0												

Please attach your Benchmark(s) below this chart:

COSC 660 – Principles of School Counseling

COSC 660 – Principles of School Counseling	Rate the Benchmark Assignment on its preparatory development.				
• School Counseling Collaborative Model	A. Skill	3	2	1	0
	B. Knowledge	3	2	1	0

	C. Disposition	3	2	1	0
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Please attach your Benchmark(s) below this chart:

COSC 661 – School Counseling Program Development & Evaluation

COSC 661 – School Counseling Program Development & Evaluation	Rate the Benchmark Assignment on its preparatory development.				
• Comprehensive School Counseling Program	A. Skill	3	2	1	0
	B. Knowledge	3	2	1	0
	C. Disposition	3	2	1	0

Please attach your Benchmark(s) below this chart:

COSC 698 – School Counseling Practicum

COSC 698 – School Counseling Practicum	Rate the Benchmark Assignment on its preparatory development.				
• Case Conceptualization and Treatment Plan (Fall 2021)	A. Skill	3	2	1	0
• School Counseling Practicum: Final Pre-AIA (school placement) OR	B. Knowledge	3	2	1	0
• Clinical Mental Health Practicum: CCSR (clinical placement)	C. Disposition	3	2	1	0

Please attach your Benchmark(s) below this chart:

COSC 699 – School Counseling Internship I

COSC 699 – School Counseling Internship I	Rate the Benchmark Assignment on its preparatory development.				
• Case Conceptualization and School Counseling Treatment Plan (Fall 2021)	A. Skill	3	2	1	0
• Final AIA: Internship I	B. Knowledge	3	2	1	0

C. Disposition

3 2 1 0

Please attach your Benchmark(s) below this chart:

COSC 699 – School Counseling Internship II

COSC 699 – School Counseling Internship II	Rate the Benchmark Assignment on its preparatory development.			
• Case Conceptualization and School Counseling Treatment Plan (Fall 2021)	A. Skill	3	2	1 0
• Final AIA: Internship II	B. Knowledge	3	2	1 0
	C. Disposition	3	2	1 0

Please attach your Benchmark(s) below this chart:

Part F: Culminating Projects

Project 1 (Completed in Practicum)

Part F: Culminating Projects – These 3 projects are substantive activities you developed in relation to your practicum and two internships.

- Practicum Culminating Project: Six session Small Group Program. (Please submit your final power-point. You may attach any other artifacts that you feel are relevant to this project.)
- Internship I Culminating Project: Guidance Lesson UNIT. Minimum of four lessons within the unit implemented throughout the semester. (Please submit your final power-point. You may attach any other artifacts that you feel are relevant to this project.)
- Internship II Culminating Project:
 - **Student choice:** Either a six session Small Group Program OR Classroom Guidance Lesson UNIT: minimum of four lessons within the unit implemented throughout the semester. (Please submit your final project power-point. You may attach any other artifacts that you feel are relevant to this project.)
- **For each section of this template, delete the text present and replace the directions with your own narrative. This would include all the text you see here.**

Please provide a brief explanation/introduction of your practicum project. Under your description, please attach your power-point of your project (project 1 is your practicum psychoeducational small group program). *Please submit your final project power-point. You may attach any other artifacts that you feel are relevant to this project.

Project 2 (Completed Internship 1)

Please provide a brief explanation/introduction of your Internship 1 project. Under your description, please attach your power-point of your project (project 2 is your classroom guidance unit program). *Please submit your final project power-point. You may attach any other artifacts that you feel are relevant to this project.

Project 3 (Completed Internship 2)

Please provide a brief explanation/introduction of your Internship 2 project. Under your description, please attach your power-point of your project (project 3 is your choice: another small group program [can be psychoeducational or social/emotional in nature] or another classroom guidance lesson unit). *Please submit your final project power-point. You may attach any other artifacts that you feel are relevant to this project.

Part G: Field Experiences

Field Experience Summary (FES)

Attach your completed Cumulative Field Experience Summary (FES) form here. Your **final** FES form should reflect Practicum, Internship 1, and Internship 2 experiences.

Attachments  [SAMPLE_Top_Page_Field_Experience_Summary.docx](#),
 [Cumulative_Field_Experience_Summary_FES.docx](#)

Field Experience Reflection

Read the prompts and respond to each below. Check the FES rubric before you type your response so you know the areas you will reflect upon. Be sure to write using complete sentences and professional communication. Each prompt should be at least one paragraph in length.

Prompt #1:

In your own words, summarize how serving in both elementary and secondary schools has contributed to your understanding of the diverse developmental needs of K-12 students, including exceptionalities? What have you learned about how K-12 students differ in their development and approaches to learning? How have you created opportunities that are adapted to diverse learners?

Prompt #2:

The Association for Spiritual, Ethical, and Religious Values in Counseling (ASERVIC) states, "The professional counselor recognizes that the client's beliefs (or absences of beliefs) about spirituality and/or religion are central to his or her worldview and can influence psychosocial functioning." How have your field experiences contributed to your understanding of the importance of including K-12 students' religious and spiritual supports, especially if religion and spirituality are valued by the K-12 student?

Prompt #3

How have your field experiences contributed to your understanding of the importance of including the K-12 student's family, community, and culture as a source of support?

Prompt #4

How has your field experience strengthened your professional identity as a school counselor? What aspects of the school counselor's role, scope of practice, and the referral process have you learned from collaboration and consultation?

Part H: Test Scores and Certificates

Child Abuse and Neglect Recognition and Intervention Training

Scan and attach your "Child Abuse and Neglect Recognition and Intervention Training " certificate.

School Counseling Exam Score Report

Scan and attach your Praxis II: Professional School Counselor (0421 or 5421) scores or your state's designated school counseling test for school counseling licensure. If your state does not have an designated test then you must complete the Praxis II 0421 or 5421. Currently, there is no minimum score for Virginia, but you should be mindful of minimum scores for other states in which you may be seeking licensure.

Dyslexia Awareness Training Module

Scan and attach your "Dyslexia Awareness Training" certificate.

Hands-On CPR/First Aid/AED Training Certificate

Scan and attach your "Hands-On CPR/First Aid/AED Training Certificate"

Behavior Intervention and Support Training

Scan and attach your "Behavior Intervention and Support Training" certificate.

Youth Mental Health First Aid Training Certificate(s)

Scan and attach your "Youth Mental Health First Aid Training" Certificate(s)

For general information, please review these links:

https://www.mentalhealthfirstaid.org/wp-content/uploads/2021/09/092321_Youth-MHFA-Flier.pdf

<https://www.mentalhealthfirstaid.org/>

Trainings/Certifications

Scan and attach any ADDITIONAL OPTIONAL trainings and/or certifications that you have earned throughout your program. These include any NBCC CEU trainings, ASCA certifications, NCC certification, etc.

Copy of: School Counseling Exam Score Report

Scan and attach your Praxis II: Professional School Counselor (0421 or 5421) scores or your state's designated school counseling test for school counseling licensure. If your state does not have an designated test then you must complete the Praxis II 0421 or 5421. Currently, there is no minimum score for Virginia, but you should be mindful of minimum scores for other states in which you may be seeking licensure.

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