

EDCP888G
APPRENTICESHIP in COUNSELING & PERSONNEL SERVICES:
SCHOOL COUNSELING

1. COURSE INSTRUCTOR

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University of Maryland at College Park

College Park, MD 20742

2. COURSE TIME, LOCATION, & OFFICE HOURS

Class Meeting Time: Tuesdays, 4:15 – 7:00 pm Tawes 1320

Office Hours: By Appointment

3. COURSE GOALS/OBJECTIVES

This internship is the capstone training experience of the School Counseling Program, which prepares students to fulfill all of the responsibilities of a regularly employed professional school counselor. During the intern's second year in the School Counseling program, she/he will complete a 300 hour internship each semester (of which 120 hours must be direct service). The course prerequisite is successful completion of the school counseling practicum (EDCP 619D). The primary goal of the internship is to equip students to translate didactic knowledge and counseling skills into practice, and develop an understanding of the mission and operations of elementary, middle, and high schools.

Candidates who complete the master's degree program are school counselors who will be able to promote the success of ALL students by:

1. Delivering a comprehensive developmental school counseling program for students in grades P-12 that includes student competency in three domains: academic development, career development, and personal/social development.
2. Using knowledge of the beliefs and philosophy of professional school counseling to advocate for the educational needs of students and assuring that these needs are addressed at every level of the school experience.
3. Ensuring the proper management of the school counseling program through the use of data, action plans, and time management.
4. Consultation and collaboration with teachers, students, administrators, other school personnel, parents, and community stakeholders.
5. Using data driven decision making skills that demonstrate accountability for the school counseling program and student outcomes.

4. CACREP STUDENT LEARNING OUTCOMES

DEFINITIONS	
	SUPERVISION CACREP — a tutorial & mentoring form of instruction in which a supervisor monitors the student's activities in practicum & internship, & facilitates the associated learning & skill development experiences. The supervisor monitors & evaluates the clinical work of the student while monitoring the quality of services offered to clients.
<u>Individual supervision</u>	A tutorial & mentoring relationship between a member of the counseling profession & a counseling student
<u>Triadic supervision</u>	A tutorial & mentoring relationship between a member of the counseling profession & <u>two</u> counseling students
<u>Group supervision</u>	A tutorial & mentoring relationship between a member of the counseling profession & <u>more than two</u> counseling students
SECTION I: THE LEARNING ENVIRONMENT: STRUCTURE & EVALUATION - THE ACADEMIC UNIT	
1.Q	The practicum & internship experiences are tutorial forms of instruction; therefore, when <u>individual &/or triadic supervision is provided by program faculty</u> , the ratio of <u>6 students to 1 faculty member is considered equivalent to the teaching of one 3-semester-hour course</u> . Such a ratio is considered maximum per course.
1.R	<u>Group supervision</u> for practicum & internship should <u>not exceed 12 students</u> .
SECTION III: PROFESSIONAL PRACTICE	
III.G	The program requires completion of a supervised internship in the student's designated program area of 600 clock hours, begun after successful completion of the practicum. The internship is intended to reflect the comprehensive work experience of a professional counselor appropriate to the designated program area. Each student's internship includes all of the following:
III.G.1	At least 240 clock hours of direct service, including experience leading groups.
III.G.2	Weekly interaction that averages <u>one hour per week of individual &/or triadic supervision</u> throughout the internship, usually performed by the onsite supervisor.
III.G.3	An average of <u>1 1/2 hours per week of group supervision</u> provided on a regular schedule throughout the internship & performed by a program faculty member.

III.G.4	The opportunity for the student to become familiar with a variety of professional activities & resources in addition to direct service (e.g., record keeping, assessment instruments, supervision, information & referral, in-service & staff meetings).	
III.G.5	The opportunity for the student to develop program-appropriate audio/video recordings for use in supervision or to receive live supervision of his or her interactions with clients.	
III.G.6	Evaluation of the student’s counseling performance throughout the internship, including documentation of a formal evaluation after the student completes the internship by a program faculty member in consultation with the site supervisor.	
SCHOOL COUNSELING STANDARDS		
CACREP STANDARD		COURSE REQUIREMENT
I. FOUNDATIONAL KNOWLEDGE AND SKILLS		
A.7	Understands the operation of the school emergency management plan and the roles and responsibilities of the school counselor during crises, disasters, and other trauma-causing events.	<ul style="list-style-type: none"> • Internship Site Activities • Individual/Group Supervision
B.1	Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling (especially maintaining appropriate confidentiality).	
II. COUNSELING, PREVENTION, AND INTERVENTION KNOWLEDGE AND SKILLS		
C.3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.	<ul style="list-style-type: none"> • Internship Site Activities • Individual/Group Supervision
C.6	Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.	
D.1A	Relates to diverse individuals, groups, and classrooms.	
D.1B	Sensitive to diverse individuals, groups, and classrooms.	
D.1C	Demonstrates skills needed to relate to diverse individuals, groups, and classrooms.	
D.2A	Counsels students individually to promote their academic, career and person-social development.	
D.2B	Counsels students in groups to promote their academic, career, and personal social development.	
D.2C	Conducts classroom guidance to promote students' academic, career, and personal social development.	
D.3	Designs and implements prevention and intervention plans (such as IEPs, 504s, Individual Personal Education Plans) to meet unique student needs.	
D.4	Assesses and manages suicide risk	
D.5A	Recognizes his or her limitations as a school counselor.	
D.5B	Seeks supervision and refers students when appropriate.	

III. DIVERSITY AND ADVOCACY KNOWLEDGE AND SKILLS		
F.1	Demonstrates multicultural competency to foster student learning and development.	<ul style="list-style-type: none"> • Internship Site Activities • Advocacy Project
F.2	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal social development of students.	
F.3	Advocates for school policies, programs, and services that enhance and contribute to a positive, diverse school climate.	
F.4	Engages parents, guardians, and families to promote the academic, career, and personal-social development of students.	
IV. ASSESSMENT KNOWLEDGE AND SKILLS		
G.1	Understands the influence of multiple factors (e.g., abuse, violence, eating disorders, attention deficit hyperactivity disorder, childhood depression) that may affect the personal, social, and academic functioning of students.	<ul style="list-style-type: none"> • Internship Site Activities • Individual Supervision
G.2	Knows the signs and symptoms of substance abuse in children and adolescents, as well as the signs and symptoms of living in a home where substance abuse occurs.	
H.1	Assesses and interprets students' strengths and needs recognizing each students' uniqueness.	
H.2	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal-social development.	
H.3A	Analyzes assessment information to make appropriate judgments of the needs of individual students.	
H.3B	Evaluates the effectiveness of educational programs.	
H.4	Makes appropriate referrals to school and/or community resources.	
H.5	Assesses barriers that impede students' academic, career, and personal-social development.	
V. RESEARCH AND EVALUATION KNOWLEDGE AND SKILLS		
J.1	Applies relevant research findings to inform the practice of school counseling.	<ul style="list-style-type: none"> • Group Supervision • Advocacy Project
J.3	Uses data to enhance school counseling programs.	
VI. ACADEMIC DEVELOPMENT		
K.3	Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance- related material.	<ul style="list-style-type: none"> • Internship Site Activities • Individual Supervision
L.1	Conducts programs to enhance student academic development.	
L.2	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities.	
L.3	Incorporates different student learning styles in instructional strategies.	
II.F ¹	Uses and infuses technology in program delivery and understands technology's impact on the counseling profession.	

¹ CACREP common core curricular area, II. Professional Identity, F.

VII. COLLABORATION AND CONSULTATION KNOWLEDGE AND SKILLS		
M.1	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.	<ul style="list-style-type: none"> • Internship Site Activities • Individual Supervision
M.2	Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.	
M.4	Understands systems theories, models, and processes of consultation in school system settings.	
M.5	Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.	
M.6	Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.	
M.7	Knows school and community collaboration models for crisis/disaster preparedness and response.	
N.1	Works with parents, guardians, and families to address problems that affect student success in school.	
N.2	Locates community resources that can improve student achievement and success.	
N.3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.	
N.4	When appropriate uses peer-helping strategies in the school counseling program.	
N.5	Makes appropriate referrals to community agencies, businesses, and resources to secure assistance for students and their families.	
VIII. LEADERSHIP KNOWLEDGE AND SKILLS		
O.1	Knows the qualities, principles, skills, and styles of effective leadership.	<ul style="list-style-type: none"> • Internship Site Activities • Individual Supervision • Advocacy Project
O.2	Knows strategies of leadership designed to enhance the learning environment of schools.	
O.3	Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.	
O.4	Understands the important role of the school counselor as a system change agent.	
O.5	Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.	
P.2	Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, classroom guidance and advisor/advisee programs for teachers).	

5. STUDENT RESPONSIBILITIES

A. AGREEMENTS, SUPERVISION, & SERVICE DELIVERY

- 1. Class Attendance.** The highly collaborative and experiential nature of this course requires that students attend all classes. Students should: a) be prepared for each class meeting and actively take part in providing, as well as receiving feedback from peers and your university supervisor, b) respect the confidentiality of any personal and sensitive information shared in class meetings, and c) ask questions, raise issues, and express opinions about “topics on the table” for discussion
- 2. Liability Insurance.** Students are required to purchase professional liability insurance and meet the necessary requirements of the school district, including fingerprinting. Students should contact ACA or ASCA to purchase insurance prior to starting their counseling contact hours in the school. Students must satisfy the faculty supervisor that they have purchased this professional liability insurance by providing a copy of the policy prior to starting their counseling contact.
- 3. Field Site Attendance:** students should accrue approximately 20-25 hours per week at their internship sites.
- 4. Internship Agreement:** a formal written agreement between the participating Prince Georges County Public Schools (PGCPS) and the University of Maryland at College Park (UMCP) must be signed by the student, site supervisor, and university supervisor, documenting that the school internship site will offer each student an array of learning experiences meeting the goals and objectives of the UMCP School Counseling M.Ed. Program curriculum. *Appendix A* contains the Agreement form.
- 5. Internship Prospectus:** each student should develop an Internship Prospectus with his or her assigned site supervisor. The prospectus should include the student’s goals and objectives for the internship. The university supervisors may require negotiation and modification. The student, site supervisor, and one of the university supervisors must sign the Prospectus. *Appendix B* contains the Prospectus form.
- 6. Advocacy Project:** to start developing the knowledge, skills, and awareness necessary to engage in collective efforts for cultural and social transformation, each student will execute an advocacy project focused on a data-supported, social justice issue at his/her internship site. Instructions will be provided in a separate document.
- 7. Individual Supervision:** each student must meet individually for an hour with his/her site supervisor for the duration of the internship experience.
- 8. Service Delivery Logs:** each student must maintain a log describing internship services delivered (direct, indirect, and total), the date and amount of time devoted for each service delivered. Logs must be submitted weekly for review and signature by the site supervisor, and then submitted for review and signature by the university supervisor.

B. RELEVANT ASCA ETHICAL STANDARDS on CONFIDENTIALITY
<http://www.schoolcounselor.org/school-counselors-members/legal-ethical>

ASCA Ethical Standard A.2.h Confidentiality

“Protect the confidentiality of students’ records and release personal data in accordance with prescribed federal and state laws and school policies including the laws within the Family Education Rights and Privacy Act (FERPA). Student information stored and transmitted electronically is treated with the same care as traditional student records.”

ASCA Ethical Standard A.10.c Technology

“Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology.”

C. GRADING FORMAT

Two grades are awarded for internship performance. Satisfactory (S) indicates acceptable and timely performance of all site and university requirements. Unsatisfactory (U) reflects substandard and/or unnecessarily tardy performance of one or more site or university requirements.

D. PROFESSIONAL DEMEANOR

Interns represent the University of Maryland’s Department of Counseling, Higher Education and Special Education. Therefore, intern behavior must conform to high standards of professionalism at all times at the internship site. Intern interactions with school site students, and intern examination and production of students’ school site documents, must be kept confidential, except under extraordinary circumstances (and, then, only at the direction of site and university supervisors; see ASCA standards in general, and A.2.h, A.10.c above). Thus, interactions and documentary information should not be discussed with anyone other than with site and university supervisors, school administration or faculty where appropriate, or with fellow interns during weekly group supervisory meetings at the University of Maryland at College Park.

6. EVALUATIONS & REQUIRED FORMS

Forms for the INTERNSHIP experience include the following:

- Internship Agreement (Appendix A)
- Internship Prospectus (Appendix B)
- Internship Experience Site Evaluation (Appendix D),
- Rating Form for Students in Counseling Internship, Mid-Semester and Final Semester (Appendices F and G). Supervisors will complete evaluation of students through Livetext.

- Supervisor Evaluation form (Appendix E)
- Field Experience Summary Form (Appendix C),
- Weekly Logs (see e-form)
- Tape/Video clip Critique Forms (Appendix I).

SITE SUPERVISOR EVALUATION OF STUDENTS:

Site supervisors will complete students' midterm and end of semester evaluations online through Livetext. Please make sure that you have registered for Livetext. Your supervisors will be emailed the link to Livetext and their passwords. Site supervisors should save a copy of the evaluation and discuss it with the internship student.

7. STUDENT EVALUATION OF INSTRUCTORS

1. Formal Evaluation

www.CourseEvalUM.umd.edu

“Your participation in the evaluation of courses through CourseEvalUM is a responsibility you hold as a student member of our academic community. Your feedback is confidential & important to the improvement of teaching & learning at the University as well as to the tenure & promotion process. CourseEvalUM will be open for you to complete your evaluations starting about two weeks prior to the last day of the term before exams begin. Please go directly to the website (www.courseevalum.umd.edu) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing online, at Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.”

CourseEvalUM - Frequently Asked Questions

“Why should I fill out the evaluations?”

https://www.irpa.umd.edu/Assessment/CourseEval/stdt_faq.shtml

“If you fill out all of the evaluations in your dashboard, the next semester you can view a summary of submitted evaluations for ALL classes with a 70% or higher response rate for their evaluations. Your evaluations will help instructors redesign & improve their course goals, objectives, content, & assignments

8. ATTENDANCE POLICY

Attendance Policies

<http://faculty.umd.edu/teach/attendance.html>

General Policies

“University policy excuses the absences of students for illness, religious observances, participation in University activities at the request of university authorities & compelling circumstances beyond the student's control. Students who miss a single class for a medical reason are not required to provide medical documentation, but students who are absent more than once are responsible for providing various forms of documentation, depending on the nature of the absence. Course syllabi should specify the nature of the in-class participation expected & the effects of absences on students' grades. For more information, see University Policy V-1.00G on Medically Necessary Absence.”

Medically Necessary Absences

“Students who miss a single class (lecture, recitation, or lab) for a medical reason must make a reasonable effort to contact their instructor in advance, & upon return to class, present the instructor with a self-signed note which acknowledges that the information provided is accurate. Faculty must accept this note; a student's failure to provide an accurate statement is a violation of the Honor Code... Students who have a prolonged absence due to illness (multiple consecutive absences) are required to provide written documentation from a health care provider.”

Inclement Weather

“Official closures & delays are announced on the campus website at umd.edu & snow phone line (301-405-SNOW), as well as on local radio & TV stations. If inclement weather conditions force a faculty member to cancel a class even though the University is open, the faculty member must notify the department chair in advance. Students must also be notified through procedures outlined in the syllabus.”

Religious Observances

(http://faculty.umd.edu/teach/attend_student.html#religious)

“The University's policy on religious observance and classroom assignments and tests states that students should not be penalized for participation in religious observances and that, whenever feasible, they should be allowed to make up academic assignments that are missed due to such absences. Faculty should describe this policy in the syllabus. Students are responsible for notifying the instructor of projected absences within the first two weeks of the semester. This is especially important for final examinations. Instructors should take the validity of these requests at face value.”

“The policy also requires that tests and major assignments not be scheduled on certain holiday dates.” These are listed below. An extensive list of religious holidays can be found at: <http://www.interfaithcalendar.org>

“Faculty should remind students in advance, preferably on the syllabus, that it is the student's responsibility to inform the instructor of any intended absences for religious observances in advance and that prior notification is especially important in connection with final examinations, since failure to reschedule a final examination before the conclusion of the final examination period may result in loss of credits during the semester. This problem is especially likely to arise when final exams are scheduled on Saturdays. Your failure to understand and adhere to this policy may result in a false perception that the campus is insensitive to the religious diversity on campus. Accordingly, please make every feasible effort to accommodate students' requests based on attendance of religious observances.”

9. ACADEMIC INTEGRITY & HONORS PLEDGE

Student Honor Council

<http://www.shc.umd.edu/>

Using the Honor Pledge: Frequently Asked Questions

<http://shc.umd.edu/SHC/HonorPledgeUse.aspx>

1. **Student Honor Code:** “The University has a nationally recognized Honor Code, administered by the Student Honor Council. The Student Honor Council proposed and the

University Senate approved an Honor Pledge. The student-administered Honor Code and Honor Pledge prohibits students from cheating on exams, plagiarizing papers, submitting the same paper for credit in two courses without authorization, buying papers, submitting fraudulent documents and forging signatures.”

2. **The University of Maryland Honor Pledge reads:** “I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination.”
3. **Student Written Pledge Statement Policy:** “Unless you are specifically advised to the contrary, the Pledge statement should be handwritten and signed on the front cover of all papers, projects, or other academic assignments submitted for evaluation in this course. Students who fail to write and sign the Pledge will be asked to confer with the instructor.”
4. **Compliance with the code is administered by the Student Honor Council,** “which strives to promote a community of trust on the College Park campus. Allegations of academic dishonesty should be reported directly to the Honor Council (301-314-8450) by any member of the campus community. For additional information, consult the Office of Student Conduct” at: <http://osc.umd.edu/OSC/Default.aspx>

American School Counselor Association (ASCA) ASCA's Ethical Standards for School Counselors (Adopted 1984; revised 1992, 1998, 2004 and 2010)

<http://www.schoolcounselor.org/content.asp?pl=325&sl=136&contentid=136>

10. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with Disabilities

Disability Support Services

<http://www.counseling.umd.edu/DSS/index.html>

“The University is legally obligated to provide appropriate accommodations for students with disabilities. The campus's Disability Support Service Office (DSS) works with students and faculty to address a variety of issues ranging from test anxiety to physical and psychological disabilities. If an instructor believes that a student may have a disability, DSS should be consulted (4-7682 or dissup@umd.edu). Note that to receive accommodations, students must first have their disabilities documented by DSS. The office then prepares an Accommodation Letter for course instructors regarding needed accommodations. Students are responsible for presenting this letter to their instructors by the end of the drop/add period.”

Students in Distress

Services for students in various forms of distress are offered by:

(1) Counseling Center

<http://www.counseling.umd.edu/?t=print.php>

(2) Mental Health Service in the Health Center

<http://www.health.umd.edu/mentalhealth>

(3) Peer-Counseling Hotline

<http://www.umdhelpcenter.org/>

During evenings and weekends, the student (4-HELP or 4-4357) is available

11. OTHER HELPFUL SERVICES

Writing Center for Graduate Students

<http://www.english.umd.edu/writing-center/twc-grad-students/>

- Provide trained peers.
- Work with students one-on-one.
- Work with drafts at all stages of the writing process, including invention, or brainstorming.
- Work with both grammatical & structural concerns. That is, we can help you with comma splices & thesis construction!
- Provide you with other helpful resources: manuals, worksheets, workshops