

Field Experiences Manual

School Counseling Program



UNIVERSITY OF
MARYLAND

Department of Counseling,
Higher Education, and
Special Education (CHSE)

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University of Maryland School Counseling

Field Experiences Manual

Introduction

The School Counseling Program in the Department of Counseling, Higher Education and Special Education, University of Maryland College Park provides this manual in order to contribute to successful field experiences for both supervisors and students. The manual contains guidelines and expectations that will help prepare those involved with the practicum and internship. The handbook is organized under the following headings:

- Program Mission
- Field Experience Guidelines
- Glossary of Terms
- Practicum/Internship Guidelines
- Suggested Field Experience Activities
- Site Supervisor Responsibilities
- University Supervisor Responsibilities
- Practicum Student / Intern Responsibilities
- Recording Guidelines
- Student Performance Review
- Field Placements
- Request for Exceptions
- Appendices

Program Mission

The University of Maryland School Counseling Program prepares counselors to work professionally with children from kindergarten level through high school. Counselor trainees are prepared to work in elementary, middle, intermediate, and high school settings. The hallmark of the program is its primary focus on preparing professional school counselors who can promote human growth and development in urban educational settings. To this end, the program emphasizes increasing awareness, knowledge, and skills in interacting with economically, socially, and culturally diverse student populations.

A major emphasis of the training is on clinical experiences in partnerships with local school districts. These partnerships foster an understanding of multicultural and diverse student populations and mastering counseling techniques that promote their educational empowerment in urban school settings. Consistent with the belief that counseling is for all children, the school counseling program has a focus on advocacy, equity, and social justice in delivering counseling services in culturally diverse settings. The program aims to develop professional school counselors who are leaders and advocates for systemic change.

The University of Maryland's School of Education is accredited by NCATE (National Council for Accreditation of Teacher Education). Additionally, the University of Maryland School Counseling Program is approved by the Maryland State Department of Education (MSDE) and aligned with CACREP (The Council for Accreditation of Counseling and Related P standards).

Field Experience Guidelines

The program requires the counseling trainee to prepare for the practicum/internship experience by completing prerequisite course work. Prior to practicum students must complete the following courses: EDCP 610, 614, 616, and 622. Prior to internship students must complete the following courses: EDCP 610, 611, 612, 614, 616, 621, 622, 635, 651, 665 and 870. School sites are located in urban school settings in Prince George's County and Washington D.C. Students are required to purchase professional liability insurance prior to the beginning of the practicum. This may be obtained at a very reasonable rate through the American Counseling Association. Students can also receive complimentary liability insurance as members of the American School Counselor Association. Students will be asked to provide documentation of insurance purchase before the end of the second week of the practicum experience.

Glossary of Terms

- **DIRECT SERVICE** – interaction with clients that includes the application of counseling, consultation, or human development skills. In general, the term is used in these standards to refer to time spent by practicum or internship students working directly with clients. More specifically, **direct service includes individual counseling, group counseling, teacher consultation, parent consultation, core curriculum delivery, leading meetings (e.g., facilitating a stakeholders' meetings), and implementing parent education workshops.** All other work in schools (e.g., observations, program planning) is considered indirect service.
- **INTERNSHIP** – a distinctly defined, post-practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student's program and initial postgraduate professional placement.
- **PRACTICUM** – a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship.
- **PROFESSIONAL COUNSELOR** – a counselor who has received a master's degree or higher from an entry-level program in counselor education matching the standards outlined by CACREP. A professional counselor remains active in the counseling professional by participating in professional development and seeking appropriate

licensure and certification.

- **PROGRAM** – a structured sequence of curricular and clinical experiences for which accreditation is sought. In the context of these standards, "programs" are housed within an "academic unit." Academic Units may offer programs in Career Counseling, College Counseling, Community Counseling, Gerontological Counseling, Marital, Couple and Family Counseling/Therapy, Mental Health Counseling, School Counseling, and Student Affairs.
- **SUPERVISION** – a tutorial and mentoring form of instruction in which a supervisor monitors the student's activities in practicum and internship and facilitates the learning and skill development experiences associated with practicum and internship. The supervisor monitors and evaluates the clinical work of the student while monitoring the quality of services offered to clients.

individual supervision- a tutorial and mentoring relationship between a member of the counseling profession and a counseling student.

group supervision - a tutorial and mentoring relationship between a member of the counseling profession and more than two counseling students.

triadic supervision - a tutorial and mentoring relationship between a supervisor and two counseling students.

site supervisor - a qualified individual within a setting who is responsible for supervising a student's work at that setting.

Practicum Guidelines (EDCP 621)

There are distinctive differences between the practicum (EDCP 621) and internship (EDCP 879) experiences. The supervised practicum experience provides for the development of individual counseling and group work skills under supervision, while the internship experience focuses on more advanced issues and skills. The practicum experience is designed to orient the student to the role and responsibilities of the professional school counselor. During the practicum, students may be involved in activities such as individual and group counseling, consulting and collaboration, core curriculum delivery, parent and family meetings, test administration and interpretation, writing case notes, and other direct service activities.

Specifically, the program requires students to complete supervised practicum experiences that total a minimum of 100 clock hours. The student's practicum includes the following:

- A minimum of 40 hours of direct service to students, in both individual and group work;
- A minimum of one hour per week of individual supervision on-site with a site supervisor (using audio recording, video recording, or live supervision) over a minimum of one academic term;
- An average of one and one half (1 1/2) hours per week of group supervision that is provided on a regular basis over the course of the student's practicum by a university supervisor;
- Evaluation of the student's performance throughout the practicum, including a formal evaluation at the completion of the practicum.

The 100 hours spent on-site gives the student the opportunity to understand the philosophy and administrative guidelines of the school setting and to participate to a limited extent in the school's day to day operation. Students will become familiar with the policies and procedures within the school and define their counseling roles accordingly.

Forms for the practicum experience include the following:

Practicum Agreement (Appendix A)
School Counseling Practicum Student Evaluation, Mid-Semester and Final Semester (Appendix F) *Supervisors will complete evaluation of students through Livetext.*
Field Experience Summary (Appendix C)
Field Experience Site Evaluation (Appendix D)
University Supervisor Evaluation (Appendix E)
Recording Critique Form (Appendix I).
Field Experience Weekly Log - *Electronic form should be completed in LiveText by student.*

Students should make hard and/or electronic copies of all forms for their own records

Two grades are given for the practicum, "S" (Satisfactory) or "U" (Unsatisfactory). A grade of "S" indicates a satisfactory completion of all site and university requirements at an acceptable level. A grade of "U" will be given when site or university requirements have not been

accomplished in an acceptable manner. **Practicum students who do not successfully complete the practicum experience by earning a grade of “S” will not be allowed to register for, nor complete, the Internship (EDCP 879). All students must pass Practicum (EDCP 621) before going on to the internship.**

Internship Guidelines (EDCP 879)

The internship (EDCP 879) is an arranged, supervised opportunity (2 semesters) for the trainee to perform all the activities that a regularly employed school counselor would be expected to perform. Students will register for 4 credits of EDCP 879 in the Fall semester and 5 credits of EDCP 879 in the Spring semester. Internship students enroll for the internship experience during the last two semesters of their programs. The internship includes a minimum of 600 clock hours (300 hours each semester), **after successful completion of a trainee’s practicum.** The trainee’s internship includes the following:

- A minimum of 240 hours (120 hours/semester) of direct service with students.
- A minimum of one hour per week of individual supervision with the site supervisor.
- An average of one and one-half hours per week of group supervision with the university supervisor.
- The opportunity for a wide variety of professional activities.
- The opportunity for the student to make audio and/or video recordings of the student’s interactions with clients for use in supervision;
- The opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature, and research; and
- Formal evaluations of the trainee’s performance during the internship by both the University and site supervisors.

Students are expected to complete two semesters of internship, at 300 hours each semester. **Interns must successfully complete the first semester of internship (with a grade of “S”) prior to registering and completing the second semester of internship.** The student will spend approximately 20 hours per week in the school and begin to perform duties in the role of a professional school counselor. This role will involve individual and group counseling responsibilities, as well as other professional duties such as: core curriculum, parent and teacher consultation, program development, program evaluation, etc. The on-site experience gives the trainee the opportunity to understand the philosophy and administrative guidelines of the school and to participate fully in the school’s day to day operation.

Interns are required to complete and submit the following forms:

- Internship Agreement (Appendix A)
- Internship Prospectus (Appendix B)
- School Counseling Intern Evaluation, Mid-Semester and Final Semester (Appendix G)
- Supervisors will complete evaluation of students through Livetext*
- Field Experience Summary (Appendix C),
- Field Experience Site Evaluation (Appendix D),
- University Supervisor Evaluation (Appendix E)
- Recording Critique Form (Appendix I).
- Field Experience Weekly Log - *Electronic form should be completed in LiveText by student.*

Students should make hard and/or electronic copies of all forms for their own records

Suggested Field Experience Activities

Practicum students and interns SHOULD participate in these activities (or similar activities):

Family and Community Involvement

- Assist a teacher in organizing, implementing, and evaluating conferences with students and parents.
- Organize, implement and evaluate a parent education program aimed at helping parents learn how to support their children to succeed in school
- Organize, implement, and evaluate a homework support program for a selected group of students.
- Counsel parents of two or more students to address issues related to and in support of student learning and academic achievement.

Program Organization and Administration

- Interview leader of the school counseling program and explore the organization and administration of the school counseling program including programs for personal, social, academic, career and college counseling.
- Interview members of the school counseling team and other support staff regarding their responsibilities and duties.

Advocacy

- Identify a situation with one or more K-12 students that call for advocacy to promote learning and high academic achievement and prepare a report describing actual or planned advocacy interventions.

Leadership

- Assume a leadership role in an existing intervention program or initiate leadership in a new program aimed at increasing student learning and achievement.
- Practice communication to influence change in the school. Report efforts to site supervisor for feedback, comment and suggestions. Site supervisor should observe intern in leader/influencer role.

Special Education

- Observe classrooms containing students with exceptionalities/disabilities. Discuss issues regarding disabilities to gain understanding of educational implications.
- Observe an Individualized Educational Planning meeting focused on a child with a disability.

Career Development and Counseling

- Develop or participate in a career guidance program that addresses career-to-work frameworks and the relevance of education to career development.
- Provide career guidance information to at least 2 students and/or classroom/s of K-12 students.

- Administer a battery of career-related tests and assessments to at least 2 students. Prepare a report of findings and discuss findings with students to assist them in developing academic and career goals.

Personal and Social Development Counseling

- Counsel at least 5 students that differ in cultural, racial, and/or ethnic background.
- Identify students who may be at risk for aggressive or violent behavior, victimization, or perpetration. Discuss and implement approaches for working/counseling with one or more these students to eliminate the risk of problem behavior.
- Identify one or more students with low self-esteem and provide counseling to increase self-esteem, resiliency, and self-confidence.
- Work with two parties in conflict (e.g., parent and teacher, student and teacher, 2 students) assisting them to work through their conflict/problem. Use mediation skills and prepare a written report of the work identifying and evaluating outcomes.
- Design and implement a program promoting an awareness and respect for diversity and individual difference.

Group Counseling and Team Building

- Organize a group of students and apply group counseling leadership skills to address the goals and purposes of the group.
- Facilitate or co-facilitate one or more meetings of school staff, parents, and/or students in working on an education related task.
- Organize and lead a psycho educational group for students aimed at increasing student learning and academic achievement.
- Organize a group of school stakeholders and conduct activities with the group and use facilitation skills to build the group into an effective team focused on an identified goal OR assist a currently functioning team with team building exercises and activities.

Consultation

- Establish a consultative relationship with at least 2 school staff members and/or parents providing understanding and conceptualization of student problems/issues, intervention strategies, skill development, and/or training designed to improve effectiveness with one or more students. Establish a team of parents, teachers, and/or other school staff aimed at increasing student learning and academic achievement AND/OR work with an existing school related team.
- Develop, organize, and implement an in-service education program for school staff, and/or parents, community agency personnel focused on counseling and guidance related topics and issues.

Research and Program Evaluation

- Establish or identify an intervention program aimed at promoting student learning and achievement. Perform needs assessment, identify program goals, develop and implement program activity components and gather descriptive and numerical data on program outcomes including the impact on student learning.
- Gather data on a school program involving student support services, teaching and

learning, tutoring, school attendance, etc. or examine existing data on such a program.

- Become familiar with testing and assessment procedures at school site.
- Work with at least 2 K-12 students in analyzing their test and assessment data to assist in educational advisement and planning.

Assessment and Use of Data

- Advise middle and/or high school students regarding courses and educational programs using student achievement records to establish high academic achievement goals and expectations.
- Observe and assist with the administration of academic performance tests, mental health, and career assessment.
- Develop a counseling activity based upon existing data related to academic achievement

Site Supervisor Responsibilities

Supervisors at Practicum/Internship sites must have a minimum of a master's degree in counseling or a closely related field and appropriate school counselor certification. A minimum of two years of pertinent professional experience and knowledge of program requirements and evaluation procedures is necessary.

The Practicum/Internship site supervisor agrees to provide clinical experiences for the practicum/internship student in accordance with Practicum/Internship Guidelines, which include:

- 40 client contact hours for practicum and 240 client contact hours for internship;
- orientation of the University supervisor and practicum student/intern to the facilities and policies of the site;
- scheduling university supervisor site visits;
- assist trainee in completing the final Internship Prospectus (Appendix B);
- Meet once a week with the trainee to discuss progress;
- Participate in mid-term and final evaluation of the trainee (see Appendices F and G); and consult with the University supervisor about the trainee's progress;
- Assist trainees with policies and procedures for recording clients;
- Provide a private space for the student while they are seeing clients.

University Supervisor Responsibilities

The University Supervisor is expected to assist the intern/practicum student in completing the Field Experience Prospectus, provide supervision for each intern, conduct group supervision, critique audio/video counseling recordings for each trainee, consult with the site supervisor about the student's progress, assure that all required internship forms are submitted, attend all university meetings of supervisors, assure that trainees complete all internship requirements.

There are two grades given for the internship, "S" (Satisfactory) or "U"

(Unsatisfactory). A grade of “S” indicates a satisfactory completion of all site and university requirements at an acceptable level. A grade of “U” will be awarded when site or university requirements have not been accomplished in an acceptable manner.

Practicum Student/Intern Responsibilities

Trainees are aware of their responsibilities for practicum/internship participation, including learning the policies and procedures within the school, site expectations, rules, and other regulations. Trainees are expected to abide by the ethical standards of the American Counseling Association (ACA) and the American School Counselor Association (ASCA). Further, trainees agree to: follow the administrative policies, standards and practice of the site; report to the site on time and follow all established regulations during the regularly scheduled operating hours of the site; conform to the standards and practices of the university while training at the site; and keep in confidence all medical and health information pertaining to clients. Lastly, all practicum/intern students are required to undergo a full background check (including fingerprinting) and acquire counseling liability insurance in order to participate in field experiences. Proof of background check and liability insurance must be provided to the University Supervisor prior to beginning each field experience. In addition, students must complete any school safety and/or abuse and neglect training modules required by the hosting school system prior to the start of the field experience.

Recording Guidelines

Audio/video recording of counseling sessions is a requirement of the internship and practicum experiences. Each recorded counseling session used in a supervision presentation should be previewed thoroughly and labeled with intern/practicum student name. Date of recording submission should also be included on the label/file name. Students should make notes reflecting important content and questions for supervision.

In order to ensure clear, audible recordings, students are advised to the following:

- Utilize high quality recording devices that produce clear audio and/or video images.
- Place the recorder close by so that control of the recording process is manageable. Do not place your recording device on any metal or hard surface, as it tends to amplify vibrations.
- Make a practice recording in the setting where recording will be done. Ascertain the best positioning for both the recorder and the microphone in order to avoid mechanical errors or distractions during the session.

Confidentiality and Use of Technology for Recordings

While school counseling practicum and internship students may use their personal laptops to create recordings of individual and group counseling sessions for the sole purpose of supervision, they must follow ethical guidelines in doing so (see ASCA Ethical Standards

A.2. and A.14). School counseling students must receive signed informed consent from their students/clients and their parents before recording. They must maintain the

confidentiality of students/clients by refraining from sharing the recordings with anyone other than their faculty and site supervisors and school counseling students in their practicum/internship supervision sessions. School counseling students must refrain from transmitting recordings over the Internet unless they make every effort to protect the confidentiality of students (e.g., encrypting). They should take all reasonable measures to maintain the confidentiality of all recordings stored on laptops, flash drives, CDs/DVDs, or other media.

A.2. Confidentiality

“Protect the confidentiality of students’ records and release personal data in accordance with prescribed federal and state laws and school board policies. Recognize the vulnerability of confidentiality in **electronic** communications and only transmit student information electronically in a way that follows currently accepted security standards and meets federal, state and local laws and board policy.”

A.14. Technical and Digital Citizenship

The professional school counselor:

- a. Demonstrate appropriate selection and use of technology and software applications to enhance students’ academic, career and social/emotional development. Attention is given to the ethical and legal considerations of technological applications, including confidentiality concerns, security issues, potential limitations and benefits and communication practices in electronic media.
- b. Take appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted through the use of computers, social media, facsimile machines, telephones, voicemail, answering machines and other electronic technology.

Confidentiality

One of the most important aspects of counseling is confidentiality. It is also a crucial component of the trust building process. The following is a list of important issues that should be discussed by interns and supervisors:

- Regulations regarding confidentiality of notes, files, and/or recording at their school site. If possible, the student should receive a written copy of these regulations.
- Written permission from parents or guardians for recording minors. Consent forms should explain the limits of confidentiality and should state clearly that the recording will be used for supervision purposes. Many schools have consent forms for use or students may use the sample form in Appendix H.
- All information shared in supervision should be kept strictly confidential.
- Client names or surnames must not be used to identify recordings. Use initials to label recordings.

Student Performance Review

Each student enrolled in a degree-seeking status in every degree level of study is involved in a Student Performance review near the end of each semester. Such reviews are a

regular component of the training program. Student reviews are conducted with the participation of all Program faculty. Results of student evaluations are entered into each student's record and discussed with the student and their advisor. In instances of concern about a student, pertinent materials and observations about the student are examined and discussed among the faculty and remedial decisions are determined according to the Selection, Review, Retention, and Dismissal Policy noted in the appendices of the Student Handbook. Due process issues affecting student evaluations are followed in accordance with all published guidelines in materials from the Graduate Catalog and University of Maryland's Handbooks.

Field Placements

All School Counseling practicum students and interns are placed in local school districts surrounding the University. Placements are implemented by Directors of School Counseling Services in each district in consultation with the Director of Field Experiences at University of Maryland. Please note that students may not complete placements at school systems where they are recognized as employees (full-time, part-time, on leave, etc.).

Applications for placements will be completed by students the semester prior to the placement and submitted to the UMD School Counseling Director of Field Experiences. Students will also meet any school system requirements for placement, including background checks and fingerprinting, as well as neglect and abuse training, as part of the application process. Students are *not* to contact the school district for any reason during the application and placement process. Any questions should be asked of the Director of Field Experiences. These guidelines will ensure that there is one clear point of contact with our school system partners.

Request for Exceptions

Any request for an exception to the policies and/or prerequisites of the school counseling program must be submitted in writing to the Director of Field Experiences. Requests for field placement changes (i.e. request to complete the placement at a school system outside of our established partner systems) must be received within the first two months of the semester prior to the beginning of the placement. The written request must include the following:

- a clear description of the exception
- the rationale for the exception
- any subsequent ramifications of the change (e.g., lapses in program)

The written requests will be evaluated by the school counseling faculty. A written decision regarding the request will be returned to the student by the school counseling faculty. Copies of these documents will remain in the student's departmental file.

Appendices

Appendix A
Internship / Practicum Agreement
between
University of Maryland at College Park and

Host School

Host School Address

Host City, State, and Zip Code

- **General Provisions**

This agreement, dated _____, confirms the arrangements mutually agreed upon between _____ (school name) and the University of Maryland at College Park, through representatives of the Department of Counseling, Higher Education and Special Education of the College of Education.

- **Purpose**

The parties specified in this Agreement have determined that they have a mutual interest in providing student learning experiences for graduate students in the school which are consistent with the goals and objectives of the curriculum of the School Counseling Program. The University has determined that student placements are consistent with the goals and objectives of the curriculum and will enhance the program of study. The purpose of this Agreement is to provide these learning experiences in the school for the specified number of graduate students who are enrolled during the academic year in EDCP 621 (Practicum) or EDCP 879 (Internship) at the University.

- I. **Term**

- a. Effective date for this Agreement shall be the date indicated above. It shall run continuously without necessity for renewal.
 - b. This Agreement may be terminated by either party upon written notice of at least ninety days, provided that such termination cannot occur during the middle of a regular semester and provided further that in the determination of the University, termination will not negatively affect students currently placed in the school.

II. **Compliance with University and Agency Policies**

- a. Students working in schools will be subject to University's Academic Honor Policy and the Student Disciplinary Code, copies of which will be provided to the school by the Internship/Practicum Coordinator. If alleged violations occur, the school should notify the Internship/Practicum Coordinator. Schools will require student participating in school activities to comply with its own operational policies and procedures. In the case of inconsistencies, however, University policies will supersede unless the Internship/Practicum Coordinator and the school agree on alternate provisions. The school will provide copies of such policies and procedures to the Internship/Practicum Coordinator and to students assigned to work in the school.

III. **General Responsibilities of the Parties**

- a) The **University** will have the following responsibilities:
 - i) Notify students of appropriate placement activities for the internship/practicum
 - ii) Approve placement site and learning objective
 - iii) Award university credit to students, where appropriate, at the end of the placement.
 - iv) Participate in planning and evaluation regarding learning activities.
 - v) Inform school of the University calendar and initiate discussions of students' obligations to report to school whenever classes are not in session.
 - vi) Provide a University supervisor to assist the student in completing the "Field Experience Prospectus."
 - vii) Conduct individual and group supervision.
 - viii) Critique audio and video recordings of the student's counseling experiences.
 - ix) Consult with the site supervisor about the student's progress.
 - x) Assure that all required field experience forms are submitted,
 - xi) Assure that all internship requirements are completed.
 - xii) Submit a grade for the student.
 - xiii) Maintain confidentiality regarding client information obtained during faculty supervision.
 - xiv) Provide school with evaluation forms and deadlines.
 - xv) Confer with the site supervisor if student experiences need to be changed or altered.
- b) **Schools** shall have the following general responsibilities:
 - i) Provide opportunity for student observation and/or participation on school premises.
 - ii) Provide a safe environment in compliance with all federal and state laws and inform University and the student of hazardous conditions and unusual circumstances that may create unsafe conditions
 - iii) Provide to Internship/Practicum Coordinator and students written policies and operational procedures to which students are expected to adhere while they are in school setting.
 - iv) Participate in planning or evaluation sessions with students and, where appropriate, with University faculty.
 - v) Identify for Internship/Practicum Coordinator the school personnel primarily responsible for supervising learning activity in school.
 - vi) Provide timely final evaluation of student performance in the manner specified

- by University.
 - vii) Conduct exit interviews with students that will include discussion of school's final evaluation.
 - viii) Notify Internship/Practicum Coordinator of unsatisfactory performance or misconduct of a student and provide documentation of any change to Internship/Practicum Coordinator for handling under University policies regulation student behavior and/or academic conduct. If the notice of an incident involving a student suggests that a student may be an imminent danger to the safety or property of others, the school may dismiss the student with immediate notice to the Internship/Practicum Coordinator. An appropriate hearing will be held for the student as soon as practical.
 - ix) Orient the student to the mission, goals, and objectives of the school, as well as to internal operating procedures.
 - x) Allow the student to obtain audio and video recordings for use in supervision of the student's interactions with clientele.
 - xi) Provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media and professional literature and research.
 - xii) Assist the student in completing the final "Internship Prospectus."
 - xiii) Facilitate the student's accomplishment of the prospectus,
 - xiv) Meet with the student weekly to discuss progress.
 - xv) Participate in a midterm and final evaluation of the student.
 - xvi) Consult with the university supervisor about the student's progress.
 - xvii) Provide adequate work space, access to telephone, and necessary supplies and equipment for the students.
 - xviii) School retains the primary responsibility for the care of all clients, to the extent provided by law, each party is responsible for the negligent and/or intentional acts of only its own employees.
- c) The **Student** will have the following responsibilities:
- i) Attend orientation sessions regarding the internship/practicum.
 - ii) Adhere to the policies and operational procedures of the School.
 - iii) Negotiate a set of learning objectives with the School and University and provide to each a written statement of objectives (Field Experience Prospectus).
 - iv) Give prior notice of necessary absence to appropriate University and School personnel.
 - v) Participate in all individual and group meetings associated with the internship or practicum
 - vi) Provide personal transportation to and from the internship or practicum.
 - vii) Complete a minimum of 600 clock hours of supervised experience (300 hours each of two semesters) including a minimum of 240 hours in direct service work and 360 hours in other activities compatible with a professional's role for an internship.
 - viii) Complete a "Field Experience Prospectus" by the first week of the semester.
 - ix) Keep a log describing field experiences, the date of the experience, the amount of time spent at it and the student's reactions to the experience.
 - x) Complete the "Field Experience Summary", "Field Experience Site Evaluation", and "University Supervisor Evaluation" forms by the start of final examination week.

- xi) Attend individual and group supervisory meetings with the University supervisor.
- xii) Attend meetings with the site supervisor.
- xiii) Arrange a schedule of field experience hours with a designated School staff member.
- xiv) Comply with School and University supervision requirements.
- xv) Maintain professional standards of confidentiality of client and school information.
- xvi) Maintain professional liability insurance.
- xvii) Seek prior written approval for research of any kind to be performed.

Nondiscrimination

Both parties give mutual assurance that in performing their duties under this Agreement, they will not discriminate on the basis of race, sex, religion, national origin, age, and handicap. Reasonable accommodation for participation by disabled persons will be made in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans Disabilities Act of 1990. In witness whereof, the parties have caused this Agreement to be signed by their respective administrative officers:

For and on behalf of The University of Maryland at College Park:

 University Supervisor
 Department of Counseling, Higher Education and Special
 Education

 Date

School Site Approval Section

For and on behalf of _____
 (School)

 (Date)

 (Site Supervisor Signature & Printed Name)

Proposed Internship/Practicum Agreement

This is an agreement between _____,
a student in the School Counseling Program at the University of Maryland at College Park.

I have read the contractual agreement between the University of Maryland at College Park
and _____ (school name)
and agree to abide by the Student Responsibilities section.

(Student's Signature)

(University Supervisor's Signature)

Appendix B

Internship Prospectus (EDCP 879)

University of Maryland at College Park School Counseling Program

Name _____ Phone _____

Email Address _____

Mailing Address _____

Start Date _____ End Date _____

School Name: _____

Site Supervisor: _____

Phone: _____ Field of Study _____

E-mail: _____ Highest Degree Earned: _____

On an attached sheet of paper, concisely outline the proposed field experience. The prospectus should make clear the chief responsibilities of the student and the approximate allocation of time. You may take advantage, however, of new opportunities, when they arise, after consulting with your Site Supervisor and University Supervisor.

The prospectus should cover these topics:

- Time: Indicate dates (months, years) and hours per week*
- Site Supervisor/Host: Indicate name, position, and a brief background of the school counselor involved in the supervision and the approximate weekly time to be devoted to supervision.*
- Experience: List the various duties you will perform. Indicate approximate time devoted to each. An intern should engage in all the activities performed by a full-time school counselor.*
- Personal Objectives: List at least 3 learning objectives that you would like to work on during the semester.*
- Signatures: The prospectus must be completed, signed by the student, site supervisor, University supervisor. The prospectus should be submitted no later than Friday of the first week in which classes are held.*

(Intern's Signature)

(Date)

(Site Supervisor's Signature)

(Date)

Appendix C

Field Experience Summary University of Maryland at College Park School Counseling Program

Name _____ Email: _____

Please check appropriate experience: Practicum (EDCP 621) Internship (EDCP 879)

School Name: _____

Site Supervisor: _____

Contact Summary:

Start Date _____ End Date _____

Duration of Experience (no. of weeks) _____ Hours/Week: _____

Number of students seen _____ Number of indirect service hours _____

Number of direct service hours _____ **Number of Total Hours** _____

Please type a brief response to each of the following questions. Include all salient points.

Type of student issues and concerns addressed:

Specify your duties and responsibilities:

Goals for semester:

Programs developed and/or implemented:

Data results that demonstrate practicum/intern student effectiveness:

Additional counseling activities not mentioned above:

Appendix D

Field Experience Site Evaluation

The purpose of this evaluation is to understand your experiences at your practicum or internship site. Please complete this evaluation via Google Form after your experience at your practicum or internship site. This form will be submitted to the University Supervisor and Field Placement Director after final grades are submitted. Part of this evaluation is adapted from Wilson College Student Evaluation of Internship Site

Site Supervisor: _____

Student: _____ Date: _____

Site: _____ Current Semester _____

What experience did you complete this semester?

Practicum 1st Semester Internship 2nd Semester Internship

1. The site supervisor spent adequate time observing you (check all that apply):

_____ Counseling students

_____ Delivering classroom instruction

_____ Consulting and meeting with families

_____ Executing your advocacy project

_____ Analyzing school data

_____ Consulting with teachers, administrators and other school staff

2. Reflecting on your entire field experience, please rate the degree to which your needs were met on the following criteria.

	1 - Below Expectations	2 - Approached Expectations	3 – Met Expectations	4 – Exceeded Expectations	N/A - Not applicable
Assisted you in meeting your learning objectives as outlined in your practicum agreement or internship prospectus					
Integrated you into all appropriate levels of activities, programs and projects					
Provided professional growth experiences					
Adequately described or demonstrated tasks you are expected to perform					
Actively listened to your ideas or recommendations you might offer					
Consistently provided supervision throughout the internship					
Provided an adequate space for you to counsel students confidentially and meet with families					

3. Throughout the field experience, the site supervisor (check all that apply):

_____ Gave constructive feedback regarding your strengths and areas for improvement

_____ Gave little to no feedback regarding your performance

_____ Provided useful suggestions to improve your skills

_____ Gave inappropriate guidance

_____ Provided feedback that was too general and vague

_____ Interacted with you in ways that were negative and didn't support learning

4. What was the most valuable aspect of the site?

5. What was the least valuable aspect of the site?

6. Circle your response.

Thinking about your entire experience, would you:

Highly recommend this site for a Practicum Placement

Partially recommend this site for a Practicum Placement

Not recommend this site for a Practicum Placement

Thinking about your entire experience, would you:

Highly recommend this site for an Internship Placement

Partially recommend this site for an Internship Placement

Not recommend this site for an Internship Placement

7. Is there anything else about your site that you would like us to know?

Appendix E

University Supervisor Evaluation

University Supervisor: _____

Circle One: Practicum Internship Semester/Year _____

Note: This evaluation will be shown to your supervisor after grades are submitted.

Please evaluate your supervisory experience in the following areas using this scale:

SA - strongly agree	A- agree	N – no opinion	D – disagree	SD – strongly disagree
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Please circle your responses below.

1. My supervisor was genuinely interested in my growth as a professional school counselor.

SA A N D SD

2. My supervisor was very professional in her/his dealings with me.

SA A N D SD

3. My supervisor made suggestions regarding my recorded sessions that were beneficial.

SA A N D SD

4. My supervisor created a setting of support.

SA A N D SD

5. My supervisor treated me as a professional.

SA A N D SD

6. My supervisor was dependable regarding his/her meetings with me.

SA A N D SD

7. My supervisor offered me constructive criticism that assisted in improving my counseling skills.

SA A N D SD

8. The requirements made of me by the supervisor were fair and challenging.

SA A N D SD

9. My supervisor helped promote legal and ethical practice by discussing and modeling appropriate ethical behaviors.

SA A N D SD

Please comment on the following:

10. What do you feel you gained as a result of working with your University supervisor?

11. What could have been done differently by your supervisor to make your experience more beneficial?

12. Overall, your university supervision experience was _____.

_____Excellent _____Good _____Fair _____Poor__

ADDITIONAL COMMENTS:

Appendix F
School Counseling Practicum Student Evaluation

Mid Semester & Final

Using the LiveText web-based program, the site supervisor will complete this assessment during the mid-point and again at the end of the practicum experience.

Site Supervisor Instructions: Please rate the practicum student on all 27 items of the assessment according to the following scale.

1. **Emerging:** (a) always requires supervision and monitoring in carrying out all routine tasks in a specified area, and (b) always requires supervision and monitoring in carrying out all advanced tasks in this area.
2. **Developing:** (a) always requires supervision and monitoring in carrying out a majority of routine tasks in a specified area, and (b) always requires supervision for developing all advanced skills in this area.
3. **Meeting Expectations:** (a) often requires supervision of routine tasks in a specified area, and (b) often requires supervision for refinement of advanced skills in this area.
4. **Exceeding Expectations:** (a) sometimes requires supervision of routine tasks in a specified area, and (b) often requires supervision for refinement of advanced skills in this area.

A rating of “3” (Meeting Expectations) should be given for performance considered to be developmentally appropriate for the practicum student at this moment in his/her training program.

For the final evaluation, ratings of at least “3” on all items (standards) are required for passing all course and placement requirements. To minimize course and placement failures, any ratings on the mid-term evaluation below “3” will trigger formation of a developmental plan, co-authored by the site supervisor, faculty supervisor, and the intern addressing how the intern can raise performance on these standards to a rating of “3” on the final evaluation.

Item #	CACREP Standard		RATING	COMMENTS
I. FOUNDATIONAL KNOWLEDGE AND SKILLS				
1	B.1	Applies and adheres to ethical and legal standards in school counseling (especially maintaining appropriate confidentiality).		
II. COUNSELING, PREVENTION, AND INTERVENTION KNOWLEDGE AND SKILLS				
2	C.3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.		
3	D.1A	Relates to diverse individuals, groups, and classrooms.		
4	D.1B	Sensitive to diverse individuals, groups, and classrooms.		
5	D.1C	Demonstrates skills needed to relate to diverse individuals, groups, and classrooms.		
6	D.2A	Counsels students individually to promote their academic, career and person-social development, consistent with MCCRS standards.		
7	D.2B	Counsels students in groups to promote their academic, career, and personal social development, consistent with MCCRS standards.		
8	D.2C	Conducts classroom guidance to promote students' academic, career, and personal social development, consistent with MCCRS standards.		
9	D.5A	Recognizes his or her limitations as a school counselor.		
10	D.5B	Seeks supervision and refers students when appropriate.		
III. DIVERSITY AND ADVOCACY KNOWLEDGE AND SKILLS				
11	F.1	Demonstrates multicultural competency to foster student learning and development.		
12	F.2	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students, consistent with MCCRS standards.		
13	F.4	Engages parents, guardians, and families to promote the academic, career, and personal-social development of students, consistent with MCCRS standards.		
IV. ASSESSMENT KNOWLEDGE AND SKILLS				
14	H.1	Assesses and interprets students' strengths and needs.		
15	H.2	Selects appropriate assessment strategies to evaluate a student's academic, career, and personal-social development, consistent with MCCRS standards.		
16	H.3A	Analyzes assessment information to make appropriate judgments of the needs of individual students.		
17	H.4	Makes appropriate referrals to school and/or community resources.		
18	H.5	Assesses barriers that impede students' academic, career, and personal-social development, consistent with MCCRS standards.		

Item #	CACREP Standard		RATING	COMMENTS
V. ACADEMIC DEVELOPMENT				
19	L.1	Conducts programs to enhance student academic development, consistent with MCCRS standards.		
20	L.2	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities, consistent with MCCRS standards.		
21	L.3	Incorporates different student learning styles in instructional strategies.		
VI. COLLABORATION AND CONSULTATION KNOWLEDGE AND SKILLS				
22	M.1	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.		
23	N.1	Works with parents, guardians, and families to address problems that affect student success in school.		
24	N.2	Locates community resources that can improve student achievement and success.		
25	N.3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.		
26	N.4	When appropriate, uses peer-helping strategies in the school counseling program.		
VII. LEADERSHIP KNOWLEDGE AND SKILLS				
27	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).		

Appendix G Intern Evaluation

Mid Semester & Final

Using the LiveText web-based program, the site supervisor will complete this assessment during the mid-point and again at the end of the internship experience.

Site Supervisor Instructions: Please rate the intern on all 50 items of the assessment according to the following scale.

1. **Emerging:** (a) always requires supervision and monitoring in carrying out all routine tasks in a specified area, and (b) always requires supervision and monitoring in carrying out all advanced tasks in this area.
2. **Developing:** (a) often requires supervision and monitoring in carrying out a majority of routine tasks in a specified area, and (b) always requires supervision for developing all advanced skills in this area.
3. **Meeting Expectations:** (a) displays mastery of routine tasks in a specified area, but (b) often requires supervision for refinement of advanced skills in this area.
4. **Exceeding Expectations:** (a) performs at the independent practice level in a specified area, and (b) occasionally requires supervision and also consults when appropriate.

A score of 3 (Meeting Expectations) should be given for performance considered to be developmentally appropriate for the intern at this moment in his/her training program. **For the final evaluation, ratings of at least “3” on all items (standards) are required for passing all course and placement requirements.** To minimize course and placement failures, any ratings on the mid-term evaluation below “3” will trigger formation of a developmental plan, co-authored by the site supervisor, faculty supervisor, and the intern addressing how the intern can raise performance on these standards to a rating of “3” on the final evaluation.

Item #	CACREP Standard		RATING	COMMENTS
I. FOUNDATIONAL KNOWLEDGE AND SKILLS				
1	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.		
2	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				
3	C.3	Knows strategies for helping students identify strengths and cope with environmental and developmental problems.		
4	C.6	Understands the potential impact of crises, emergencies, and disasters on students, educators, and schools, and knows the skills needed for crisis intervention.		
5	D.1A	Relates to diverse individuals, groups, and classrooms.		
6	D.1B	Sensitive to diverse individuals, groups, and classrooms.		
7	D.1C	Demonstrates skills needed to relate to diverse individuals, groups, and classrooms.		
8	D.2A	Counsels students individually to promote their academic, career and personal/social development, consistent with MCCRS standards.		
9	D.2B	Counsels students in groups to promote their academic, career, and personal/social development, consistent with MCCRS standards.		
10	D.2C	Conducts classroom guidance to promote students' academic, career, and personal social development, consistent with MCCRS standards.		
11	D.3	Designs and implements prevention and intervention plans (such as IEPs, 504s, Individual Personal Education Plans) to meet unique student needs.		
12	D.4	Assesses and manages suicide risk.		
13	D.5A	Recognizes his or her limitations as a school counselor.		
14	D.5B	Seeks supervision and refers students when appropriate.		
III. DIVERSITY AND ADVOCACY KNOWLEDGE AND SKILLS				
15	F.1	Demonstrates multicultural competency to foster student learning and development.		
16	F.2	Advocates for the learning and academic experiences necessary to promote the academic, career, and personal social development of students, consistent with MCCRS standards.		
17	F.3	Advocates for school policies, programs, and services that enhance and contribute to a positive, diverse school climate.		
18	F.4	Engages parents, guardians, and families to promote the academic, career, and personal-social development of students, consistent with MCCRS standards.		

Item #	CACREP Standard		RATING	COMMENTS
IV. ASSESSMENT KNOWLEDGE AND SKILLS				
19	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.		
20	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.		
21	H.1	Assesses and interprets students' strengths and needs recognizing each students' uniqueness.		
22	H.2	Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal-social development, consistent with MCCRS standards.		
23	H.3A	Analyzes assessment information to make appropriate judgments of the needs of individual students.		
24	H.3B	Evaluates the effectiveness of educational programs.		
25	H.4	Makes appropriate referrals to school and/or community resources.		
26	H.5	Assesses barriers that impede students' academic, career, and personal-social development, consistent with MCCRS standards.		
V. RESEARCH AND EVALUATION KNOWLEDGE AND SKILLS				
27	J.1	Applies relevant research findings to inform the practice of school counseling.		
28	J.3.	Uses data to enhance school counseling programs.		
VI. ACADEMIC DEVELOPMENT				
29	K.3	Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling- and guidance- related material.		
30	L.1	Conducts programs to enhance student academic development, consistent with MCCRS standards.		
31	L.2	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities, consistent with MCCRS standards.		
32	L.3	Incorporates different student learning styles in instructional strategies.		
33	II.F	Uses and infuses technology in program delivery and understands technology's impact on the counseling profession.		

Item #	CACREP Standard		RATING	COMMENTS
VII. COLLABORATION AND CONSULTATION KNOWLEDGE AND SKILLS				
34	M.1	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.		
35	M.2	Knows strategies to promote, develop, and enhance effective teamwork within the school and the larger community.		
36	M.4	Understands systems theories, models, and processes of consultation in school system settings.		
37	M.5	Knows strategies and methods for working with parents, guardians, families, and communities to empower them to act on behalf of their children.		
38	M.6	Understands the various peer programming interventions (e.g., peer meditation, peer mentoring, peer tutoring) and how to coordinate them.		
39	M.7	Knows school and community collaboration models for crisis/disaster preparedness and response.		
40	N.1	Works with parents, guardians, and families to address problems that affect student success in school.		
41	N.2	Locates community resources that can improve student achievement and success.		
42	N.3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development, consistent with MCCRS standards.		
43	N.4	When appropriate uses peer-helping strategies in the school counseling program.		
44	N.5	Makes appropriate referrals to community agencies, businesses, and resources to secure assistance for students and their families.		
VIII. LEADERSHIP KNOWLEDGE AND SKILLS				
45	O.1	Knows the qualities, principles, skills, and styles of effective leadership.		
46	O.2	Knows strategies of leadership designed to enhance the learning environment of schools.		
47	O.3	Knows how to design, implement, manage, and evaluate a comprehensive school counseling program.		
48	O.4	Understands the important role of the school counselor as a system change agent.		
49	O.5	Understands the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings.		
50	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).		

Appendix H

SAMPLE RECORDING CONSENT FORM

Dear _____ (Parent/Guardian name):

My name is _____ and I am Master's Student in the School Counseling Program at the University of Maryland. I am a school counselor in training and am being supervised by _____ Professional School Counselor at _____ (school name), as well as my University Supervisor _____ (name).

I am looking forward to working with your child as we discussed, but because I am a school counselor in training, I must submit recordings of my counseling sessions to my supervisors. These recordings will be used to evaluate *my* work as a counselor. The identity of your child will be kept confidential and the recording will be erased as soon as my evaluation is complete. By signing below, you give me permission to work with your child and record our counseling session. If you have any questions or concerns, please call me at _____. Thank you!

Sincerely,

Practicum/Intern Signature & Printed Name

I grant _____ (intern name) permission to work with my child and record those counseling sessions.

. Child's name _____

Parent/Guardian Name (print)

Parent/Guardian Address

Parent/Guardian Phone number _____

Parent/Guardian E-mail _____

Parent/Guardian Signature: _____ Date _____

SAMPLE RECORDING CONSENT FORM IN SPANISH

Querido Padre de Familia,

Mi nombre es _____ y soy estudiante de posgrado en la Universidad de Maryland en el programa de Consejería Escolar. Soy una consejera en entrenamiento y mi supervisora es _____, quien es la consejera profesional en _____ (school name). De igual manera, mi supervisora en la universidad es _____ (name).

Me gustaria trabajar con su hijo/a, sin embargo, ya que estoy en entrenamiento, es necesario entregar unas grabaciones de mis sesiones de asesoría a mis supervisores. Estas grabaciones serán usadas para evaluar mi trabajo como consejera. La identidad de su hijo/a se mantendrá confidencial y la grabación será eliminada después de completar la evaluación. Al firmar este consentimiento, usted me da permiso de trabajar con su hijo/a y grabar la sesión. Si tiene alguna pregunta o preocupación, no dude en envieme un correo electrónico a _____ (contact information). De antemano, muchas gracias por su apoyo en ayudarme a trabajar con su hijo/a.

Atentamente,

Practicum/Intern Signature & Printed Name

Doy permiso a _____ (intern name) para que trabajo con mi hijo/a y grabe las sesiones de asesoría.

Nombre de hijo/a _____

Nombre de padre/guardian _____

Direccion de padre/ guardian _____

Numero de telefono de padre/guardian _____

Correo electronico de padre/guardian _____

Firma de padre/guardian _____ Fecha _____

Appendix I

RECORDING CRITIQUE FORM

After you have listened to and carefully reviewed the entire audio/video recording, reflect on the experience and then complete this form. Please type.

Practicum/Intern Student Name: _____

Client ID: _____ Session No. _____ Date: _____

Recording Submitted to: _____

Client Description (Demographics, family background, academic functioning, etc.):

Intended Session Goals:

Brief Summary of Session Content:

Positive Counseling/Consulting Behaviors (note time in recording):

Counseling/Consulting Practice Needing Improvement (note time in recording):

Concerns or Comments Regarding Client Dynamics:

Future Plans for Counseling/Consulting with Client: