

Field Experiences Manual



UNIVERSITY OF
MARYLAND

School Counseling Program
Department of Counseling and Personnel
Services
University of Maryland at College Park

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UMD School Counseling Field Experiences Manual

Introduction

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

- Program Goals and Mission
- Program Guidelines
- Practicum/Internship Site Guidelines
- Supervisor Responsibilities
- Student Responsibilities
- Sample Agreement
- Taping and Confidentiality
- Suggested Internship Activities
- 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.

Program Guidelines

The program requires the counseling trainee to prepare for the practicum/internship experience by completing prerequisite course work (EDCP 610, 611, 612, 616, 615, 618, 798X, and 635S) prior to being eligible for a practicum or internship. School sites are located through the Professional Development School Partnership with Montgomery County Public Schools (MCPS). 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 and forms can be found in the CAPS Department. Students will be asked to provide documentation of insurance purchase before the end of the second week of the practicum experience.

About CACREP

In the United States, both the process and the condition of accreditation have a unique structure since accreditation is extended through non-governmental, voluntary institutional agencies or professional associations. Therefore, the criteria for evaluation utilized by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) are the result of extensive input from educators, practitioners, and the public-at-large.

Often, as with CACREP, the specialized accrediting bodies have been organized by professional associations. The history of commitment to accreditation has been long and substantive by the American Counseling Association (ACA) and its respective divisions. Accreditation is viewed as a means of proactively strengthening our profession. Formed as a corporate affiliate of ACA in 1981, CACREP's mission coincides with that of ACA - to promote the advancement of quality educational program offerings.

In just six years, CACREP obtained recognition as a specialized accrediting body by the Council on Postsecondary Accreditation (COPA). This recognition provides a similar credential to the public that our standards and procedures have undergone a similar assessment process by an outside body, which has recognized our commitment to educational quality. Although COPA no longer exists as an agency, the recognition function begun by COPA has been continued by its member accrediting organizations through new channels.

--based on information from 2001 CACREP Accreditation Standards.

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 refers to individual counseling, group counseling, teacher consultation, parent consultation, classroom guidance, leading meetings (e.g, facilitating a stakeholders’ meetings), and presentations (e.g., implementing parent education workshops). All other work in schools (e.g., observing, lunch duty) is referred to as 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 profession 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 Experience (EDCP 619)

There are distinctive differences between the practicum (EDCP 619) and internship (EDCP 888G) 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, test administration and interpretation, consulting, group guidance, 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 university supervisor (using audio tape, videotape, 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 Experience Site Evaluation (Appendix D),
- Rating Form for Students in Counseling Practicum, Mid-Semester and Final Semester (Appendices F and G),
- Supervisor Evaluation form (Appendix E)
- Field Experience Summary Form (Appendix C),
- Weekly Logs (Appendix J) and
- Tape Critique forms (Appendix I).

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.

Internship Experience (EDCP 888G)

The internship (EDCP 888G) 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. Internship students enroll for the internship experience during the last two semesters of their programs. The internship includes a minimum of 600 clock hours, after successful completion of a trainee's practicum. The trainee's internship includes the following:

- A minimum of 240 hours 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 other school counseling trainees and one hour per week of individual supervision with the university supervisor.
- The opportunity for a wide variety of professional activities.
- The opportunity for the student to develop program-appropriate audio and/or videotapes 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. 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: classroom guidance, 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.

The Appendices include forms for reporting on the internship experience. Interns are required to complete and submit the following:

- Field Experience Prospectus form (Appendix B) by the first week of the semester,
- Field Experience Summary form (Appendix C),
- Field Experience Site Evaluation form (Appendix D),
- Student Rating Forms for Internship, Mid-Semester and Final Semester (Appendix F and G),
- Field Experience Supervisor Evaluation form (Appendix E) by the start of final exam week.
- Instructional Agreement (Appendix A)
- Logbook including a description of their field experiences, the date of the experience, the amount of time spent at it and the student's reactions to the experience. All forms should be presented to the University supervisor for signature and returned to the

Practicum/Internship Coordinator. Students should make a copy of all forms for their own records (see Appendices J and K).

- Tape Critique Forms for each tape submitted (Appendix I)
- Classroom Guidance Rating Scale (Appendix L)

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 complete the final Field Experience 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 taping clients;
- Provide a private space for the student while he/she is seeing clients.

University Supervisor Responsibilities

The University Supervisor is expected to assist the intern/practicum student in completing the Field Experience Prospectus, provide individual supervision for each intern, conduct group supervision, critique audio counseling tapes 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.

Taping Guidelines

Audiotaping (or videotaping) of counseling sessions is a requirement of the internship and practicum experiences. Each audiotaped counseling session used in a supervision presentation should be previewed thoroughly and labeled with intern/practicum student name. Date of tape submission should also be included on the label. Students should make notes reflecting important content and questions for supervision.

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

- Purchase high quality tapes for recording and use only blank tapes.
- Place the recorder close by so that control of the recording process is manageable. Do not place recorder on any metal or hard surface, as it tends to amplify vibrations.
- Make a practice tape in the setting where taping 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

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 taping at their school site. If possible, the student should receive a written copy of these regulations.
- Written permission from parents or guardians for taping minors. Consent forms should explain the limits of confidentiality and should state clearly that the tape 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 tapes. Use initials to label tapes.

Student Performance Review

Each student enrolled in a degree-seeking status in every degree level of study in Counselor Education 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 Alabama Handbooks.

Field Placements

All School Counseling practicum students and interns are placed in either Washington DC, Prince Georges County, and Montgomery County school districts. Placements are implemented by Directors of School Counseling Services in each district. Applications for placements will be completed by students during the semester before the placement begins. Students are NOT to contact the school district for any reason.

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 Coordinator of Field Experiences, Dr. Cheryl Holcomb-McCoy. Requests for field placement changes must be received at least one month prior to the date in which the change is to occur. 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.

INTERNSHIP ACTIVITIES

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

- I. 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.

Appendices

Appendix A
Internship and 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 _____ and the University of Maryland at College Park, through representatives of the Department of Counseling and Personnel Services 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 619 (Practicum) or EDCP 888G (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.

I. Compliance with University and Agency Policies

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.

I. General Responsibilities of the Parties

A. The **University** will have the following responsibilities:

1. Notify students of appropriate placement activities for the internship/practicum
2. Approve placement site and learning objective
3. Award university credit to students, where appropriate, at the end of the placement.
4. Participate in planning and evaluation regarding learning activities.
5. Inform school of the University calendar and initiate discussions of students' obligations to report to school whenever classes are not in session.
6. Provide a University supervisor to assist the student in completing the "Field Experience Prospectus."
7. Conduct individual and group supervision.
8. Critique audio and videotapes of the student's counseling experiences.
9. Consult with the site supervisor about the student's progress.
10. Assure that all required field experience forms are submitted,
11. Assure that all internship requirements are completed.
12. Submit a grade for the student.
13. Maintain confidentiality regarding client information obtained during faculty supervision.
14. Provide school with evaluation forms and deadlines.
15. Confer with site supervisor if student experiences need to be changed or altered.

B. **Schools** shall have the following general responsibilities:

1. Provide opportunity for student observation and/or participation on school premises.
2. Provide a safe environment in compliance with all federal and state laws and inform University and student hazardous conditions and
3. Unusual circumstances that may create unsafe conditions.

4. 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.
5. Participate in planning or evaluation sessions with students and, where appropriate, with University faculty.
6. Identify for Internship/Practicum Coordinator the school personnel primarily responsible for supervising learning activity in school.
7. Provide timely final evaluation of student performance in the manner specified by University.
8. Conduct exit interviews with students that will include discussion of school's final evaluation.
9. 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 Internship/Practicum Coordinator. An appropriate hearing will be held for the student as soon as practical.
10. Orient the student to the mission, goals, and objectives of the school, as well as to internal operating procedures.
11. Allow the student to obtain audio and video tapes for use in supervision of the student's interactions with clientele.
12. 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.
13. Assist the student in completing the final "Internship Prospectus."
14. Facilitate the student's accomplishment of the prospectus,
15. Meet with the student weekly to discuss progress.
16. Participate in a midterm and final evaluation of the student.
17. Consult with the university supervisor about the student's progress.
18. Provide adequate work space, access to telephone, and necessary supplies and equipment for the students.
19. 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:

1. Attend orientation sessions regarding the internship/practicum.
2. Adhere to the policies and operational procedures of the School.

3. Negotiate a set of learning objectives with the School and University and provide to each a written statement of objectives (Field Experience Prospectus).
4. Give prior notice of necessary absence to appropriate University and School personnel.
5. Participate in all individual and group meetings associated with the internship or practicum
6. Provide personal transportation to and from the internship or practicum.
7. 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.
8. Complete a "Field Experience Prospectus" by the first week of the semester.
9. 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.
10. Complete a "Field Experience Prospectus" form, a "Field Experience Site Evaluation" form, and a "Field Experience Supervisor Evaluation" form by the start of final examination week.
11. Attend individual and group supervisory meetings with the University supervisor.
12. Attend meetings with the site supervisor.
13. Arrange a schedule of field experience hours with a designated School staff member.
14. Comply with School and University supervision requirements.
15. Maintain professional standards of confidentiality of client and school information.
16. Maintain professional liability insurance.
17. 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 The University of Maryland at College Park:

Cheryl Holcomb-McCoy, Internship/Practicum Coordinator
Department of Counseling and Personnel
Services

Date

School Site Approval Section

For and on behalf of _____
(School)

(Date)

(Site Supervisor)

Proposed Internship 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 888G University of Maryland at College Park School Counseling Program

Name _____ Phone _____

Email Address _____

Address _____

Beginning Date of Internship Semester _____ Ending Date _____

Prospective school: _____

Site Supervisor or Host: _____

Phone: _____ Email: _____

Highest Degree: _____ Field of Study: _____

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 - EDCP 619; EDCP 888G University of Maryland at College Park School Counseling Program

Name _____ Email: _____

Please check appropriate experience: Practicum _____ Internship _____

School Name: _____

Site Supervisor: _____

Time: Duration and Hours Per Week _____ Total Hours _____

Please provide a brief response to each of the following questions concerning your setting. Include all salient points.

Type of student issues and concerns addressed:

Specify your duties and responsibilities:

Goals for semester:

Contacts

Number of students seen _____ Number of entries made in log _____
Number of direct service hours _____ **Number of Total Hours** _____

Describe briefly

Professional programs attended or developed:

Other activities for which responsible, not mentioned above:

Supervision

Specify the date and time duration of each session of supervision. (Date/Duration)

Individual	Group	Site Supervisor
___/___	___/___	___/___
___/___	___/___	___/___
___/___	___/___	___/___
___/___	___/___	___/___
___/___	___/___	___/___
___/___	___/___	___/___
___/___	___/___	___/___
___/___	___/___	___/___
___/___	___/___	___/___
___/___	___/___	___/___
___/___	___/___	___/___
___/___	___/___	___/___

Site Supervisor's Signature

Supervisor's Signature

Student's Signature

Appendix D

**Field Experience Site Evaluation – EDCP 619; EDCP 888G
University of Maryland at College Park
School Counseling Program**

Responsibility: Student

Directions: To be completed after experience and submitted to the respective internship or practicum supervisor (University).

Host/Site Supervisor: _____

Student: _____ Date: _____

Site _____

PLEASE CHECK THE APPROPRIATE BLANK IN EACH CATEGORY. YOU MAY MARK MORE THAN ONE BLANK.

1. Comments about your activities were (Check as many as appropriate):

- | | |
|--------------------------------|---|
| _____ Constructive | _____ Specific, but not “picky” |
| _____ Fair and honest | _____ Too general, vague |
| _____ Negative, destructive | _____ Too “picky” |
| _____ Pertinent and meaningful | _____ Made you aware of your strengths and weaknesses |

2. Suggestions made by the site supervisor/host and other school personnel

- | | |
|--|---------------------|
| _____ Helpful and useful | _____ Inappropriate |
| _____ Not applicable to your situation | _____ Nonexistent |

3. Throughout field experience, the host/site supervisor and other school personnel

- | |
|--|
| _____ Gave adequate indication of your success and failure |
| _____ Made no judgement of your overall performance |

4. The host/site supervisor and other school personnel
- _____ Allowed for your comments about your performance
- _____ Showed little interest in your comments
- _____ Seemed concerned about your attitude toward your responsibilities
- 5 The host/site supervisor and other school personnel
- _____ Spent adequate time in observations and conferences
- _____ Did not spend adequate time in observations and conferences
6. The host's/site supervisor's ability to communicate effectively with you was
- _____ outstanding _____ satisfactory _____ inferior
7. The disposition of the host/site supervisor, and other school personnel, in general
- _____ Facilitated learning
- _____ Had no bearing on learning
- _____ Impeded learning
8. If the site were to be graded, I would rate it
- _____ A _____ B _____ C _____ D _____ F

ADDITIONAL COMMENTS (Please include)

Appendix E

Internship and Practicum Supervisor Evaluation - EDCP 888G

University Supervisor: _____ Semester/Year _____

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

SA - strongly agree

A – agree

N – no opinion

D – disagree

SD – strongly disagree

Please circle your response. This evaluation will be shown to your supervisor after grades are submitted.

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 taped 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 my colleagues and 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 supervisor?

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

12. If you were grading your supervisory experience, how would you grade it?

_____A _____B _____C _____D _____F

ADDITIONAL COMMENTS: (Please include)

Appendix F
Rating Form for Students in Counseling Practicum or Internship
School Counseling Program

Mid Semester

Date: _____

Please check experience being rated: Practicum _____ Internship _____

Host/Site Supervisor Name: _____

Name of School: _____

Student's Name: _____

Days Worked Per Week: _____

Total Hours Completed: _____

University Supervisor _____

Please rate the student according to the following scale being as fair and objective as possible. The evaluation is meant to be shown to the student and used for professional development.

- 1 = Performance is inadequate and needs marked improvement to be acceptable in the training program
- 2 = Performance is mildly unsatisfactory for the student's level and needs improvement
- 3 = Performance is acceptable and expected for student's level
- 4 = Performance is above average and expected of a master's level professional
- 5 = Performance is exceptional and expected of a seasoned master's level professional
- DK = Don't know (please write beside the item)

1	2	3	4	5	<u>ATTITUDE TOWARD WORK</u> Student demonstrates:
()	()	()	()	()	Ability to take initiative and perform independently
()	()	()	()	()	Promptness
()	()	()	()	()	Dependability
()	()	()	()	()	Daily Preparation
()	()	()	()	()	Cooperation

- 1 = Performance is inadequate and needs marked improvement to be acceptable in the training program
 2 = Performance is mildly unsatisfactory for the student's level and needs improvement
 3 = Performance is acceptable and expected for student's level
 4 = Performance is above average and expected of a master's level professional
 5 = Performance is exceptional and expected of a seasoned master's level professional
 DK = Don't know (please write beside the item)

1	2	3	4	5	
()	()	()	()	()	Ability and desire to carry out suggestions
<u>PERSONAL CHARACTERISTICS</u>					
Student demonstrates:					
1	2	3	4	5	
()	()	()	()	()	Self-awareness and self-understanding
()	()	()	()	()	Emotional stability
()	()	()	()	()	Self-control
()	()	()	()	()	A sense of adequacy, self-worth, and self-confidence
()	()	()	()	()	The capacity to accept and profit from constructive criticism
()	()	()	()	()	Ability to communicate clearly and effectively
()	()	()	()	()	Ability to grasp and successfully adapt to new situations
<u>ATTITUDE TOWARD STUDENTS</u>					
Student demonstrates:					
1	2	3	4	5	
()	()	()	()	()	Genuine interest in students
()	()	()	()	()	Ability to understand students points

- of view
- 1 = Performance is inadequate and needs marked improvement to be acceptable in the training program
- 2 = Performance is mildly unsatisfactory for the student's level and needs improvement
- 3 = Performance is acceptable and expected for student's level
- 4 = Performance is above average and expected of a master's level professional
- 5 = Performance is exceptional and expected of a seasoned master's level professional
- DK/NA = Don't know or Not Applicable (please write beside the item)

1	2	3	4	5	
()	()	()	()	()	Ability to secure cooperation of students in individual and group settings.
()	()	()	()	()	Ability to maintain confidentiality.
<u>COUNSELING SKILLS</u>					
Student demonstrates:					
()	()	()	()	()	Ability to establish and maintain rapport
()	()	()	()	()	Ability to successfully relate to diverse types of students
()	()	()	()	()	An awareness of an adherence to ethical standards
()	()	()	()	()	An understanding of developmental stage/s and tasks of students
()	()	()	()	()	Ability to use/develop appropriate activity media in counseling
()	()	()	()	()	Ability to accurately assess the educational and/or psychological needs of students
()	()	()	()	()	Ability to match individual needs to appropriate individual and/or group settings and services
()	()	()	()	()	Ability to use appropriate appraisal techniques for the gathering and

- utilization of information
- 1 = Performance is inadequate and needs marked improvement to be acceptable in the training program
- 2 = Performance is mildly unsatisfactory for the student's level and needs improvement
- 3 = Performance is acceptable and expected for student's level
- 4 = Performance is above average and expected of a master's level professional
- 5 = Performance is exceptional and expected of a seasoned master's level professional
- DK = Don't know (please write beside the item)

1	2	3	4	5	
()	()	()	()	()	Ability to use educational, career, and personal-social information in assisting students with the skill of decision-making.

PERFORMANCE OF PROGRAM DUTIES

Student demonstrates:

1	2	3	4	5	
()	()	()	()	()	The ability to organize a guidance and counseling program appropriate to the setting.
()	()	()	()	()	Knowledge of community referral sources.
()	()	()	()	()	Knowledge of "in-house" referral sources.
()	()	()	()	()	Knowledge of any tests used in the setting and their proper interpretation.
()	()	()	()	()	Ability to prepare a comprehensive case study.
()	()	()	()	()	Ability to interact productively with other personnel in the setting.
()	()	()	()	()	Ability to function as a team member.
()	()	()	()	()	An overall understanding of the organization and functions of the

Appendix G
Rating Form for Students in Counseling Practicum or Internship
School Counseling Program

Final Semester

Date: _____

Please check experience being rated: Practicum ____ Internship ____

Host/Site Supervisor Name: _____

Name of School: _____

Student's Name: _____

Days Worked Per Week: _____

Total Hours Completed: _____

University Supervisor _____

Please rate the student according to the following scale being as fair and objective as possible. The evaluation is meant to be shown to the student and used for professional development.

- 1 = Performance is inadequate and needs marked improvement to be acceptable in the training program
- 2 = Performance is mildly unsatisfactory for the student's level and needs improvement
- 3 = Performance is acceptable and expected for student's level
- 4 = Performance is above average and expected of a master's level professional
- 5 = Performance is exceptional and expected of a seasoned master's level professional
- DK = Don't know (please write beside the item)

1	2	3	4	5	<u>ATTITUDE TOWARD WORK</u> Student demonstrates:
()	()	()	()	()	Ability to take initiative and perform independently
()	()	()	()	()	Promptness
()	()	()	()	()	Dependability
()	()	()	()	()	Daily Preparation

() () () () () Cooperation

1 = Performance is inadequate and needs marked improvement to be acceptable in the training program

2 = Performance is mildly unsatisfactory for the student's level and needs improvement

3 = Performance is acceptable and expected for student's level

4 = Performance is above average and expected of a master's level professional

5 = Performance is exceptional and expected of a seasoned master's level professional

DK = Don't know (please write beside the item)

1 () **2** () **3** () **4** () **5** ()

Ability and desire to carry out suggestions

PERSONAL CHARACTERISTICS

Student demonstrates:

1 () **2** () **3** () **4** () **5** ()

Self-awareness and self-understanding

() () () () ()

Emotional stability

() () () () ()

Self-control

() () () () ()

A sense of adequacy, self-worth, and self-confidence

() () () () ()

The capacity to accept and profit from constructive criticism

() () () () ()

Ability to communicate clearly and effectively

() () () () ()

Ability to grasp and successfully adapt to new situations

ATTITUDE TOWARD STUDENTS

Student demonstrates:

1 () **2** () **3** () **4** () **5** ()

Genuine interest in students

()	()	()	()	()	Ability to understand students points of view
					1 = Performance is <u>inadequate</u> and needs marked improvement to be acceptable in the training program
					2 = Performance is <u>mildly unsatisfactory</u> for the student's level and needs improvement
					3 = Performance is <u>acceptable</u> and expected for student's level
					4 = Performance is <u>above average</u> and expected of a master's level professional
					5 = Performance is <u>exceptional</u> and expected of a seasoned master's level professional
					DK/NA = <u>Don't know or Not Applicable</u> (please write beside the item)

1	2	3	4	5	
()	()	()	()	()	Ability to secure cooperation of students in individual and group settings.
()	()	()	()	()	Ability to maintain confidentiality.

COUNSELING SKILLS

Student demonstrates:

()	()	()	()	()	Ability to establish and maintain rapport
()	()	()	()	()	Ability to successfully relate to diverse types of students
()	()	()	()	()	An awareness of an adherence to ethical standards
()	()	()	()	()	An understanding of developmental stage/s and tasks of students
()	()	()	()	()	Ability to use/develop appropriate activity media in counseling
()	()	()	()	()	Ability to accurately assess the educational and/or psychological needs of students
()	()	()	()	()	Ability to match individual needs to appropriate individual and/or group settings and services
()	()	()	()	()	Ability to use appropriate appraisal

techniques for the gathering and utilization of information

- 1 = Performance is inadequate and needs marked improvement to be acceptable in the training program
- 2 = Performance is mildly unsatisfactory for the student's level and needs improvement
- 3 = Performance is acceptable and expected for student's level
- 4 = Performance is above average and expected of a master's level professional
- 5 = Performance is exceptional and expected of a seasoned master's level professional
- DK = Don't know (please write beside the item)

1	2	3	4	5	
()	()	()	()	()	Ability to use educational, career, and personal-social information in assisting students with the skill of decision-making.

PERFORMANCE OF PROGRAM DUTIES

Student demonstrates:

1	2	3	4	5	
()	()	()	()	()	The ability to organize a guidance and counseling program appropriate to the setting.
()	()	()	()	()	Knowledge of community referral sources.
()	()	()	()	()	Knowledge of "in-house" referral sources.
()	()	()	()	()	Knowledge of any tests used in the setting and their proper interpretation.
()	()	()	()	()	Ability to prepare a comprehensive case study.
()	()	()	()	()	Ability to interact productively with other personnel in the setting.
()	()	()	()	()	Ability to function as a team member.
()	()	()	()	()	An overall understanding of the

organization and functions of the school.

Please rate your practicum/internship student on overall:

1	2	3	4	5	
Excellent	Strong	Average	Weak	Poor	
()	()	()	()	()	Counseling ability
()	()	()	()	()	Coordination ability
()	()	()	()	()	Consultation ability
()	()	()	()	()	Leadership ability
()	()	()	()	()	Advocacy ability

Please rate the following by circling the appropriate number.

Intern's/Practicum student's potential for overall success as a future counselor in a setting similar to the practicum/internship setting.

1	2	3	4	5	6	7	8	9	10
Poor									Excellent

Please use this space and the back for additional comments.

Site Supervisor's Signature

Appendix H

TAPING CONSENT (sample)

Dear Parent:

I am currently completing my master's degree in school counseling at the University of Maryland. To improve my skills in helping students become more effective learners, I am required to complete a practicum and internship. As you know, counseling is not only provided for students with problems. Counseling is for all children and adolescents.

One of the requirements for this field experience, is that I record my counseling sessions so that my instructor can listen to me counsel and give me appropriate feedback. I would appreciate your cooperation in allowing me to work with your child,

Student's first name

It is understood that the recording will be confidential and only heard for individual and group supervision purposes. Your child's last name will not be used on the tape. Once supervision is completed the tape will be erased.

Please sign below if this is agreeable to you. If you have any questions or concerns, call me at the number provided.

Thank you for your cooperation.

Practicum/Intern student's name (print)

Phone number

Parent's name and address (print)

Phone number

Parent's signature _____

Date: _____

Appendix I

TAPE CRITIQUE FORM

Intern/Practicum Student's Name: _____

Client ID & No. of Session: _____

Brief summary of session content:

Intended Goals:

Comment on Positive Counseling/Consulting Behaviors:

Comment on Areas of Counseling/Consulting Practice Needing Improvement:

Concerns or Comments Regarding Client Dynamics:

Plans for further counseling with this client:

Tape submitted to: _____

Appendix K

**Field Experience
Weekly Log (Sample)**

Intern/Practicum Student Name: Jane Smith

Week beginning: 1/17/02 **Ending:** 1/21/02

Day of Week	Location	Time	Activity	Comment
Mon.	Blair	9-10	Parent Consult.	Exploration of Problem (Academic)
		10-11	Ind. Cnslg.	5 th session, taped personal/social
		11-12	Supervision	Reviewed tape critique
		1-2	Group Cnslg.	Support Group for Newly Arrived Imm. Students (3 rd session)
		2-3	Planning for Career Unit	
Wed.	University	4-7	Group Supervision	Case Presentation

Week Direct Service Hrs. _____
Week Clock Hrs. _____
Total Hrs. _____