



UNIVERSITY *of* MARYLAND  
EASTERN SHORE

Department of Education

# **Handbook for Clinical Mental Health Counseling Practicum and Internship**

**Counselor Education, M.Ed  
Clinical Mental Health Counseling Specialization  
Practicum and Internship**

University of Maryland Eastern Shore  
Counselor Education – Clinical Mental Health Counseling (CMHC)  
Practicum and Internship Handbook

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**UMES COUNSELOR EDUCATION PROGRAM COORDINATORS, EDUCATION  
DEPARTMENT ADMINISTRATION AND SUPPORT STAFF**

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## INTRODUCTION

### WELCOME

Welcome to the Counselor Education Program at the University of Maryland Eastern Shore! You are about to embark on a rigorous, challenging journey that will allow you to grow both personally and professionally. The information contained in this handbook will help guide you through your program. Please read it carefully and refer to it often.

### OUR PROGRAM

#### PROGRAM DESCRIPTION

The Counselor Education Master of Education (M.Ed) program at the University of Maryland Eastern Shore prepares professional counselors in one of two specializations: Clinical Mental Health Counseling, or School Counseling. This is a 60 credit program. All courses are held in the evenings, with one course offered on an intensive weekend format. We are also working toward offering more online and hybrid courses. However, clinical experiences (practicum and internship) must be completed during operating hours of the clinic, agency, or school internship site and should be completed in settings on the Eastern Shore. More information about each specialization is given in this handbook under “Specializations”.

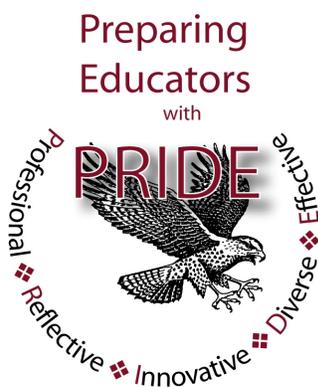
Upon graduation, candidates for the Clinical Mental Health Counseling specialization will have completed all of the academic requirements to sit for their licensure exam in order to become a Licensed Graduate Professional Counselor (LGPC), which allows them to practice under the supervision of a qualified, licensed supervisor in an agency or private practice setting in the state of Maryland. After completion of required supervised hours after graduation, graduates are eligible to apply to become a Licensed Professional Counselor (LPC), which allows them to practice independently in the state of Maryland. If a student desires to practice in a state other than Maryland, then they must inquire about requirements for the state in which they desire to practice.

Upon graduation, candidates for the School Counseling Specialization meet all of the requirements to become a Certified School Counselor in the state of Maryland. Graduates who are interested in practicing in other states will need to meet the requirements of that state for transferring licenses or certifications. See the section on Licensure and Certification below for more details.

## MISSION STATEMENT

Our program is distinctive because we expect our students to ‘Engage, Learn, Grow and Advocate’ in the area of social justice. Our program offers many opportunities to learn and enhance knowledge, skills and dispositions related to counseling. More importantly, an emphasis on social justice is an integral part of what we value, teach and model. By recognizing the assumptions of the world, its people, and norms, our program curriculum engages our students to develop a knowledge of diversity issues, self-awareness of their own identity and biases resulting in a commitment to equitable delivery of services.

Our program achieves this by empowering candidates to develop the knowledge, skills and dispositions to make a positive impact on individuals, families and systems. We work within the Education Department’s conceptual framework (PRIDE) to prepare counselors in terms of professionalism, reflection, innovation, (valuing) diversity, and effectiveness.



## THE HANDBOOK

This handbook is designed to be a guide for interns, mentor counselors, and university supervisors. As you work with the handbook and test its usefulness in relation to actual clinical experiences, please share your comments with us. In this way, we can continue our cooperative efforts to improve the preparation of counselors as stated in our Conceptual Framework. Preparing counselors with PRIDE: Professional, Reflective, Innovative, Diverse, and Effective.

Program Objectives:

1. Prepare candidates with a strong professional identity.

Outcome 1a. Candidates will develop a strong professional counselor identity as evidenced by assumption of a variety of appropriate roles and functions of professional counselors, as defined by professional counseling organizations.

Outcome 1b. Candidates will be involved in national and/or state or local professional counseling organizations such as the American Counseling Association, American Mental Health Counselors

Association, American School Counseling Association, Maryland Counseling Association, Maryland School Counselor Association, etc. Involvement is evidenced by memberships, conference/training/webinar attendance, presentations, publications, leadership roles, and/or committees.

Outcome 1c. Candidates will apply professional ethical codes and laws to case studies and clinical practice.

2. Prepare candidates who reflect on their practice for continuous professional and personal development.

Outcome 2a. Candidates will reflect on their individual and small group counseling and other interventions and use reflections to improve their practice.

3. Provide instruction in innovative, evidence-based practice.

Outcome 3a. Candidates will identify theoretical and evidence-based rationales for their interventions.

Outcome 3b. Candidates seek out opportunities for continuous learning inside and outside the classroom.

4. Prepare candidates who value diversity and advocate for social justice for clients/students.

Outcome 4a. Candidates will use social justice strategies to advocate for all clients/students and address institutional and societal barriers to access to services and equitable outcomes for clients/students.

Outcome 4b. Candidates will reflect on their own biases in order to ensure non-discriminatory and inclusive, affirming practice.

5. Prepare candidates who are effective at empowering diverse individuals, families, and groups to accomplish mental health, wellness, education, and career goals.

Outcome 5a. Candidates will demonstrate content knowledge in professional counseling orientation and ethical practice, social and cultural diversity, human growth and development, career development, counseling and helping relationships, group counseling and group work, assessment and testing, and research and program evaluation.

Outcome 5b. Candidates will demonstrate growth in mastery of individual and group counseling skills and skills specific to their specialty area.

Outcome 5c. Candidates will display professional dispositions identified by the UMES Education Department and the Counselor Education program during classroom and clinical experiences.

## Practicum Guidelines

### **Practicum (CACREP Section 3: Professional Practice)**

The professional practice, which included practicum and internship, provides for the application of theory and development of counseling skills under supervision. These experiences will provide opportunities for students to counsel clients who represent ethnic and diversity of their community.

- 100 hours – Focus on orientation, training, and skill development; becoming acclimated with agency policies and procedures etc.
- 10 week academic term (10 hours per week); can be completed summer, fall or spring semesters
- 40 clock hours of direct service and contact with clients to develop counseling skills
- Provides an opportunity to develop counseling skills under supervision
- Gain exposure and experience with appraisals/assessments, documentation, treatment plans, individual and group counseling, shadowing and other various areas of the mental health field.

**Site Supervision:**

- One (1) hour per week of individual and/or triadic supervision with site supervisor as per supervision contract.

**Faculty Supervision:**

- One & one-half (1 ½) hours/week of group supervision by a program faculty member
- Audio/Video recordings or Live Supervision used for supervising students interaction with clients
- Site Supervisor: Evaluate student’s counseling performance throughout practicum
- Formal Final Practicum Evaluation at completion of practicum experience
- Practicum Student is allowed to formally evaluate their site supervisor and learning experience (Section I.BB)

## Fall & Spring Internship:

- 600 hours total (300 hours per semester)
- 20 hrs./week
- 240 clock hours of direct service – (individual, leading group, couples, marital & family, assessments)
- Students experience a more complex variety of counseling and professional activities including leading groups, record keeping, assessment instruments, supervision, information & referral, in-service and staff meetings

### Site Supervision:

- One (1) hour per week of individual and/or triadic supervision usually by onsite supervisor

### Faculty Supervision:

- One & one-half (1 ½) hours/week of group supervision by a program faculty member  
Audio/Video recordings or Live Supervision used for supervising students interaction with clients

### Evaluation:

- Site Supervisor: Evaluate student's counseling performance throughout Internship
- Formal Final Internship Evaluation by Faculty Member in consultation with Site Supervisor at completion of Internship experience
- Intern Student is allowed to formally evaluate their site supervisor and learning experience (Section I.BB)

## Site Supervisor Qualifications

1. A licensed professional counselor (LPC), licensed marital and family therapist (LFMT), licensed psychologist, licensed clinical social worker (LCSW), certified school counselor (if the student is at a school site) or other qualified, master's or doctoral level personnel as agreed upon by the site and by the instructor. These qualified licensed professionals must have completed counseling supervision training.
2. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
3. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled.
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students.

5. Relevant training in counseling supervision.
6. Orientation, assistance, consultation, and professional development opportunities are provided by counseling program faculty to site supervisors.
7. Signed supervision contracts for each student which defines the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship.

## UNIVERSITY FACULTY RESPONSIBILITIES

### **Faculty Coordinator for the Clinical Mental Health Counseling Specialization**

This faculty member is the person whom inquiries regarding practicum and internship experiences are referred. The Faculty Coordinator:

- Develops and monitors activities and procedures of the practicum/internship program to ensure the Clinical Mental Health Counseling Specialization meets and maintains the university requirements and CACREP standards for the practicum and internship program.
- Establishes and maintains partnerships with community agencies to ensure they meet requirements necessary to provide professional clinical experiences for counseling students.
- Conducts site visits to provide support for on-site supervisors, monitors students' progress, and evaluate the appropriateness of the physical locations students are acquiring clinical experience.
- Provides orientation, assistance, consultation, and professional development opportunities to site supervisors.
- Maintains availability throughout the semester for consultation with on-site supervisors.
- Assures site supervisors meet the qualifications for supervising UMES practicum and internship students.
- Prepares students for their practicum/internship clinical experience by providing annual Counseling and Practicum and Internship Orientations.
- Ensures each student has an individual supervision contract with the community site they will gain their clinical experience.
- Addresses any academic or clinical practice problems that may develop between the student and agency or between the student and his/her individual supervisor.
- Provides information and consultation for Faculty Group Supervisors/Instructors and Faculty Advisors regarding the practicum/internship procedures.
- Approves the site and site supervisor for students prior to them beginning their practicum/internship experience.
- Reviews and updates the Counseling Practicum and Internship Manual (Student Handbook).

## **Faculty Group Supervisor/Instructor:**

In accordance with CACREP standards, all interns are required to meet on campus for group supervision for a minimum of one and one-half hours per week, scheduled regularly throughout the semester. A member of the counseling program faculty (university supervisor) serving as individual/triadic group practicum/internship supervisor for students in entry-level programs must have:

- 1) Relevant experience,
- 2) Professional credentials, and
- 3) Counseling supervision training and experience.

The faculty group supervisor facilitates group supervision meetings and is responsible for monitoring and/or scheduling any site contacts required during the semester. The faculty group supervisor also supports site supervisors in the event that they have any concerns about the performance or behavior of a student.

The Faculty Supervisor/Instructor will:

- Provide group class/supervision each semester, meeting weekly for 1½ to 2 hours.
- Verifies the final placement of the site and site supervisor for each student enrolled for weekly group supervision and is an integral part of the final approval for the student's beginning this process.
- Refer the student to appropriate resources for learning to meet specific client needs.
- Assist the student in using supervision effectively and constructively.
- Help the student refine his/her understanding of the profession and ethical, professional behavior.
- Provide opportunities for the student to discuss his/her practicum/internship experience.
- Assure that active, qualified, supervision is provided by the site formally for at least one hour per week, and that supervision is available any time the student is performing on-site duties.
- Be available throughout the semester for consultation with the on-site supervisor
- Address any academic or clinical practice problems that may develop between the student and school/agency or between the student and his/her individual supervisor
- Keep the student informed of his/her progress in developing basic counseling skills.
- Collect all completed forms from students regarding their clinical placements. Signed logs of direct and indirect hours should be collected at the end of each semester. Signed contracts, forms, evaluations and logs are submitted to become a part of the students file.
- Evaluates the student and assigns grades based on observations made in group supervision, assignments, students' weekly clinical logs, through contact with on-site supervisors, completed evaluation forms each semester by the site supervisor, and the clinical skills development goals.

## **Faculty Advisor**

The faculty advisor is an integral part of all aspects of the internship process. The advisor is available to facilitate informal meetings with advisees with attention given to successful completion of prerequisite coursework and overall readiness to begin the practicum and internship experience. Advisors can also assist in preparation for seeking and selecting an internship site. The faculty advisor will explain to students the requirements for internship sites and site supervisors, and the types of activities in which interns should participate. The faculty advisor is a part of the final approval for student's preparedness,

the site and site supervisor acceptance. The overall goal of the faculty advisor is to support the counselor-in-training and facilitate a positive internship experience.

## STUDENT RESPONSIBILITIES

### Expectations and Guidelines

- Demonstrate an attitude and professional behavior as a representative of UMES.
- Complete all prerequisite coursework and university requirements prior to applying for and starting the practicum/internship experience (subject to Faculty Advisors recommendation and approval).
- Submit completed Counseling Practicum/Internship Application, current unofficial transcript and degree plan sheet. If applicable attach demonstration of progress toward remediation plan.
- Read, sign and submit the Student Agreement for Practicum & Internship form to the Faculty Supervisor.
- Meet, interview, and finalize your clinical placement.
- Complete and submit a signed Verification of Placement agreement at the beginning of each semester to the course Faculty Supervisor/Instructor. For practicum students, site placement must be verified and approved during the spring semester **prior** to beginning the summer practicum.
- Read, complete and sign the Individual Learning Contract with your Site Supervisor each semester. Keep a copy for your records and give the original to the UMES Internship Faculty Supervisor/Instructor.
- Become familiar with and complete all course requirements for the Practicum or Internship course in which you are enrolled.
- Meet with the Site Supervisor for supervision for at least one hour per week (individually or in pairs). Use supervision constructively and effectively. Collaboratively establish individual clinical and professional goals that you will pursue during your practicum and internship experience.
- Develop a schedule with the Site Supervisor for orientation and training, clinical work, staff meetings, etc.
- Become familiar with and abide by the procedures, policies and regulations established by the practicum/internship site or agency.
- Treat the clinical experience as a professional commitment or job. Be aware that agencies do not operate on the same time schedule as the University, so coordinate service times with your site supervisor.
- Attend conferences, staff meetings, counseling sessions, and other learning experiences assigned by the Site Supervisor.
- Meet with Site Supervisor to address work-related difficulties in a timely manner.
- Obtain informed consent for your services, using your site form or one you develop specific to your work.
- Audio/Video record individual counseling sessions with permission from the client (and parents/guardians in the case of a client under the age of 18). Complete Audio/Video Recording Release Form prior to recording sessions. Submit to Faculty Supervisor/Instructor.
- Attend practicum or internship class weekly for group supervision and instruction. Present case material and videotapes during practicum/internship class.
- Keep Weekly Experience Logs and complete the Record of Supervised Practicum/Internship Experience reflecting all of your work related to your clinical experiences. Have your Site Supervisor sign each log, submit the original to your Faculty Supervisor/Instructor and upload copies to d2L. (*Note: You will need this information for licensure/certification so be sure to keep copies*).
- At the completion of **EACH SEMESTER**, evaluate your clinical site supervisor and placement site and complete the Student Evaluation of Site Supervisor form. You are encouraged to discuss this evaluation with your Site Supervisor but it is not mandatory.
- Schedule to meet with your Site Supervisor at the completion of the Practicum and Internship semesters to review the Supervisor's Evaluation of Student form they complete in observation of your clinical work and progress.
- Submit all completed forms to your Faculty Instructor, upload a copy to d2L, and keep a copy for your **records**.

## SITE SUPERVISOR'S ROLE AND AGENCY RESPONSIBILITIES

### **Role of the Site Supervisor**

The Site Supervisor is a person who has expressed a willingness to supervise and serve as a mentor for a developing professional. The Site Supervisor is the key person at the agency who facilitates and supervises all of the activities in which the student will be participating.

### **Criteria Requirements for Site Supervisors**

According to the 2016 CACREP standards, site supervisors must meet the following criteria:

1. A minimum of a master's degree in counseling or a related profession with equivalent qualifications, including appropriate certifications and/or licenses.
2. A minimum of two years of pertinent professional experience in the program area in which the student is enrolled
3. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
4. Relevant training in counseling supervision

### **Responsibilities of Site Supervisors**

The site supervisor's responsibilities are very important in the development of student interns.

- Ensure the safety of the student's clients.
- Facilitate the growth and professional development of the student.
- Evaluate the intern's competencies and progress.
- Monitor the intern's completion of UMES requirements.
- Provide an opportunity for the student to begin to do professional work under intense supervision.
- Inform the student of your expectations of him/her.
- Provide active supervision to the student for at least 1 hour per week, either individually or triad (in pairs). It is important that interactive supervision also be available informally to the student during his/her on-site hours.
- Refer the student to appropriate resources for learning how to meet specific client needs.
- Model professional and ethical conduct for the student.
- Review all or part of the student's videotaped work with clients and provide feedback about the student's strengths and areas in need of improvement. Live observation of the student's work is also encouraged if possible.
- Keep the student informed of his/her progress as a developing counselor.
- Verify the student's clock hours of activity by reviewing and signing off on the student's experience logs.
- Provide ongoing evaluation and feedback of student's performance throughout the practicum/internship experience.

- Provide a formal evaluation of the student’s performance to the student and to the University Supervisor at the end of the practicum/internship experience. Meet with the student to discuss your evaluation.
- Carry professional liability insurance that covers supervisory responsibilities.
- Provide official evaluative feedback to the Counselor Education faculty about the student’s performance at any of the below times:
  - At any point you have a concern, please contact us immediately!
  - Provide evaluation of the student’s counseling performance throughout the internship (e.g. providing periodic evaluation on weekly experience logs)
  - Complete a Site Supervisor Evaluation after the student completes each semester (100 hour Practicum and each 300 hour semester Internship).
  - Allow the student to evaluate their supervisory experience.

### **AGENCY/SITE RESPONSIBILITIES**

- Provide an opportunity, space and setting for the student to begin to do supervised professional work.
- Provide the space and setting for necessary technologies that assist learning, such as video and audio recording equipment (the department will provide recording equipment if necessary).
- Orient the student to the agency, its components, policies and procedures, and inform the student of expectations of him/her.
- Help the student become familiar with the setting and staff.
- Identify an appropriate staff member to serve as clinical site supervisor.

## Practicum & Internship Application Form

All master's candidates in the UMES Counselor Education program must complete and submit this form to their Faculty Advisor in the spring semester **before** enrolling in CNED 672 Practicum in Clinical Mental Health Counseling and CNED 679/699 CMHC Internship I/Internship II. You must use this application form in connection with all the guidelines and agreements in the Counseling Practicum/Internship Information Handbook. **Completing this application does not ensure approval. Placement may begin only after the Faculty Advisor & Faculty Coordinator has signed the application.**

Name (print): \_\_\_\_\_

Specialization: Clinical Mental Health Counseling (CMHC) or School Counseling

Address: \_\_\_\_\_

Phone: (H) \_\_\_\_\_ (C) \_\_\_\_\_ (W) \_\_\_\_\_

UMES E-mail: \_\_\_\_\_

Semester/Year Enrolling in CNED 672 Practicum: \_\_\_\_\_

Semester/Year Enrolling in CNED 677 and/or 697 CMHC Internship: \_\_\_\_\_

Semester/Year Enrolling in CNED 679 and/or 699 CMHC Internship: \_\_\_\_\_

**ATTACH A CURRENT COPY OF YOUR UNOFFICIAL TRANSCRIPT, DEGREE PLAN SHEET AND DEMONSTRATION OF PROGRESS TOWARD YOUR REMEDIATION PLAN (IF REQUIRED).**

The following courses with an asterisk (\*) are required to have been completed prior to enrolling in CNED 672 (CMHC) OR CNED 671 (School) Practicum. The remaining courses must be taking before CNED 679 (CMHC) OR CNED 677 (School) Internship except CNED 606 Clinical Applications which can be taken concurrently. Please indicate the semester and year each course was taken:

Clinical Mental Health Counseling	Semester	Year
* CNED 602 Introduction to Clinical Mental Health Counseling		
*CNED 604 Theories and Techniques of Counseling		
*EDUC 620 Human Growth and Development		
EDUC 690 Introduction to Behavioral Research		
CNED 605 Individual and Group Appraisal		
CNED 631 Career and Life Development		
CNED 640 Group Process in Counseling		
CNED 612 Marriage and Family Counseling		
CNED 660 Crisis Management in Counseling		
CNED 645 Cross Cultural Perspectives in Counseling		
CNED 670 Ethical, Legal and Professional Issues in Counseling		
CNED 635 Diagnosis and Psychopathology		
CNED 636 Substance Abuse Counseling		
CNED 637 Treating Emotional Disturbances		
CNED 655 Social Diversity		
CNED 606 Clinical Applications in Counseling		

Site(s) consideration practicum/internship placement: \_\_\_\_\_

**For Administrative Use Only:**

	Completed Prerequisites & Course Assignments	
	Current Student Accounts (Holds or Locks)	
	3.0 GPA (Grades "D" and "F" are not accepted)	
	Background Check	
	Approved/Denied/Contingencies:	

Faculty Advisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Coordinator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## STUDENT AGREEMENT FOR PRACTICUM & INTERNSHIP

As a Counselor Education practicum/intern student in the CMHC or School Counseling specialization, I agree to do the following:

- Demonstrate a respectful attitude and behavior that is representative of UMES at my site.
- Read and comply with the **Practicum/Internship Student Responsibilities** expectations and guidelines.
- Adhere to the policies and procedures for school counselors or mental health professionals at my site, including working hours, appropriate dress, and professional and ethical behavior.
- Meet all requirements of my setting in a timely manner, including attending professional activities, orientation and training, filing reports, attending supervisory meetings.
- Maintain professional standards at all times, observing the ethical codes and guidelines of the American Counseling Association or American School Counseling Association, legal codes, and other relevant professional organizations.
- Cooperate with all supervisory input from my site and university supervisor/instructor, and faculty administrators.
- Attend weekly group supervision on campus with the UMES supervisor/course instructor.
- Maintain an accurate and complete experience log of my counseling activities (including direct and indirect hours).
- Keep all supervisors, other relevant colleagues, or clients/students informed of any changes in my schedule or contact information.
- Report all concerns and problems promptly to my site and UMES supervisors/course instructors.
- Attend all professional meetings determined to be appropriate to my placement.
- Carry professional liability insurance as required and provided through the university.

I understand that failure to comply with any of these requirements may result in review by the counseling faculty, and or a referral to the Chair. Consideration may be given to dismissal from my field placement, require me to enroll in an alternate path for completing my counseling degree in a non-licensure degree program, or dismissal from the counseling program.

Student Name (Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Faculty Supervisor/Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Verification of Placement

This form must be completed at the beginning of your practicum and internship site experience **AT EACH SITE** where you are participating in clinical activities. Turn in the original completed copy to your UMES Faculty Supervisor/Instructor. A signed copy should also be kept in the student's file on site.

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*To be completed by Student*

Student Name (Print): \_\_\_\_\_ Phone: \_\_\_\_\_  
UMES Email Address: \_\_\_\_\_  
Faculty/Group Supervisor: \_\_\_\_\_  
Semester/Year \_\_\_\_\_ Practicum \_\_\_\_\_ Internship 1 \_\_\_\_\_ Internship 2 \_\_\_\_\_

---

*To be completed by Site Supervisor*

**Site Supervisor Name:** \_\_\_\_\_

**Site Name:** \_\_\_\_\_

**Site Address:** \_\_\_\_\_

**Office Phone:** \_\_\_\_\_

**Email address:** \_\_\_\_\_

**Supervisor's Earned Degrees:** \_\_\_\_\_

**Supervisor's Licenses/Certifications:** \_\_\_\_\_

**Number of Years Supervising:** \_\_\_\_\_

I verify that the above named student has been accepted to fulfill practicum or internship requirements at our site. I have agreed to supervise \_\_\_\_\_.

I agree to notify the UMES's Faculty Supervisor regarding any questions or concerns I may have as soon as is reasonably possible. In the event of an emergency, or if the student has any questions or need additional information,

**The student may contact:** \_\_\_\_\_

**Emergency Phone:** \_\_\_\_\_

Site Supervisor's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## PRACTICUM INDIVIDUAL LEARNING CONTRACT

Our expectation is that UMES practicum students will have the opportunity to learn and develop the following skills:

1. Explore the roles of clinical mental health counseling or school counseling in the practice setting and relationships between counselors and other professionals in this setting (CMHC Section 5C 2 a).
2. Demonstrate the ability to apply and adhere to ethical and legal standards in clinical mental health counseling or school counseling (Section 2F 1-8).
3. Demonstrate skills in conducting an intake interview, a mental health history, and a psychological assessment for treatment planning and caseload management using diagnostic classifications, conduct individual and/or group counseling sessions maintaining ethical guidelines set forth by ACA OR  
Demonstrate clinical work including individual and group counseling as well as classroom guidance and career counseling interventions. Participate in IEP meetings, faculty meetings, professional development activities, PTA meetings and other school events in addition to exposure to student information databases and platforms/programs that facilitate academic, social and career development of students. (CMHC Section 5C; School Counseling Section 5G)
4. Use the principles and practices of diagnosis, treatment, and referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CMHC 5 C.2) or

Use the principles and practices to perform lesson plan development, classroom management strategies and differentiated instruction strategies to promote knowledge and skills necessary to promote the academic, career, and personal/social development of P-12 students (School Counseling Section 2 F2).

5. Apply multicultural competencies to clinical mental health counseling and school counseling involving case conceptualization, diagnosis, treatment, referral, and prevent of mental and emotional disorders (CMHC Section 5C.2.j)
6. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CMHD & School, Section 2F.2)
7. Apply effective strategies to promote client understanding of and access to a variety of community resources (CMHC D.4)
8. Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation of assessment protocols CMHC H.1)

9. Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (CMHC Section 5C 2 e)
10. Demonstrate appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and the clinical presentation of clients with mental and emotional impairments (CMHC Section 5C 2 d)
11. Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CMHC Section 2 F.1. I)

SITE RESPONSIBILITIES TO  
PRACTICUM STUDENTS

It is expected that sites will offer our students the following training opportunities:

1. Provide the student with the opportunity for the application of theory and the development of counseling skills under supervision (CACREP Section I).
2. Offer the student the opportunity to acquire a minimum of 100 hours of practicum experience over a 10 week semester; 40 of these hours must be spent in direct contact with client (e.g. intake, assessment, individual counseling, group counseling) with actual clients that contributes to the development of counseling skills (CACREP Section 3F).
3. Provide the student with one hour of individual and/or triadic supervision per week by a licensed professional counselor (LPC), LPC-eligible counselor, licensed psychologist, or certified school counselor (if the student is at a school site) or other qualified, master's level personnel as agreed upon by the site and by the instructor. All site supervisors must have a minimum of two years of pertinent professional experience and relevant training in supervision. Supervision should include some type of direct observation (e.g. live supervision, review of audio/video tapes, co-therapy) on a regular basis (CACREP Section 3N).
4. Provide the student with a clinical environment that is conducive to modeling, demonstrating, and training, and provide settings for individual counseling and small group work with assured privacy and sufficient space for appropriate equipment (e.g. video camera, audio-tape machine; CACREP Section 3B). Informed consent policies will comply with ACA/APA ethical guidelines and Oklahoma law.
5. Allow the student to discuss clients at the site with students in the practicum class and to bring audiotapes of counseling off-site to be reviewed by the practicum class in case conference, by the instructor, or by the off-site doctoral student supervisor (CACREP Section 3B). Client confidentiality will be strictly maintained by students and the university.
6. Provide the student with the opportunity to counsel clients who represent the ethnic and demographic diversity of their community (CACREP Section 3).
7. Allow the student to formally evaluate their supervisor and learning experience as well as provide a formal evaluation of student's counseling performance at the end of the practicum (Section 4I).
8. I agree to notify the University regarding any concerns I may have as soon as is reasonably possible.

My signature below indicates that we provide a training site for UMES student that meets the guidelines established by the GSTM Counseling Program, as outlined in this document.

I agree to abide by the terms of this agreement.

Name of Site: \_\_\_\_\_

Printed Name of Supervisor: \_\_\_\_\_ Credentials/License: \_\_\_\_\_

Printed Name of Student: \_\_\_\_\_

## INTERNSHIP INDIVIDUAL LEARNING CONTRACT

Our expectation is that UMES internship students will have the opportunity to learn and develop the following skills:

1. Demonstrate skills in conducting an intake interview, a mental health history, and a psychological assessment for treatment planning and caseload management (CMHD H.2)
2. Demonstrate the ability to apply and adhere to ethical and legal standard in clinical mental health counseling (Clinical Mental Health Counseling Standards B.1)
3. Use the principles and practices of diagnosis, treatment, and referral, and prevention of mental and emotional disorders to initiate, maintain, and terminate counseling (CMHC D.1)
4. Apply multicultural competencies to clinical mental health counseling involving case conceptualization, diagnosis, treatment, referral, and prevent of mental and emotional disorders (CMHC D.2)
5. Modify counseling systems, theories, techniques, and interventions to make them culturally appropriate for diverse populations
6. Demonstrate appropriate use of culturally responsive individual, couple, family, group, and systems modalities for initiating, maintaining, and terminating counseling (CMHD D.5)
7. Select appropriate comprehensive assessment interventions to assist in diagnosis and treatment planning, with an awareness of cultural bias in the implementation of assessment protocols (CMHC H.1)
8. Apply effective strategies to promote client understanding of and access to a variety of community resources (CMHC D.4)
9. Screen for addiction, aggression, and danger to self and/or others, as well as co-occurring mental disorders (CMHC H.3)
10. Apply the assessment of a client's stage of dependence, change, or recovery to determine the appropriate treatment modality and placement criteria within the continuum of care (CMHC H.4)
11. Demonstrate appropriate use of diagnostic tools, including the current edition of the *DSM*, to describe the symptoms and the clinical presentation of clients with mental and emotional impairments (CMHC L.1)
12. Conceptualize an accurate multi-axial diagnosis of disorders presented by a client and discuss the differential with collaborating professionals (CMHC L.2).
13. Advocate for policies, programs, and services that are equitable and responsive to the unique needs of clients
14. Demonstrate the ability to recognize his or her own limitations as a clinical mental health counselor and to seek supervision or refer clients when appropriate (CMHD D.9)

## SITE RESPONSIBILITIES TO UMES' INTERNSHIP STUDENTS

Our expectation is that sites will offer our students the following training opportunities:

1. Provide the student with the opportunity to perform, under supervision, a variety of counseling activities that a professional counselor is expected to perform, including leading groups (CACREP Standard III.G).
2. Orient the student to the agency, its components, policies and procedures, and inform the student of expectations of him/her. Help the student become familiar with the setting and staff. Identify an appropriate staff member to serve as clinical site supervisor.
3. Offer the student the opportunity to acquire a minimum of 600 hours of internship experience (300 hours per semester); 240 of these hours (120 hours per semester) must be spent in direct contact with client (e.g. intake, assessment, individual counseling, group counseling) with actual clients that contributes to the development of counseling skills (III.G.1).
4. Provide the student with the opportunity to counsel clients who represent the ethnic and demographic diversity of their community (III).
5. Provide the student with the opportunity to become familiar with a variety of professional activities in addition to direct service (e.g. record keeping, information and referral, in-service and staff meetings; (III.G.4).
6. Provide the student with one hour of individual and/or triadic supervision per week by a licensed professional counselor (LPC), LPC-eligible counselor, licensed psychologist, or certified school counselor (if the student is at a school site) or other qualified, master's level personnel as agreed upon by the site and by the instructor. All site supervisors must have a minimum of two years of pertinent professional experience and relevant training in supervision. Supervision should include some type of direct observation (e.g. live supervision, review of audio/video tapes, co-therapy) on a regular basis (III.2.C).
7. Provide the student with a clinical environment that is conducive to modeling, demonstrating, and training, and provide settings for individual counseling and small group work with assured privacy and sufficient space for appropriate equipment (e.g. video camera, audio-tape machine; I.H.1). Informed consent policies will comply with ACA/APA ethical guidelines and Maryland.
8. Allow the student to discuss clients at the site with students in the internship class and to bring audiotapes of counseling off-site to be reviewed by the internship class in case conference, by the instructor, or by the off-site doctoral student supervisor (III.F.4). Client confidentiality will be strictly maintained by students and the university.
9. Allow the student to formally evaluate their supervisor and learning experience as well as provide a formal evaluation of student's counseling performance at the end of the practicum (III.F.A5).
10. I agree to notify the University regarding any concerns I may have as soon as is reasonably possible.

My signature below indicates that we provide a training site for UMES student that meets the guidelines established by the Counselor Education Counseling Program, as outlined in this document.

I agree to abide by the terms of this agreement.

Name of Site: \_\_\_\_\_

Signature of Site Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name of Supervisor: \_\_\_\_\_ Credentials/License \_\_\_\_\_

Signature of Student: \_\_\_\_\_ Date: \_\_\_\_\_

Printed Name of Student: \_\_\_\_\_

University of Maryland Eastern Shore  
Counselor Education – Clinical Mental Health Counseling (CMHC)  
Practicum and Internship Handbook

## Weekly Experience and Evaluation Log

**Student Name:** \_\_\_\_\_ **Week of:** \_\_\_\_\_ **Site:** \_\_\_\_\_

Briefly describe Practicum/Internship activities engaged in (individual, family, group counseling, assessments, treatment planning, record keeping, training, audio/video recording, individual/triadic/group supervision etc.)

\_\_\_\_\_

Monday:

Hours completed: \_\_\_\_\_

\_\_\_\_\_

Tuesday:

Hours completed: \_\_\_\_\_

\_\_\_\_\_

Wednesday

Hours completed: \_\_\_\_\_

\_\_\_\_\_

Thursday

Hours completed: \_\_\_\_\_

\_\_\_\_\_

Friday

Hours completed: \_\_\_\_\_

\_\_\_\_\_

Saturday

Hours completed: \_\_\_\_\_

\_\_\_\_\_

**Direct Service Hours with Clients:** \_\_\_\_\_ **Total hours completed for week:** \_\_\_\_\_

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

Copies to: Site Supervisor; Practicum/Internship Supervisor

**RECORD OF SUPERVISED EXPERIENCE**

Student Name (print): \_\_\_\_\_

Site Supervisor's Name and Agency (print): \_\_\_\_\_

Semester/Year \_\_\_\_\_ Practicum \_\_\_\_\_ Internship I \_\_\_\_\_ Internship 2 \_\_\_\_\_

Week Beginning Date	Date(s) Met with Supervisor	Total Number of Face-to-Face Supervision Hours (GRP) (TRI) (IND)	Total Number of Direct Client Contact Hours	Total Number of Supervised Experience Hours
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
13				
14				
15				

16				
<b>Total Hours</b>				