



UNIVERSITY *of* MARYLAND
EASTERN SHORE

COUNSELOR EDUCATION
ENGAGE. LEARN. GROW. ADVOCATE.

HANDBOOK FOR
PROFESSIONAL PRACTICE:
SCHOOL COUNSELING
PRACTICUM AND INTERNSHIP

2021-2022

Counselor Education, M.Ed.
School Counseling Specialization
Practicum and Internship Program
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University of Maryland Eastern Shore
Counselor Education – School Counseling
Practicum and Internship Handbook

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UMES FACULTY, STAFF AND ADMINISTRATOR ROLES AND CONTACT INFORMATION

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

University of Maryland Eastern Shore
Counselor Education – School Counseling
Practicum and Internship Handbook

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INTRODUCTION

OUR COUNSELOR EDUCATION PROGRAM AND SCHOOL COUNSELING SPECIALIZATION

The School Counseling specialization in the Counselor Education program at the University of Maryland Eastern Shore prepares master's level students to become certified Professional School Counselors in the state of Maryland (graduates may also apply with other state departments of education to transfer their certification, but must meet each state's requirements). Our program emphasizes social justice to promote the practice of professional counseling. The school counseling specialization is committed to educating counselors who will serve as advocates for all students and work systemically to close opportunity, access, achievement and attainment gaps. We prepare forward-thinking school counselors who are student advocates for social justice, leaders, collaborators, and systemic change agents.

The school counseling specialization within the Counselor Education Program at UMES adopts the professional standards of the Council for Accreditation of Counselor Education Programs (CACREP) and the UMES Conceptual Framework, and prepares candidates to implement the best practices guidelines of the American School Counselor Association's National Model for School Counseling Programs (4th edition, 2019).

School counselor candidates develop skills in service delivery, including:

- evidence-based and developmentally appropriate short term individual and small group counseling to overcome issues impeding achievement or success
- crisis response;
- individual planning and advising to support students in achieving educational, career, and social-emotional goals
- design and implementation of school counseling curricula focused on development of the mindsets and behaviors needed for academic, career, and social-emotional success;
- classroom teaching and development of large group prevention and asset building programs;
- referral to community resources; and
- consultation and collaboration with parents, teachers and other educators, and community.

School counselor candidates develop a strong foundation built upon professional and ethical standards, an aspirational and achievable vision for student success, positive beliefs about students, and well-developed and articulated goals for students based upon the assessed needs and mission of the school, and the American School Counseling Association's standards for students.

Our school counseling candidates develop the leadership, management and accountability skills to design, deliver, evaluate, and continuously improve school counseling programs and student outcomes. Throughout the program, they build a strong sense of professional identity and commitment to professional development and personal self-care throughout their careers so that they may optimize their effectiveness as professional school counselors.

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, valuing Diversity, and Effective.

CONCEPTUAL FRAMEWORK

The University of Maryland Eastern Shore professional education programs prepare professionals who are reflective, innovative, value diversity and are effective (**PRIDE**). Our candidates are **professionals** who are dedicated and committed to excellence and have specialized knowledge and intensive academic preparation. They continuously **reflect** on and evaluate their practices and demonstrate a willingness to make changes that enhance student growth and learning. Moreover, candidates are **innovative** in employing the best contemporary practices using creative problem-solving techniques and connections to real world experiences. Our paradigm for valuing **diversity** centers around understanding and interacting with individuals in various educational, social and cultural environments. Finally, teacher and counselor candidates demonstrate the knowledge, skills and dispositions that support **effective** student learning outcomes.

STATEMENT ON DIVERSITY AND NON-DISCRIMINATION

The Counselor Education program at the University of Maryland Eastern Shore celebrates human diversity and complies with the codes of ethics of the counseling profession that mandate respecting the dignity and promoting the welfare of clients, avoiding harm, and promoting social justice. The American Counseling Association Ethical Code states, “Counselors are aware of their own values, attitudes, beliefs, and behaviors and avoid imposing values that are inconsistent with counseling goals. Counselors respect the diversity of clients, trainees, and research participants” (American Counseling Association, 2005). Our program requires that counselors in training will not discriminate when serving clients in supervised practice, and that “through an awareness of the impact of stereotyping and unwarranted discrimination (e.g., biases based on age, disability, ethnicity, gender, race, religion, or sexual orientation), certified counselors guard the individual rights and personal dignity of the client in the counseling relationship” (National Board for Certified Counselors, 2006). It is essential that students embrace this professional identity while pursuing entrance into the profession of counseling.

GENERAL REQUIREMENTS FOR PRACTICUM AND INTERNSHIP

1. Students are covered by individual professional counseling liability insurance policies while enrolled in practicum and internship.
2. Supervision of practicum and internship students includes program-appropriate audio/video recordings and/or live supervision of students' interactions with clients.
3. Formative and summative evaluations of the student's counseling performance and ability to integrate and apply knowledge are conducted as part of the student's practicum and internship.
4. Students have the opportunity to become familiar with a variety of professional activities and resources, including technological resources, during their practicum and internship.
5. In addition to the development of individual counseling skills, during *either* the practicum or internship, students must lead or co-lead a counseling or psychoeducational group.

PROFESSIONAL PRACTICE SKILLS FOR PRACTICUM AND INTERNSHIP

Professional practice during the practicum and internship provides opportunities for the development of counseling skills learned in the classroom with actual students/clients under the supervision of a master's level counselor. Professional practice includes both a 100 hour practicum and a 600 hour internship. The practicum focuses on the development of counseling skills. The internship continues the development of counseling skills within the school setting, but also includes other roles of the professional school counselor.

QUALIFICATIONS OF PRACTICUM AND INTERNSHIP SUPERVISORS

Counselor education program faculty members serving as individual/triadic or group practicum/internship supervisors for students in entry-level programs have (1) relevant experience, (2) professional credentials, and (3) counseling supervision training and experience.

Site supervisors have (1) a minimum of a master's degree in counseling; (2) relevant school counseling certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in school counseling; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision. NOTE: Access to an online training module in counseling supervision will be provided by the UMES Counselor Education Department, and must be completed by on-site supervisors.

Orientation, consultation, and professional development opportunities are provided by counselor education program faculty to site supervisors.

Written supervision agreements define the roles and responsibilities of the faculty supervisor, site supervisor, and student during practicum and internship. When individual/triadic practicum supervision is conducted by

a site supervisor in consultation with counselor education program faculty, the supervision agreement must detail the format and frequency of consultation to monitor student learning.

THE SCHOOL COUNSELING PRACTICUM

ELIGIBILITY FOR PRACTICUM

In order to be eligible to enroll in the practicum, school counseling candidates must meet all of the following requirements:

1. Complete the following courses with a C or better:

CNED 601 (Introduction to Counseling)

CNED 604 (Counseling Theories and Techniques)

EDUC 620 (Advanced Human Growth and Development), and

CNED 643 (Counseling Children and Adolescents).

2. Notify their advisor of their intent to complete practicum by the last day of classes the semester prior to the practicum

3. Receive approval of their advisor, based on performance in program courses, successful completion of required courses, and dispositions assessment

4. Show proof of professional liability insurance during the duration of the practicum (professional liability insurance is included in student membership in the American School Counselor Association or the American Counseling Association) (3.A)

PRACTICUM REQUIREMENTS

Students complete supervised counseling practicum experiences that total a minimum of 100 clock hours over a full academic term that is a minimum of 10 weeks.

Practicum students complete at least 40 clock hours of direct service with actual students that contributes to the development of counseling skills. This can be in a school setting or other setting such as an agency, after school or summer program, or mentoring program, if the supervisor meets the requirements listed below.

Practicum students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the practicum by (1) a counselor education program faculty member, (2) a student supervisor who is under the supervision of a counselor education program faculty member, or (3) a site supervisor who is working in consultation on a regular schedule with a counselor education program faculty member in accordance with the supervision agreement.

Practicum students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the practicum. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

Candidates in the Counselor Education program are required to complete a 100 hour supervised practicum. The duration of the practicum must be over a full academic term (minimum 10 weeks). The practicum can be completed during the fall, spring, or 10 week summer term.

Hours and Activities:

- 100 hours – Focus on orientation, training, professional resources and technology resources; becoming acclimated with agency policies and procedures, and development of counseling skills. (3.F, 3.D)
- 10 week academic term (10 hours per week); can be completed summer, fall or spring semesters (3.F)
- 40 clock hours of direct service with actual student/clients that contributes to the development of counseling skills (of the 100 total hours) (3.G)
- Opportunity to develop counseling skills with actual student clients under live supervision (or video or audio taping) (3.B)
- Gain exposure and experience with individual counseling (and counseling group or psychoeducational group if available) (3.E)

Site Supervision:

- Complete one (1) hour per week of individual and/or triadic supervision with the site supervisor as per supervision contract (3.H)
- Mid-term (formative) and final (summative) evaluations of the practicum students (3.C)

Faculty Supervision:

- Complete one & one-half (1 ½) hours per week of group supervision with the university supervisor (program faculty member) as per supervision contract (3.I)
- Opportunity for counseling skill development through live supervision or audio or video recording of counseling sessions (3.B)
- Formative and final summative evaluation by the program faculty (university) supervisor during the term (3.C)
- Practicum student evaluation of the site supervisor and learning experience

PRACTICUM SKILLS

Practicum candidates are expected to practice basic counseling skills such as building rapport, attending, active listening, communicating unconditional positive regard, reflecting content and feelings, paraphrasing, clarifying through skilled use of questions, immediacy, appropriate self-disclosure, summarizing, facilitating

group interactions, goal setting, and assessment of progress and goal attainment with actual students or clients.

QUALIFICATIONS OF PRACTICUM SITE SUPERVISORS/MENTORS

Site supervisors have (1) a minimum of a master's degree, preferably in counseling, or a related profession; (2) relevant certifications and/or licenses; (3) a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled; (4) knowledge of the program's expectations, requirements, and evaluation procedures for students; and (5) relevant training in counseling supervision.

THE SCHOOL COUNSELING INTERNSHIP

After successful completion of the practicum, school counseling candidates complete 600 hours in a school setting under the supervision of a certified school counselor. This experience expands upon the counseling role and includes additional roles and functions of the school counselor. Candidates

ELIGIBILITY FOR INTERNSHIP I AND II

1. Successful completion of the practicum (3.J)
2. Completion of or concurrent enrollment in CNED 606 (Clinical Applications)
3. Completion of or concurrent enrollment in CNED 646 (Organization and Administration of School Counseling Programs)
4. Complete an application for internship by Nov. 1 for Spring Semester or April 1 for fall semester and submit to the Coordinator of the School Counseling Specialization (application included in this handbook).
5. Complete fingerprinting for a criminal background check (forms and directions provided in this handbook). Candidates applying for internships in a school system in which they currently work may have already met this requirement.
6. Show proof of professional liability insurance during the duration of the practicum (professional liability insurance is included in student membership in the American School Counselor Association or the American Counseling Association) (3.A)

Procedures for Internship Placements

The Coordinator of the School Counseling Specialization will request all placements. Requests for school levels, counties, or specific schools will be considered but are not guaranteed. Candidates are not permitted to request placements on their own.

INTERNSHIP REQUIREMENTS

After successful completion of the practicum, students complete 600 clock hours of supervised counseling internship in roles and settings with clients relevant to their specialty area.

Internship students complete at least 240 clock hours of direct service.

Internship students have weekly interaction with supervisors that averages one hour per week of individual and/or triadic supervision throughout the internship, provided by (1) the site supervisor, (2) counselor education program faculty, or (3) a student supervisor who is under the supervision of a counselor education program faculty member.

Internship students participate in an average of 1½ hours per week of group supervision on a regular schedule throughout the internship. Group supervision must be provided by a counselor education program faculty member or a student supervisor who is under the supervision of a counselor education program faculty member.

- 600 hours (approximately 300 hours in each semester course – CNED 677 and CNED 697). Candidates are encouraged to complete their two internship placements at two different levels (elementary/middle/secondary) in order to gain a more diverse range of experiences.
- Completed over full academic terms (fall and spring semesters) during school hours (3.F)
- At least 240 clock hours of direct service with students (of the 600 total hours). Direct service includes individual counseling, small group counseling, crisis response, school counseling curriculum, individual planning and advising (working face to face with students). (3.K)
- Opportunity to develop counseling skills with actual student clients under live supervision (or video or audio taping) (3.B)
- Students experience a more complex variety of counseling and professional activities including leading groups, teaching school counseling lessons, individual planning and advising, delivery of school-wide programs, information & referral, consultation and collaboration, in-service and staff meetings, school counseling program management and planning, fair share responsibilities, etc.

Site Supervision:

- Complete one (1) hour per week of individual and/or triadic supervision with the site supervisor as per supervision contract (3.L)
- Mid-term (formative) and final (summative) evaluations of the practicum students (3.C)

Faculty Supervision:

- Complete one & one-half (1 ½) hours per week of group supervision with the university supervisor (program faculty member) as per supervision contract (3.M)
- Opportunity for counseling skill development through live supervision or audio or video recording of counseling sessions (3.B)
- Formative and final summative evaluation by the program faculty (university) supervisor in consultation with the site supervisor during the term (3.C)
- Practicum student evaluation of the site supervisor and learning experience (I.BB.; 4.K)

INTERNSHIP SKILLS

These may include the management and delivery of the school counseling program, school counseling curriculum development, teaching and classroom management, large group and school-wide programming, individual planning and advising, consultation and collaboration with school personnel, parents and community, and assessment and use of data to evaluate school counseling programs and student outcomes.

SITE SUPERVISOR QUALIFICATIONS

1. A certified school counselor, master's or doctoral level personnel as agreed upon by the site and by the instructor.
2. A minimum of a master's degree in counseling, including appropriate school counseling certification.

3. A minimum of two years of pertinent professional experience in school counseling.
4. Knowledge of the program's expectations, requirements, and evaluation procedures for students.
5. Relevant training in counseling supervision (this will be provided by the UMES Counselor Education faculty).
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 School Counseling Specialization

This faculty member is the person to 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 School Counseling Specialization meets and maintains the university requirements and CACREP standards for the practicum and internship program.
- Establishes and maintains partnerships with schools to ensure they meet requirements necessary to provide professional practice experiences for counseling students.
- Conducts site visits to provide support for on-site supervisors and monitor students' progress.
- 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 school site where they will gain their professional practice experience.
- Addresses any academic or clinical practice problems that may develop between the candidate and school or between the candidate 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 Handbook for Counseling Professional Practices: Practicum and Internship.

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 conducts this group supervision and functions as the on campus supervisor. 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 candidate enrolled for weekly group supervision and is an integral part of the final approval for students beginning this process.
- Refer the candidate to appropriate resources for learning to meet specific student needs.
- Assist the candidate in using supervision effectively and constructively.
- Help the candidate refine his/her understanding of the profession and ethical, professional behavior.
- Provide opportunities for the candidate 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 candidate and school/agency or between the student and his/her individual supervisor
- Keep the candidate 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 weekly. Signed contracts, forms, evaluations and logs are submitted to become a part of the student's file.
- Evaluates the student and assigns grades based on observations made in group supervision, assignments, students' weekly professional practice logs, through contact with on-site supervisors, completed evaluation forms each semester by the site supervisor, and assessment of student skills during on-site visits.

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. The faculty advisor a part of the final approval for student's preparedness

for the professional practice experiences. 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 Advisor's 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.
- Complete fingerprinting for criminal background clearance and submit forms for the placement site to receive the results prior to beginning your placement.
- 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.
- Treat the clinical experience as a professional commitment or job. Be aware that schools do not operate on the same time schedule as the University, so coordinate service times with your site supervisor.
- Attend professional development, 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 as required by school policy and ethical guidelines.
- 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. (*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 work and progress.
- Submit all completed forms to your Faculty Instructor via Blackboard, and keep a copy for your records

SITE SUPERVISOR'S ROLE AND SCHOOL 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.

- Complete training in supervision of counselors (a webinar is provided by UMES).
- Ensure the safety of the practicum student's or intern's students.
- Facilitate the growth and professional development of the practicum student/intern.
- Evaluate the intern's competencies and progress.
- Provide an opportunity for the student to begin to do professional work under 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 if you have more than one intern). It is important that interactive supervision also be available informally to the student during his/her on-site hours.
- Refer the practicum student/intern to appropriate resources to assist in skill development.
- Model professional and ethical conduct for the student.
- Provide live observation of the practicum student/intern's work (individual and small group counseling, advising, instruction, consultation, etc.). Provide feedback about 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 practicum student's/intern'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.

SCHOOL/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 school, the school counseling program, 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.

STUDENT AGREEMENT FOR PRACTICUM & INTERNSHIP

As a practicum/intern student in the School Counseling Specialization at UMES, 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-based 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, attending supervision meetings
- Maintain professional standards at all times, observing the ethical codes and guidelines of the American Counseling Association and American School Counselor Association, legal codes, national and state laws, 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 of the Education Department. Recommendations may include dismissal from my field placement, a requirement 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: _____

SITE RESPONSIBILITIES TO UMES 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 UMES 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:

SITE RESPONSIBILITIES TO UMES'S 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:
