Field Experiences Manual

School Counseling Program

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

12072020

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University of Maryland School Counseling

Field Experiences Manual

The School Counseling Program in the Department of Counseling, Higher Education

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

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

- 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,

  All other work in schools (e.g., observations, program planning) is considered indirect service.

- INTERNSHIP – a distinctly defined, post-practicum, supervised "capstone" clinical experience in which the student refines and enhances basic counseling or student development knowledge and skills and integrates and authenticates professional knowledge and skills appropriate to the student's program and initial postgraduate professional placement.

- PRACTICUM – a distinctly defined, supervised clinical experience in which the student develops basic counseling skills and integrates professional knowledge. Practicum is completed prior to internship.

- PROFESSIONAL COUNSELOR – a counselor who has received a master's degree or higher from an entry-level program in counselor education matching the standards outlined by CACREP. A professional counselor remains active in the counseling professional by participating in professional development and seeking appropriate

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

Specifically, the program requires students to complete supervised practicum experiences

Interns are required to complete and submit the following forms:

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

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

- 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.

- 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

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.

- Advise middle and/or high school students regarding courses and educational

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 the Selection, Review, Retention, and Dismissal Policy noted in the appendices of the Student Handbook. Due process issues affecting student evaluations are followed in accordance with all published guidelines in materials from the Graduate Catalog and University of Maryland's Handbooks.

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

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

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

Appendices

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

Host School

Host School Address

Host City, State, and Zip Code

- General Provisions

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

- Pu

by University.

vii) Conduct exit interviews with students that will include discussion of school's final evaluation.

viii) Notify Internship/Practicum Coor

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

Nondiscrimination

Both parties give mutual assurance that in performing their duties under this Agreement, they will not discriminate on the basis of race, sex, religion, national origin, age, and handicap. Reasonable accommodation for participation by disabled persons will be made in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans Dis(c)4 (om)7 (m)7 (od2 (at)2(es)14 (4)11 (gr)7 s (i)6h9.9s

Proposed Internship/Practicum Agreement

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

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

_____

(Student's Signature)

_____

(University Supervisor's Signature)

Appendix B

Internship Prospectus (EDCP 879)

University of Maryland at College Park School Counseling Program

Name _____ Phone _____

Email Address _____

Mailing Address _____

Start Date _____ End Date _____

School Name: _____

Site Supervisor: _____

Phone: _____ Field of Study _____

E-mail: _____ Highest Degree Earned: _____

-
-
-
-
-

_____

_____

Appendix C

Field Experience Summary

Appendix D

Field Experience Site Evaluation

The purpose of this evaluation is to understand your experiences at your practicum or internship site.
Please complete this evaluation via Google Form after your experience at your practicum or internship site.

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

_____ Gave constructive feedback regarding your strengths and areas for improvement

_____ Gave little to no feedback regarding your performance

_____ Provided useful suggestions to improve your skills

_____ Gave inappropriate guidance

_____ Provided feedback that was too general and vague

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

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

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

6. Circle your response.

Thinking about your entire experience, would you:

Highly recommend this site for a Practicum Placement
Partially recommend this site for a Practicum Placement
Not recommend this site for a Practicum Placement

Thinking about your entire experience, would you:

Highly recommend this site for an Internship Placement

Partially recommend this site for an Internship Placement

Not recommend this site for an Internship Placement

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

Appendix E

University Supervisor Evaluation

University Supervisor:_____

Circle One: Practicum Internship Semester/Year _____

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

SA - strongly agree	A- agree	N – no opinion	D – disagree	SD – strongly disagree

Please circle your responses below.

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

   SA A N D SD

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

   SA A N D SD

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

   SA A N D SD

4. My supervisor created a setting of support.

   SA A N D SD

5. My supervisor treated me as a professional.

   SA A N D SD

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

   SA A N D SD

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

SA A N D SD

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

SA A N D SD

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

Appendix F

19	L.1	Conducts programs to enhance student academic development, consistent with MCCRS standards.		
20	L.2	Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities, consistent with MCCRS standards.		
21	L.3	Incorporates different student learning styles in instructional strategies.		
22	M.1	Understands the ways in which student development, well-being, and learning are enhanced by family-school-community collaboration.		
23	N.1	Works with parents, guardians, and families to address problems that affect student success in school.		
24	N.2	Locates community resources that can improve student achievement and success.		
25	N.3	Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development.		
26	N.4	When appropriate, uses peer-helping strategies in the school counseling program.		
27	P.2	Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, classroom guidance and advisor/advisee programs for teachers).		

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

Appendix H

SAMPLE RECORDING CONSENT FORM

Dear _____ (Parent/Guardian name):

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

I am looking forward to working with your child as we discussed, but because I am a school counselor in training, I must submit recordings of my counseling sessions to my supervisors. These recordings will be used to evaluate work as a counselor. The identity of your child will be kept confidential and the recording will be erased as soon as my evaluation is complete. By signing below, you give me permission to work with your child and record our counseling session. If you have any questions or concerns, please call me at _____. Tunsek6 (m)4 (or)(ek6 (5[as)4 (w)6 (el)6 (lr)7n86

SAMPLE RECORDING CONSENT FORM IN SPANISH

Querido Padre de Familia,

Mi nombre es _____y soy estudiante de posgrado en la Universidad de Maryland en el programa de Consejería Escolar. Soy una consejera en entrenamiento y mi supervisora es

Appendix I

RECORDING CRITIQUE FORM

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

Practicum/Intern Student Name: _____

Client ID: _____ Session No. _____ Date: _____

Recording Submitted to: _____

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

Intended Session Goals:

Brief Summary of Session Content:

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

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

Concerns or Comments Regarding Client Dynamics:

Future Plans for Counseling/Consulting with Client: