MASTER OF SCIENCE IN APPLIED PSYCHOLOGY – COUNSELING PSYCHOLOGY

AND

CERTIFICATE IN PROFESSIONAL COUNSELING STUDIES

UNIVERSITY OF BALTIMORE

PROGRAM MANUAL

Revised March 2019
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LETTER FROM THE FACULTY

Dear Students,

We warmly welcome you to UB, and are very excited to be a part of your personal and professional development. We see ourselves as being in partnership with you as we collaborate together during your educational journey in counseling psychology.

Our scientist-practitioner-based counseling psychology programs have a strong commitment to multiculturalism and social justice advocacy. We value the diversity of our students, faculty, staff, and communities, with diversity including but not limited to racial/ethnic, gender identity, sexual orientation, religious, socioeconomic, ability, age, and nationality. We are also committed to attracting and retaining diverse students, faculty, and staff.

We care deeply about our students and strive to get to know you on a personal level as we help you become the best counseling psychology professionals you can be. We take your graduate preparation very seriously, and promise that we will help you grow by providing you with the highest quality training we can give. In doing so, we ask you to continue to deepen your own self-awareness to facilitate the development of insight into yourself and others. This program will require you to examine your own feelings, thoughts, and behaviors in order to grow as a multiculturally competent professional. Counseling psychology training also requires the ability to learn from the interpersonal and intrapersonal feedback provided by others. As a psychology graduate student, ultimately you will need to be able to work with diverse others and be an agent of change in the world. Above all, this training involves a lot of hard work, and we want you to know that we are here with you and want to help you succeed as you move through our rigorous, scientist-practitioner-based training programs.

We offer this document to help guide you in your studies. This program manual is not meant to replace UB Graduate Catalog; rather, it augments the Catalog and provides more detailed information about program-specific standards, expectations, policies, and practices. All standards, expectations, policies, and practices apply equally to all students. Please be sure to familiarize yourself with the Graduate Catalog (http://www.ubalt.edu/academics/catalogs.cfm) as well as our program manual.

Sincerely,

The Counseling Psychology Faculty
1. STRUCTURE OF THE COUNSELING PSYCHOLOGY PROGRAMS

1.1. Mission Statements

1.1.1. Applied Psychology (APPL)-Counseling Psychology Mission
The Counseling Psychology Concentration at the University of Baltimore (UB) adheres to a
generalist training philosophy that is rooted in the scientist-practitioner model of training. The
Concentration is designed for students who are interested in becoming licensed mental health
counselors, as well as those interested in doctoral work in the helping professions. Flexible
curriculum offerings aim to support students who enter the program directly from undergraduate
work, career changers, and working adults. The program prepares students for practice in
multidisciplinary clinical settings such as hospital- and community-based mental health, private
practice, school-based mental health, and substance abuse treatment facilities. Students prepare
to provide a range of clinical and advocacy services in the counseling profession. The program
focuses on education in professional identity and ethics, and contextual factors in developmental,
vocational, educational, social, health, and mental health issues.

The curriculum emphasizes research and theory as they inform evidence-based practice,
integrative theoretical treatment conceptualization, assessment and advanced treatment
interventions. The common factors model is embedded in the program’s clinical curriculum,
emphasizing the importance of therapeutic relationships and strengths-based counseling
interventions. The program infuses multicultural and social justice advocacy awareness in all
coursework.

The faculty emphasize self-awareness and self-reflection as a cornerstone of effective clinical
practice. Students are challenged to enhance their professional development through self-
reflection exercises embedded in coursework and by engaging in interpersonally-oriented
instruction and supervision. Students are guided to understand their own cultural biases and
lenses as well as the inherent cultural/contextual nature of counseling work. The concentration
requires experiential clinical training exercises in many courses, in addition to practice and
internship requirements.

1.1.2 Certificate in Professional Counseling Studies (CPCS) Program Mission
The Certificate in Professional Counseling Studies (CPCS) program prepares students to become
Licensed Clinical Professional Counselors (LCPCs) in Maryland. When the CPCS program is
combined with Applied Psychology’s Counseling Psychology concentration master’s program,
students acquire knowledge and skills in the assessment, diagnosis and treatment of mental
health concerns of individuals. Learning opportunities may include a variety of training exercises
(e.g., role-plays, small group exercises, writing for self-reflection, presentations). The program is
committed to students’ development of the personal qualities, professional orientation,
knowledge and skills required for the ethical and culturally sensitive practice of professional
counseling.
1.2. Program Assessment of Student Learning Outcomes (Outcome Assessment)
The faculty are engaged in regular outcome assessment of the quality of the program in meeting outcomes related to student learning. The following student outcomes are measured across courses and time:

APPL Student Learning Outcomes
1. Integrate theory and research knowledge appropriate to student’s field of specialization.
2. Construct solutions for real-world problems in student’s area of specialization.
3. Integrate knowledge and valuation of ethical principles and standards into the design and/or implementation of original plans.
4. Integrate knowledge of and appreciation for cultural diversity and social justice into the creation and/or implementation of original plans.

CPCS Student Learning Outcomes
1. Value and apply ethical standards and processes related to being a counseling professional.
2. Discuss the role of cultural factors in the etiology and treatment of client concerns, and apply multicultural values to work as a counselor.

More information about the program’s outcome assessment is available from the appropriate program director (see APPL program director regarding APPL outcome assessment, or see CPCS program director regarding CPCS outcome assessment).
1.3. Standards and Expectations for Graduate Counseling Psychology Students

STANDARDS AND EXPECTATIONS FOR GRADUATE COUNSELING PSYCHOLOGY STUDENTS

MASTER OF SCIENCE IN APPLIED PSYCHOLOGY – COUNSELING PSYCHOLOGY
AND
CERTIFICATE IN PROFESSIONAL COUNSELING STUDIES
UNIVERSITY OF BALTIMORE

These Standards and Expectations for Graduate Counseling Psychology Students apply to all University of Baltimore (‘‘UB’’) students enrolled in the Master of Science in Applied Psychology – Counseling Psychology Concentration or the Certificate in Professional Counseling Studies (‘‘CPCS’’) programs (‘‘UB Counseling Psychology Programs’’), regardless of a student’s concentration, specialization, or ultimate professional goals.

The UB Counseling Psychology Programs faculty seek to prepare competent professionals to enter the counseling field. It is to this end that the following policies and practices have been developed. The faculty recognize that many incoming students already possess these desired qualities to a high degree – either because of their natural gifts and talents or because of training and professional experience. Some, however, need more specific direction and guidance to grow in these qualifications. Only in cases where significant problems of professional competence exist, or where a serious ethical breach has been identified, will a process for program expulsion be initiated. In all other cases, faculty will work diligently with students to ensure that concerns are resolved and that the students remain in good standing in the program.

UB’s Counseling Psychology Programs prepare students to become mental health service professionals, and most graduates will become licensed clinicians. For this reason, it is essential that all students in UB’s Counseling Psychology Programs demonstrate competency in the eight criteria listed below. A professional counselor must be able to establish relationships of trust with clients from different backgrounds and with different needs in individual, group, and other therapeutic settings. Therefore, individuals who enter the counseling profession must not only be knowledgeable and capable, but must also exhibit empathy, honesty, flexibility, and adaptability. The faculty of UB’s Division of Applied Behavioral Sciences (‘‘ABS’’) endeavor to prepare all students in UB’s Counseling Psychology Programs to be competent professionals in the counseling field.

The Counseling Psychology Committee consists of the full-time counseling faculty and the graduate Counseling Psychology Program Director (‘‘Program Director’’). The Counseling
Psychology Committee reviews all students in UB’s Counseling Psychology Programs formally at least once per year. Others that may be consulted with during the review process include other faculty members and/or other individuals associated with the student’s training (e.g., clinical, assessment, and/or research supervisors) when they have had instructional or professional educational contact with the student and therefore have information relevant to the review, or for other circumstances on a case-by-case basis. Students can also request input into the review process by individuals of their choice. These reviews, which may involve personal interviews, are based on, but not limited to, the following criteria:

a. Academic performance and skills,
b. Oral and written communication skills,
c. Motivation for academic and professional competence,
d. Adherence to professional ethical standards,
e. Openness to beliefs and values other than their own,
f. Capacity for self-reflection and personal growth,
g. Maturity as reflected by attitude toward self and others, and
h. Willingness to seek as well as provide therapeutic assistance

These criteria are based on the mission and objectives of UB’s Counseling Psychology Programs, and are further explained in Appendix A. In addition to the above broad criteria, UB’s Counseling Psychology Programs also use the Master’s in Psychology and Counseling Accreditation Council (“MPCAC”) curriculum standards, the Formal Student Evaluation and Feedback form, the Supervisor’s Evaluation of Practicum/Internship Student form, and the Professional Counseling Performance Evaluation (“PCPE”) to assess student development and behavior in terms of students’ overall program performance, clinical placement performance, and classroom performance (see Appendices B, C, D, and E).

**Problems of Professional Competence**

Problems of professional competence are student behavior issues that indicate professional deficiency, incompetence, ethical misconduct, and/or problematic behaviors.

**Professional Deficiency** is defined as an interference in professional functioning that is reflected in one or more of the following ways:

- Inability or unwillingness to acquire and integrate professional standards into one’s repertoire of professional behavior;
- Inability to acquire professional skills and reach an accepted level of competency; or
- Inability to control personal stress, psychological dysfunction, or emotional reactions that affects professional functioning.

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i Portions of this policy were adopted, with permission, from the Seton Hall University, Department of Professional Psychology & Family Therapy’s Policy on the Retention and Remediation of Students, 2018, available at. https://www13.shu.edu/offices/upload/studentretention.pdf.
Incompetence is defined as a lack of ability, which may include either professional or interpersonal skill, or academic deficiency. When students continue to provide psychological services beyond their current level of competence, this is an ethical violation.

Ethical Misconduct occurs when a student does not follow the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct, the American Counseling Association’s Code of Ethics and Standards of Practice, the Maryland Board of Professional Counselors and Therapists’ Code of Ethics, and/or the Board of Examiners of Psychologist’s Code of Ethics and Professional Conduct. These codes are intended to provide both the general principles and the decision rules to cover most situations encountered by students in their professional activities.

Problematic Behaviors refer to a student’s behaviors, attitudes, or characteristics that may require remediation, but are perceived as not excessive or unexpected for professionals in training. Performance anxiety, discomfort with clients’ diverse life-styles and ethnic backgrounds, and lack of appreciation of agency norms are examples of problematic behaviors that are usually remedied and not likely to progress into professional deficiency status [Lamb, Cochran, & Jackson (1991). Professional Psychology: Research and Practice, 22, 291-296].

Informal Identification of Problems of Professional Competence

Any faculty member, supervisor, or student may raise an issue with student behavior at any time. Practicum and/or Internship site supervisors should initially discuss their concerns with the student’s course instructor and/or Program Director, who will gather additional information and raise the issue at the next scheduled Counseling Psychology Committee meeting. Students who have a concern about a fellow student should first discuss the issue with their assigned faculty mentor or the Program Director, who will then raise the issue with the other program faculty and Program Director. Program faculty members will protect the privacy of the student reporting the potential problem of professional competence (if possible), and may request that the reporting student meet with them to provide additional information. The Counseling Psychology Committee will briefly discuss the potential problem during the meeting in which it is raised, and if necessary, the faculty mentor of the student concerned will gather additional data and will report to the Counseling Psychology Committee within 14 calendar days. If the concern appears to be a valid problem of professional competence, a formal review of the student will take place. If an issue arises between semesters, the Program Director and, when indicated, an additional faculty member (e.g., counseling psychology faculty member, division chair, etc.) will temporarily constitute the Counseling Psychology Committee.

**Note: Problems of Professional Competence may also encompass potential violations of other University policies, including without limitation, the Academic Integrity Policy (https://www.ubalt.edu/policies/administrative/I-2.3.pdf), the Student Code of Conduct
Formal Review of Counseling Psychology Students

In order to remain in their programs, all students in UB’s Counseling Psychology Programs must pass formal reviews by the Counseling Psychology Committee occurring at the end of each academic year. A student’s continuance in the programs will be based on these reviews. Instructors in any or all counseling classes may use the PCPE (see Appendix E) to assist in assessing students on the program criteria (see Appendix A). Students will receive notification of the outcome of these annual formal reviews by May 31.

Formal reviews will result in one of the following recommendations:

a. Continuance in good standing (communicated by email letter by faculty mentor and/or the Program Director);

b. Continuance with remediation (communicated by email letter and verbally by the faculty mentor and/or Program Director); or

c. Program Expulsion, with no readmission to program or any iteration of the program under a different name (communicated by email letter and verbally by the faculty mentor and Program Director).

Note: When the faculty mentor and Program Director are the same person, a second program faculty member may be appointed by the Program Director to attend meetings with the student under remediation.

Any person involved in a student’s training may request that the Counseling Psychology Committee conduct an additional formal review of the student at any point during the student’s progress through the program. Thus, some students may receive more than one formal review in an academic year.

Remediation

If a student’s formal review results in a remediation plan, then the Counseling Psychology Committee will use the Remediation Plan Form to specify the problematic behavior(s), the remediation behavioral objective(s), method(s) of remediation, student progress, and so forth (see Appendix F).
Remediation plans may require additional supplementary educational preparation (e.g., workshops, tutorials, or courses), individual or group psychotherapy, a decrease in course load, a decrease in or temporary suspension of clinical responsibilities, increased supervision and/or faculty advisement, a leave of absence, or other changes in the student’s behavior. It is the responsibility of the student to independently undertake and document, to the satisfaction of the Counseling Psychology Committee, the successful completion of any required remedial activity by the dates indicated in their individualized remediation plans.

In general, students who have begun a process of remediation will not take additional coursework toward completion of their degree or certificate requirements until they have received confirmation from the Counseling Psychology Committee that they have met program and/or academic standards and may proceed toward completion of the degree or certificate requirements. This confirmation may not occur until the next formal review or later. In some cases, the Counseling Psychology Committee may grant special permission for a student in remediation to enroll in up to nine (9) credits prior to receiving confirmation that standards have been met. However, this decision is solely at the Counseling Psychology Committee’s discretion, and will be determined on a case-by-case basis. The Counseling Psychology Committee will identify the specific courses the student is permitted to take during the remediation period. Students who receive a recommendation of “continuance with remediation” will be reviewed for progress on their remediation issue(s) at the time specified in their individualized remediation plans.

Grievances

If a student is unsatisfied with the procedures or outcomes of a formal review, the student may initiate the informal grievance procedure, in accordance with UB policy. For more information, please visit the UB Policy Guide, Section I, Student Affairs, Subsection 8, UB I-8.3: Other Academic Grievances.

UB’s Counseling Psychology Programs’ Informal Grievance Procedure:

In the event of an inconsistency between the procedure set forth here and the procedure set forth in the UB Policy Guide, the procedure stated here governs.

- Student requests a meeting by writing a formal statement (written communications by email are acceptable for this purpose) to the counseling psychology faculty member(s) within 14 days of the incident that is cause for the student’s concern.
- Within 14 calendar days upon receiving the student’s request, a meeting will be scheduled between the student and at least two faculty members from UB’s Counseling Psychology Programs (one of which should be the Program Director or the Program Director’s representative)
  - If an agreement can be reached, the matter is considered resolved.
If an agreement cannot be reached, the faculty member does not respond to student’s request within 14 days, or the faculty member is unavailable, the student may proceed with the formal grievance process.

**Formal Grievance Procedure (see UB Policy Guide for full procedure):**

- **Student provides a written submission to the division chair of the program in which the course was taught.** If the division chair has a conflict of interest, the dean of the relevant school will appoint an unbiased decision-maker.
- **Student’s written submission will:**
  - state that the consultation requirements of the informal process have been met,
  - state clearly the reasons or grounds for challenging his or her treatment as unfair,
  - contain a concise statement of the facts relevant to the challenge, and
  - contain the resolution sought.
- **Within 14 calendar days of receiving the student’s written submission, the division chair or decision-maker will meet jointly with the student, faculty member, and any party who may be helpful to a determination.**
- **The decision-maker will render a written decision within 14 calendar days of this meeting.**
- **Appeal of Formal Grievance Decision:** Either the student or the faculty member may appeal the decision on an academic grievance, in writing, within 14 calendar days of the written decision. The appeal will be submitted to the dean of the school in which the course was taught or that dean’s designee. If appealing to the dean or the dean’s designee will create a conflict of interest, the provost will designate an unbiased person to hear the appeal.
  - The person considering the appeal will:
    - provide a notice of the appeal to the parties involved
    - request a response from the party who did not appeal
    - review all materials related to the appeal, and
    - make a final and binding decision on the merits of the appeal or, if he or she is unable to make a decision, request that a hearing board be convened to hear the appeal and make a recommendation to him or her. In either case, a written notice of the decision made on the appeal shall be provided to each of the parties within 14 working days following the submission of the written response.

**Students should be advised that:**

1. Counseling Psychology Program faculty may consult at any time with other UB personnel.
2. It is possible that any behavior or actions that would be considered cause for remediation or termination from a program may also be considered violations of UB’s academic integrity or other student misconduct rules, which may require a separate review process in accordance with UB policies in the UB Student Handbook. Please see the note above on page 3 for more information.
A Note on Personal Therapy

The UB Counseling Psychology Programs faculty believe that participating as a client in individual or group counseling or therapy can be both a growth experience for the graduate student and a significant educational aspect of a program to prepare counseling professionals. Experience as a client in personal counseling or therapy is, therefore, strongly recommended for all students in the counseling programs. Individual or group counseling should be conducted by a licensed professional counselor, a licensed marriage and family therapist, a licensed social worker, a licensed psychologist, or an equivalently trained professional.

Personal therapy may be required for the student to continue in the program. Such requirement would usually be in the context of a remediation plan, based on an identified student problem. Commencement of therapy and recommendation of additional therapy may be a stipulation or condition at the time of the student’s review or at any time during their continuation in the program. Students who have completed therapy as a remediation requirement must provide written documentation from their therapists to the Counseling Psychology Committee. The student has the right to choose their own therapist for this requirement, and is responsible for any expense related to the evaluation and/or therapy. Students may also consult with program faculty for free or low-cost counseling recommendations in the Baltimore community.
1.3.1. Appendix A: Standards and Expectations for Graduate Counseling Students

Appendix A

Standards and Expectations for Graduate Counseling Students

In evaluating students’ performance, faculty members expect students to meet these standards at a level sufficient for academic and professional competence. The way in which students respond to and recover from feedback about growth opportunities, weaknesses, and infractions is part of the review.

The Standards and Expectations for Graduate Counseling Students include, but are not limited to, the following:

a) Academic performance and skills
You will be evaluated on academic and clinical skill areas, such as quality of completed assignments, writing skills, attendance, basic listening and attending skills, development of a theoretical orientation, record keeping/case notes, and so forth.

b) Oral and written communication skills
Professional counselors must be able to communicate clearly and effectively with clients, colleagues, and others. Students’ oral and written communication skills will be evaluated based on students’ grades and the observations of instructors.

c) Motivation for academic and professional competence
This is manifest on a regular basis by your classroom performance and preparation. It is manifest by your attitude toward learning and professional development and by your willingness to continually learn and improve your mastery.

d) Adherence to professional ethical standards
Professional ethical standards include those found in the American Psychological Association’s Ethical Principles of Psychologists and Code of Conduct, the American Counseling Association’s Code of Ethics and Standards of Practice, the Maryland Board of Professional Counselors and Therapists’ Code of Ethics, and the Board of Examiners of Psychologist’s Code of Ethics and Professional Conduct. UB and ABS standards regarding academic integrity also constitute ethical expectations of students. Professionals and trainees must be aware of these standards and meet them; inattention to or ignorance of these standards does not remove accountability.

e) Openness to beliefs and values other than their own
You must exhibit the ability to work with people whose beliefs and values differ from your own. It should be clear through your interactions with faculty and other students that: (1) you do not impose your own values and beliefs on others, and (2) you do not let your own values and beliefs interfere with the counseling process.

f) Capacity for self-reflection and personal growth
You show that you are willing and able to accept criticism. You are responsive to feedback from those who are more trained and experienced than yourself and also from your peers. You attempt to change those personal and professional behaviors that need changing. You manifest this through your interactions with faculty, with administrators, and other students.

g) Maturity as reflected by attitude toward self and others
You take your responsibilities seriously. You interact appropriately with peers and professionals. You manifest this attitude through your interactions in the classroom and in all the surrounding environments of UB’s Counseling Psychology Programs.

h) Willingness to seek as well as provide therapeutic assistance.
1.3.2. Appendix B: Master’s in Counseling Accreditation Council (MCAC)

Appendix B

Master’s in Psychology and Counseling Accreditation Council (MPCAC) 2017 Curriculum Standards and Relevant Competencies

A. Professional identity; and ethical and professional standards
B. Evidence-based theories and practice of counseling and psychotherapy
C. Multiculturalism and diversity
D. Theories of psychopathology and relevant classification systems
E. Tests, measurements, and other assessments of behavior
F. Research methods and program evaluation
G. Career development and/or the role of work in peoples’ lives
H. Biological basis of behavior
I. Developmental basis of behavior
J. Social/organizational/community basis of behavior
K. Understanding and use of supervision during applied experiences


More information about MPCAC and the Masters in Counseling Accreditation Committee (“MCAC”), an MPCAC committee, can be accessed at: http://mpcacaccreditation.org/
1.3.3. Appendix C: University of Baltimore Annual Evaluation

Appendix C
University of Baltimore Formal Evaluation

University of Baltimore College of Arts and Sciences
Applied Behavioral Sciences – Counseling Psychology Concentration

Formal Student Evaluation and Feedback

Date:
Semester / Year:
Student Name:
Master’s Specialization: General Track Science Practitioner

OR: CPCS

Faculty Mentor:

Purpose: Faculty feedback on student performance and progress in the program is provided on this form, noting areas of strength and areas for growth. Narrative feedback from faculty is optional.

Process: Faculty mentors will be responsible for writing and disseminating students’ formal evaluations for all of their assigned mentees. Full-time faculty members will consult on the final evaluations of each student. Annual formal evaluations will be completed in the Spring semester of each academic year, and will be emailed to students’ University of Baltimore email addresses no later than May 31.

When faculty have serious concerns about a student’s progress or performance, a face-to-face meeting will be scheduled with the student to discuss the evaluation and areas of concern in further detail. Students who have concerns about their completed formal evaluations should first contact their faculty mentors for face-to-face discussions in accordance with the informal grievance procedures.
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<td>Evidenced-based treatment planning</td>
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<tr>
<td>Record keeping / Case notes</td>
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<tr>
<td>Ethical and Professional Behavior</td>
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<tr>
<td>Ethical knowledge, awareness and conduct</td>
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<tr>
<td>Professional values, attitudes, and conduct</td>
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<tr>
<td>Personal Characteristics</td>
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<tr>
<td>Maturity</td>
<td></td>
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<tr>
<td>Respect</td>
<td></td>
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<tr>
<td>Motivation</td>
<td></td>
<td></td>
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<tr>
<td>Response to feedback</td>
<td></td>
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<tr>
<td>MPCAC Standards</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Demonstrates knowledge and application of ethical concepts, and awareness of legal issues regarding professional activities with others</td>
<td></td>
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</tr>
<tr>
<td>Exhibits behavior and comportment that reflect the values and attitudes of counseling and psychology</td>
<td></td>
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<tr>
<td>Relates effectively with others</td>
<td></td>
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<tr>
<td>Demonstrates cultural self-awareness, knowledge and skills</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Demonstrates cultural awareness of others, knowledge and skills</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Engages in appropriate self-care strategies</td>
<td></td>
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</tr>
</tbody>
</table>
(OPTIONAL) – FACULTY NARRATIVE FEEDBACK

Note any areas of particular strength, areas for growth, or concerns:

- When applicable to areas of concern, identify recommended remedial actions and appropriate timeline, attempts to communicate with student, and follow-up plans using Remediation Plan Form.
1.3.4. Appendix D: UB Practicum/Internship Evaluation

Appendix D
UB Practicum/Internship Evaluation

UNIVERSITY OF BALTIMORE
SUPERVISOR’S EVALUATION OF PRACTICUM/INTERNSHIP STUDENT FORM

Dear Supervisor:

Thank you for training our UB graduate student during the past semester. Please provide your written evaluation of the abilities and professionalism of the UB student you supervised. We will use your evaluation in our assessment of the student’s overall performance this semester.

Name of Student________________________________________________________

Name of Supervisor: ________________________________________

License of Supervisor____________________________________________________

Name and Address of Agency: ____________________________________________

Semester:  __ Fall  __ Spring  __ Summer  Year 20 ___

_______ Credits

_______ Total Hours On-Site (includes general hours on site & client contact hours)

_______ Total Client Contact Hours (indicate # of individual, intake, & group hours below):

_____ Individual Counseling Hours

_____ Intake or Assessment Hours

_____ Group Counseling Hours

_____ Other Hours: please specify:__________________________________________

_____ Individual Supervision Hours

_____ Group Supervision Hours

Number of clients supervised ________
Type(s) of client problems:
1.
2.
3.
4.
5.
6.

In what types of clinical activities did this student participate?

How well did this student perform these activities?
**Competencies demonstrated:** Please rate performance/skills in each of the following domains using the rating scale below.

N/A – not applicable; student has not had requisite coursework/field experience to demonstrate
N/D – not demonstrated; student has not had the opportunity to demonstrate this skill
1* – Far below expectations – needs much improvement – a concern
2* – Below Expectations – needs some improvement to meet standards
3 – Acceptable – meets standards at average level for a practicum student or intern
4 – Above Expectations – performs above average level for practicum student or intern
5 – Far Above Expectations – a definite strength, performs well beyond average

*For any supervisor rating of 1 or 2, please explain and provide context for these ratings in the final narrative section

<table>
<thead>
<tr>
<th>Domain/Skill</th>
<th>Student self-rating</th>
<th>Supervisor rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional identity, and ethical and professional standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge and understanding of relevant ethical guidelines and</td>
<td></td>
<td></td>
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<tr>
<td>professional laws/rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates awareness and sensitivity to ethical dilemmas, and applies an</td>
<td></td>
<td></td>
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<tr>
<td>ethical decision making model</td>
<td></td>
<td></td>
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<tr>
<td>Integrates ethical values into professional conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidences adherence to professional values throughout professional work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of counseling and psychological practice as an</td>
<td></td>
<td></td>
</tr>
<tr>
<td>applied behavioral science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains professionally appropriate communication and conduct across</td>
<td></td>
<td></td>
</tr>
<tr>
<td>different settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses personal accountability and accepts responsibility for own actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates concern for the welfare of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays an appropriately defined professional identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates punctual and professional handling of records</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence-based practice of counseling and psychotherapy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of theories of counseling and psychotherapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms and maintains productive and respectful relationships with clients,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>peers/colleagues, supervisors, and professionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiates differences and handles conflict satisfactorily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates clearly using verbal, nonverbal, and written skills, and utilizes professional language appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulates and conceptualizes cases, develops treatment plans, and implements interventions using at least one consistent theoretical orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays skills in developing the therapeutic alliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates intervention progress and modifies intervention or strategies on the basis of observed data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrates theory and evidenced-based practice in clinical work</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Multiculturalism and diversity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to work effectively with diverse individuals in assessment, treatment, and consultation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understanding of psychopathology and diagnosis</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of theories of psychopathology relevant to clients</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of diagnostic classifications and evaluates their limitations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applies empirically supported theories of behavior to case formulation, diagnosis, and treatment planning, with appropriate consideration of cultural and developmental factors</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Understanding, use of, and response to supervision</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates understanding of the role and practice of supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Responds appropriately to feedback and supervision</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in reflective practices by synthesizing supervisor feedback and experience in applied work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engages in appropriate self-care</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
FOR THE STUDENT (SELF-EVALUATION):

Areas for growth:

Areas of strength and/or ways you have improved over the semester:

Overall performance:

Grade you would assign yourself: A   A-   B+   B   B-   C+   C   C-   F

____________________________________________  _______________________
Student’s Signature                          Date

FOR THE SUPERVISOR (EVALUATION OF THE STUDENT):

Areas for growth:

Areas of strength and/or ways student has improved over the semester:

Overall performance:

Grade you would assign the student: A   A-   B+   B   B-   C+   C   C-   F

____________________________________________  _______________________
Supervisor’s Signature                          Date
### 1.3.5. Appendix E: Professional Counseling Performance Evaluation (PCPE)

**Appendix E**

**Professional Counseling Performance Evaluation (PCPE)**

**Rating Scale:**
- N – No Opportunity to observe
- 0 – Does not meet criteria for program level
- 1 – Meets criteria minimally for program level
- 2 – Meets criteria inconsistently for program level
- 3 – Meets criteria consistently for program level

<table>
<thead>
<tr>
<th>Communication Skills and Abilities</th>
<th>N</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The student demonstrates effective communication skills including:</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>a. Creating appropriate structure – setting the boundaries of the helping frame and maintaining boundaries throughout the work such as setting parameters for meeting time and place, maintaining the time limits, etc.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>b. Understanding content – understanding the salient elements of the client’s story.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>e. Congruence – genuineness, external behavior consistent with internal affect.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>f. Engaging and communicating empathy – taking the perspective of the individual, without over identifying, and communicating this experience to the individual.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attitude, etc.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>h. Immediate – communicating by staying in the here and now.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>i. Timing – responding at the optimal moment.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>j. Intentionality – responding with a clear understanding of the therapist’s therapeutic intention.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. The student collaborates with an individual to establish clear therapeutic goals.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. The student facilitates movement toward the individual's goals.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. The student conceptualizes in a theoretically consistent manner.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a theoretically consistent manner.</td>
<td>N</td>
<td>0</td>
<td>1</td>
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</tr>
<tr>
<td>8. The student creates a safe clinical environment.</td>
<td>N</td>
<td>0</td>
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<tr>
<td>9. The student demonstrates the ability to analyze and resolve ethical dilemmas.</td>
<td>N</td>
<td>0</td>
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</table>

**Professional Responsibility**

<table>
<thead>
<tr>
<th>Professional Responsibility</th>
<th>N</th>
<th>0</th>
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<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. The student demonstrates sensitivity to real and ascribed differences in power between themselves and others, and does not exploit or mislead other people during or after professional relationships.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<tr>
<td>4. The student demonstrates application of legal requirements relevant to counseling training and practice.</td>
<td>N</td>
<td>0</td>
<td>1</td>
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<td>3</td>
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</table>

**Competence**

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<thead>
<tr>
<th>Competence</th>
<th>N</th>
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<th>1</th>
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<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The student takes responsibility for compensating for her/his deficiencies.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. The student takes responsibility for assuring the welfare of other’s when encountering the boundaries of her/his expertise.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. The student demonstrates basic cognitive, affective, sensory, and motor capacities needed to respond to others.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Maturity**

<table>
<thead>
<tr>
<th>Maturity</th>
<th>N</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The student demonstrates honesty, fairness, and respect for others.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, and supervisors.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>6. The student follows professionally recognized conflict resolution processes, seeking to informally address the issue first with the individual(s) with whom the conflict exists.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**Integrity**

<table>
<thead>
<tr>
<th>Integrity</th>
<th>N</th>
<th>0</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The student refrains from making statements which are false, misleading, or deceptive.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2. The student avoids improper and potentially harmful dual relationships.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>3. The student respects the fundamental rights, dignity, and worth of all people.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>5. The student respects cultural, individual, and role differences, including those due to age, gender, race, ethnicity, national origin, religion, sexual orientation, disability, language, and socioeconomic status.</td>
<td>N</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Created by the Professional Counseling Program of the Department of Counseling, Leadership, Adult Education, and School Psychology Texas State University

25
1.3.6. Appendix F: Remediation Plan Form

Appendix F
Remediation Plan Form

Date of Remediation Feedback Meeting with Student: __________

Faculty Members Present (Must include the Student’s Faculty Mentor and/or Program Director): ____________________________________________________________

Student Performance Remediation Plan (check one):
___ Initial Plan Review ____ Follow-up ____ Final Review

Summary of Problem (include specific behaviors, setting, and who first identified the problem):

Identified Areas of Concern:

A.

B.

C.

D.

Student Comments:

Signature of Student: __________________________________________ Date: ______________

(Signature does not indicate agreement)

ii Portions of this form were adopted, with permission, from the Seton Hall University, Department of Professional Psychology & Family Therapy's Policy on the Retention and Remediation of Students, 2018, available at: https://www13.shu.edu/offices/upload/studentretention.pdf.
Remediation Plan and Schedule:

<table>
<thead>
<tr>
<th>Specific Behavioral Objectives and Target Dates</th>
<th>Method of Remediation</th>
<th>Met? (Y/N)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Progress Since Last Review (if applicable): ___ Sufficient ___ Insufficient

Comments and Recommendations:


Date of Next Review (if applicable): __________________________

Student Comments:


Signatures:

Student: ________________________________________________________

Faculty Mentor: _________________________________________________

Program Director: ____________________________________________

1.3.7. Statement of Agreement Form
STATEMENT OF AGREEMENT

I have read and understand the “Standards and Expectations for Graduate Counseling Psychology Students” (the “Standards”), which describes the formal evaluation standards and expectations and the review process for graduate students enrolled in UB’s Counseling Psychology Programs. I agree to these terms and am aware of the potential consequences of not meeting the Standards.

_______________________________
Name (Printed)

_______________________________
Signature

_______________________________
Date
1.4 Other Policies and Procedures

1.4.1. Other Policy Manuals: UB Graduate Catalog and Student Handbook
Other policy manuals pertinent to students include the UB Graduate Catalog (http://www.ubalt.edu/academics/catalogs.cfm) and the UB Student Handbook (http://www.ubalt.edu/campus-life/student-handbook.cfm). Please refer to these manuals for more information about UB policies, expectations, and procedures.

1.4.2. Attending Members of Student Feedback Meetings
Attendees at a student feedback meeting will be delineated by the faculty before the meeting takes place and communicated to the student. If the student wishes to add attendees to that meeting, it will be up to the student to communicate their wishes and provide rationale to the faculty before the meeting takes place. The faculty will discuss such requests and communicate their decision to the student.

1.4.3. Accelerated Bachelor’s/Master’s Program
Academically talented undergraduate students in the final semesters of their bachelor’s program may receive approval to participate in an accelerated bachelor’s/master’s program. If approved, undergraduate students may complete a maximum of 9 graduate credits that may be applied to both degrees. In order to transition completely to the master’s program at the end of their bachelor’s program, undergraduate students are required to complete a full graduate application, including fees, to be considered for admission to the master’s program. For more information, please see the UB Undergraduate Catalog (http://www.ubalt.edu/academics/catalogs.cfm).

1.4.4. Student Trips During the Semester
Students are expected to attend every class period and to be present at important program events (e.g., orientation). Students are advised to plan their vacations and other trips so that they do not interfere with their program-related responsibilities. Though faculty are generally supportive of student needs to seek rest and relaxation, engage in personal or professional development activities, and so forth, students should not expect faculty and/or staff to make special exceptions and/or accommodations in their courses or program events as a result of student travel and/or absences. Instead, students are encouraged to engage in travel during semester breaks. To facilitate efforts in planning ahead, information is posted regularly regarding upcoming semesters on the UB academic calendar webpage (http://www.ubalt.edu/academics/academic-calendar.cfm).

1.4.5. Practice “Clients” for APPL 703 Practicum/APPL 708 Internship
When practice “clients” are drawn from UB courses, the student who is the practice “client” cannot be a practice “client” for a class experience in more than one course in the same semester where such an experience is offered. In cases where a student is in more than one course in the same semester with this experience, the student will be asked to choose which class to be a practice “client,” and will be required to complete an alternate assignment in the other course(s).
1.5. PROGRAMS OF STUDY
Applied Psychology-Counseling Psychology M.S. students may choose from three options in terms of their program of study. These three options are summarized below:

1. **Counseling Psychology concentration.** Involves a foundational course of study in counseling psychology, and—when combined with the CPCS program—aligns with Maryland’s academic requirements for Licensed Clinical Professional Counselor (LCPC) licensure.

In addition to other requirements, requires:
- 631 Statistics and 632 Research Methods
- 2 semesters of 703 Practicum

2. **Science specialization.** Includes major elements of counseling psychology study while offering students the option to focus more on developing themselves as researchers (e.g., complete a thesis). Unless the student elects to take specific coursework electives, this specialization is not aligned with the academic requirements for LCPC licensure.

In addition to other requirements, requires:
- 631 Statistics and 632 Research Methods
- 1 semester of 703 Practicum

3. **Practitioner specialization.** Offers foundational study in counseling psychology, and a greater focus on development as a clinician. When combined with the CPCS program—aligns with Maryland’s academic requirements for LCPC licensure.

In addition to other requirements, requires:
- 633 Research and Evaluation (no 631 or 632)
- 1 semester of 703 Practicum and 2 semesters (600 hours) of internship

Ideally, students will combine their 48-credit M.S. program with the 12-credit CPCS program in order to complete the 60 graduate credits needed to meet the academic requirements for LCPC licensure.

The following pages provide details on the requirements and associated programs of study for each of the three options.

1.5.1. Applied Psychology-Counseling Psychology Master’s Program

1.5.1.1. Counseling Psychology Concentration Requirements

Core Courses (12 credits)

- The Biological Basis of Behavior (APPL 601)
- Learning and Cognition (APPL 603)
- Intermediate Statistics for the Behavioral Sciences (APPL 631)*
- Research Methods (APPL 632)*
*APPL 631 and APPL 632 should be taken sequentially during your first two semesters of the program.

Concentration Required Courses (33 credits)

- Ethics and Legal Issues in the Practice of Psychology (APPL 602)
- Advanced Theories of Personality and Counseling (APPL 605)
- Basic Counseling Techniques (APPL 606)
- Psychopathology and Diagnosis (APPL 610)
- Human Development (APPL 613)
- Group Counseling (APPL 622)
- Career Counseling (APPL 623)
- Multicultural Counseling (APPL 625)
- Practicum in Counseling, *two semesters, 6 credits* (APPL 703)

and one of the following:

- Applied Assessment Procedures (APPL 608)
- Personality Assessment (APPL 617)
- Intellectual Assessment (APPL 618)

Elective (3 credits)

- Any APPL course

Sample Counseling Psychology Concentration Program of Study*

1st year:
Fall: APPL 631 Intermediate Statistics, APPL 602 Ethics, APPL 606 Basic Counseling
Spring: APPL 632 Research Methods, APPL 605 Theories of Personality, APPL 610 Psychopathology and Diagnosis
Summer: APPL 625 Multicultural Counseling, APPL 603 Learning and Cognition

2nd year:
Fall: APPL 623 Career Counseling, APPL 622 Group Counseling, APPL 703 Practicum
Spring: APPL 601 Bio Bases of Behavior, APPL 608 Assessment, APPL 703 Practicum
Summer: APPL 613 Human Development, Elective

—Graduate—

(3rd year: CPCS courses)

*Named courses are requirements. Students must take 625, 603, and 613 during summer sessions. Students need to take 625 their first summer in order to prepare for practicum and internship. To complete the degree within 2 years, students will take their one elective during one of the summer sessions.
Graduation occurs upon completion of the 48 credits at the end of the summer semester in a full-time student’s second year. Students may apply for CPCS program at the beginning of that summer semester if they wish to complete the 60 credits needed for licensure.

1.5.1.2. Science Specialization Requirements

This specialization is ideal for students who aim to continue their education through doctoral study and/or aspire to careers in research.

Core Courses (12 credits)

- The Biological Basis of Behavior (APPL 601)
- Learning and Cognition (APPL 603)
- Intermediate Statistics for the Behavioral Sciences (APPL 631)*
- Research Methods (APPL 632)*

*APPL 631 and APPL 632 should be taken sequentially during your first two semesters of the program.

Specialization Required Courses (24 credits)

- Ethics and Legal Issues in the Practice of Psychology (APPL 602)
- Advanced Theories of Personality and Counseling (APPL 605)
- Basic Counseling Techniques (APPL 606)
- Psychopathology and Diagnosis (APPL 610)
- Group Counseling (APPL 622)
- Multicultural Counseling (APPL 625)
- Practicum in Counseling Psychology (APPL 703)

and one of the following:

- Applied Assessment Procedures (APPL 608)
- Personality Assessment (APPL 617)
- Intellectual Assessment (APPL 618)

Electives (12 credits)

Electives can include any APL course; students may want to take:

APPL 789: Research Proposal Development
APPL 799: Thesis in Applied Psychology

through which a thesis can be completed.
Note: As compared with the “Track” this Specialization removes APPL 613, 623, and one semester of 703 as requirements, and allows 3 more electives – for a total of 4 electives.

Sample Science Specialization Program of Study*

1st year: Fall: APPL 631 Intermediate Statistics, APPL 602 Ethics, APPL 610 Psychopathology and Diagnosis
Spring: APPL 632 Research Methods, APPL 605 Theories of Personality, APPL 606 Basic Counseling
Summer: APPL 625 Multicultural Counseling, Elective (OR APPL 789 Thesis Prep)

2nd year: Fall: APPL 622 Group Counseling, APPL 703 Practicum, Elective (OR APPL 789/799 Thesis Prep/Thesis)
Spring: APPL 601 Bio Bases of Behavior, APPL 608 Assessment, Elective (OR APPL 799 Thesis)
Summer: APPL 603 Learning and Cognition, Elective (OR APPL 799 Thesis)

—Graduate—

*Students will take 625 and 603 during summer sessions. Students need to take 625 their first summer in order to prepare for practicum. To complete the degree within 2 years, students will also take two electives (thesis credit or other courses) during summer sessions.

Note: One semester of 703 is required. One semester of 789 and 2 semesters of 799 are allowed (not required). All other listed courses (by course name and number) are requirements.

1.5.1.3. Practitioner Specialization Requirements

This specialization is designed for students who aim for a career as a practitioner by advancing to licensure as a Licensed Clinical Professional Counselor (LCPC). Note that this option, in combination with the CPCS program, will take 3 full-time calendar years to complete.

Core Courses (9 credits)

- The Biological Basis of Behavior (APPL 601)
- Learning and Cognition (APPL 603)
- Research and Evaluation (APPL 633)

Specialization Required Courses (36 credits)

- Ethics and Legal Issues in the Practice of Psychology (APPL 602)
- Advanced Theories of Personality and Counseling (APPL 605)
- Basic Counseling Techniques (APPL 606)
- Psychopathology and Diagnosis (APPL 610)
• Human Development (APPL 613)
• Group Counseling (APPL 622)
• Career Counseling (APPL 623)
• Multicultural Counseling (APPL 625)
• Practicum in Counseling Psychology (APPL 703)
• Internship in Counseling (APPL 708, must be taken for two semesters for a total of 6 credits)

and one of the following:

• Applied Assessment Procedures (APPL 608)
• Personality Assessment (APPL 617)
• Intellectual Assessment (APPL 618)

Elective (3 credits)

Any APPL course

As compared with the “Track,” this Specialization removes APPL 631, 632, and one semester of 703 Practicum as requirements. It adds 633 Research and Evaluation and two semesters of 708 Internship.

Note: If you choose to prepare for State authorization to do Advanced Assessment, you will need to complete both APPL 631 and 632, as well as 608, 617, and 618. In this case, you will be allowed, by permission of the Program Director, to substitute 631 and 632 for 633.

Sample Practitioner Specialization Program of Study

1st year: Fall: APPL 602 Ethics, APPL 606 Basic Counseling, APPL 610 Psychopathology and Diagnosis
            Spring: APPL 605 Theories of Personality, APPL 608 Applied Assessment Procedures, APPL 633 Research and Evaluation
            Summer: APPL 625 Multicultural Counseling, APPL 603 Learning and Cognition

2nd year: Fall: APPL 622 Group Counseling, APPL 623 Career Counseling, APPL 703 Practicum
            Spring: APPL 601 Bio Bases of Behavior, APPL 708 Internship
            Summer: APPL 613 Human Development, Elective

3rd year: Fall: APPL 608 Internship, (CPCS course: Family Therapy)
            —Graduate—
            (Spring: CPCS courses)

1.5.2 CPCS Program
The CPCS program allows master’s students the opportunity to extend their 48-credit M.S. program and finish up the remaining coursework in order to complete the total 60-credits needed to meet the academic requirements for LCPC licensure in Maryland. The program is tailored to help students finish up their post-master’s licensure requirements.

Note: If a student wishes to graduate with the CPCS program certificate, 12 credits must be taken when enrolled in the CPCS program in order to earn the CPCS certificate.

For UB Counseling Psych Track and Practitioner Specialization Students

To meet licensure requirements you must have a course in Psychotherapy and Treatment of Mental Disorders (labeled PT below), Substance Abuse Counseling, Family Therapy, and an elective (these 4 course categories constitute the CPCS program for graduates of UB’s counseling MS program).

CPCS Program of Study for UB M.S. students:

Fall: Requirements generally offered (check with advisor while planning your own program):
Family Therapy (626); Substance Abuse (621); either Treatment of Trauma (PT) or Treatment of Anxiety (PT) or Treatment of Depression (PT)
Elective: to be determined

Spring: Requirements generally offered (check with advisor while planning your own program):
Substance Abuse (621); Treatment of Anxiety or Treatment of Depression or Treatment of Anxiety (all meet PT requirement);
Elective: TBD; may include Advanced Assessment (617 Personality Assessment or 618 Intellectual Assessment)

Summer: Electives offered (which may include, on a rotating basis): Clinical Supervision; Counseling Military & Veteran Populations; Independent Practice; Mindfulness; Community Psychology; other topics of interest

The CPCS program for Eligible Master’s Degree Students from Other Institutions

The program of study will be tailored to the student’s specific coursework needs for LCPC licensure. These needs will be determined by an evaluation of the student’s existing coursework by the CPCS program director and/or the Maryland Board of Professional Counselors and Therapists.
2. PRACTICUM/INTERNSHIP

2.1 MINIMUM REQUIREMENTS FOR APPL 703 Practicum and APPL 708 Internship

APPL 703 Practicum
- At least one semester is needed in all 3 M.S. program options
- A 3-credit class requires:
  100 hours onsite; 40 hours of client contact
  10-12 hours onsite per week (14 weeks)
  3 client contact hours per week (14 weeks)

APPL 708 Internship
- A 3-credit class requires:
  300 hours onsite; 120 client contact hours
  22-25 hours onsite per week (14 weeks)
  approximately 10 client contact hours per week (14 weeks)

Please see the Practicum/Internship Manual for more information about these minimum requirements.

2.2. Practicum/Internship Search Strategies

*Pre-requisite courses for APPL 703 (Practicum) and APPL 708 (Internship) include: APPL 602 (Professional Identity, Ethics, and Legal Issues in the Practice of Counseling and Psychology), APPL 605 (Advanced Theories of Personality and Counseling), APPL 606 (Basic Counseling Techniques), and APPL 610 (Psychopathology and Diagnosis)

Step 1: Exploration
- Assess your interests as well as the population you would like to serve.
- Examine where you have excelled in the past and also consider student organizations, research, or volunteer opportunities that you participated in that you enjoyed.
- Examine your values.
  - The Career Center provides career coaching, as well as career assessments (e.g. Strong Interest Inventory, Strengths Quest, Myers Briggs Type Indicator).
Step 2: Gathering Information
- Research what training settings, occupations, job functions, and work environments best fit you.
- Seek out resources such as professors, professionals in the field, family, friends, and peers in your field of interest.
  - Our program provides resources such as the Practicum Site Directory (located on our program’s Sakai site, called “APPL Counseling and CPCS”) which provides contact information for different sites where students have previously been placed, the Practicum/Internship Fair where students can meet with prospective site representatives, and the Practicum Information Session where faculty explain the process involved with practicum/internship
  - The Career Center provides career fairs, information sessions with employers, networking events, and SavorUB (student and alum are paired and share experiences over a meal).
  - Outside resources to assist in research include, O*Net (http://www.onetonline.org/), My Next Move (http://www.mynextmove.org/), and The Occupational Outlook Handbook (http://www.bls.gov/ooh/).

Step 3: Goal Setting
- Finalize what training setting(s), population, specialty, intended start date, and geographical area you would want to apply to based on your research.
  - Can utilize UBworks to search for potential counseling practicum sites. There should be an icon on your myUB portal on the right hand side under Tools.
  - Can utilize outside sites such as internships.com, indeed.com, idealist.org, LinkedIn.com/alumni.

Step 4: Applying and Interviewing
- Refine cover letter and resume.
- Create/Update profile on LinkedIn (ensure other social media sites are professional).
- Enhance interview strategies and skills, by researching the site you are applying to, dressing for success, preparing answers for common interview questions (examples on Career Center site), preparing appropriate questions related to job duties and company, and following up interviews with thank yous.
  - The Career Center provides career coaching, resume reviews with employers, interview tips on their website, and Interview Stream (http://ubalt.interviewstream.com/).

Step 5: Success and Expectations at the Practicum Site
Once you have your site, you need to closely read the Practicum/Internship Manual and make sure (1) the site will give you experiences that conform with the expectations outlined in the Manual, and (2) that you begin the process of getting ready for starting at that site. For example, if your site requires an affiliation agreement or memorandum of understanding in order to take you on as a practicum or internship student, this is a process that you need to initiate immediately.
(email counseling psychology program director about this). Another example is in the case where your site requires you to do orientation activities and/or observing other clinician’s work: though you may not begin seeing your own clients until you’ve turned in a Practicum/Internship Contract to your class instructor and had the first class period for APPL703/708, you should complete other “getting started” activities such as orientation and shadowing/observing other clinicians prior to the semester beginning so you can begin accruing your clinical hours for APPL 703/708 as soon as the semester begins. These are good strategies that can help you in successfully completing your hours for the semester.

Other expectations include, but are not limited to:

- One hour per week of individual supervision required from with your on-site supervisor.
- You should be spending a minimum of 10 hours-per week (though 15 hours a week are recommended) on site at your primary training center for practicum (total of 100 hours on site for the semester) and 22 hours for internship (total of 300 hours on site for the semester).
- Within the required hours on site, students must complete 40 face-to-face counseling sessions (individual or group), 20 hours of which must be in ongoing individual counseling sessions (not 1-2 session assessments) for practicum (APPL 703).
- For APPL 708 (Internship), students must complete 120 face-to-face counseling hours.
- Ensure that your on-site supervisor is a licensed practitioner (LCPC, LCSW, LCADC, etc.).
- Find a mentor, network with employees, identify professional references.
- Set personal and tangible goals and leave with tangible achievements (see course objectives on below regarding learning outcomes).
- Update your resume to reflect your practicum experience and achievements.

**Please note that the Maryland Board of Professional Counselors and Therapists requires that a minimum of 125 face-to-face counseling hours (hours spent in direct contact with and providing psychotherapy to clients) are required within Practicum or Internship classes. These hours cannot be accrued outside of the regularly scheduled semester of class (e.g., one cannot earn these hours during a Winter or Summer break), but can be accrued across more than one semester of Practicum or Internship (e.g., within two sections of the Practicum course).**

Contact Information for UB’s Career and Internship Center

Student Center, Room 306
21 W. Mt. Royal Ave.
Baltimore, MD 21201
phone: 410.837.5440
fax: 410.837.5566
email: careercenter@ubalt.edu
http://www.ubalt.edu/campus-life/career-center/index.cfm
2.3. PRACTICUM/INTERNSHIP MANUAL

PRACTICUM AND INTERNSHIP MANUAL:

Guide for Students and Site Supervisors

Master’s in Applied Psychology-Counseling Psychology

and Certificate in Professional Counseling Studies Programs

Division of Applied Behavioral Sciences

University of Baltimore

Revised April 2019
This manual addresses general requirements of both APPL 703 Practicum in Counseling and APPL 708 Internship in Counseling. These are requirements that pertain to any section of the Practicum or Internship courses.

**Note Regarding Affiliation Agreements and/or Memorandum of Understanding**

Some clinical placement sites require that an affiliation agreement, memorandum of understanding, or other kind of formalized partnership (beyond the UB Letter of Agreement and the UB Practicum/Internship Contract) be documented between the site and the university or program prior to a practicum or internship student beginning their clinical work at the site. Students are responsible for inquiring with their intended sites if such agreements are required, and, if so, the student must inform the counseling psychology program director when submitting their UB Letter of Agreement form and prior to enrolling in the practicum or internship course. These agreements may take between 2 to 4 months or more to put into place, and so the program requires advance notification in order to help ensure that students are able to start their placements in a timely manner. Failure to provide sufficient notification may result in the student delaying the practicum or internship course to another semester.

**Note Regarding Orientation Activities at Sites**

If a site requires students to complete orientation activities, including shadowing or observing other clinician’s work, students are strongly encouraged to complete these activities prior to the start of the semester in which they will be enrolled in APPL 703/APPL 708. Though students may not begin seeing their own clients or count any client hours toward APPL 703/708 requirements until after turned in a Practicum/Internship Contract to their class instructor and had the first class period for APPL703/708, students should complete other “getting started” activities such as orientation and shadowing/observing other clinicians prior to the start of the semester so they can begin accruing their clinical hours for APPL 703/708 as soon as the semester begins. This is considered a good strategy that can make a difference in students’ ability to successfully completing their clinical hours for the semester.

**Practicum Requirements**

**Requirements for Students**

The practicums experience for the counseling psychology track of the M.S. program in Applied Psychology at the University of Baltimore (UB) is undertaken as a 3-credit graduate course (APPL 703 Practicum in Counseling). The course will be taken twice for students enrolled in UB's 48-credit general master's track in counseling psychology. It is required for only one semester for students in the Science Specialization, and once for those in the Practitioner Specialization before they move on to Internship. Students enrolled in the post-master's Certificate Program in Professional Counseling Studies may also take Practicum in Counseling.

To be approved for enrollment in Practicum, all students must have successfully completed graduate classes in counseling theory, basic counseling skills, psychopathology, and professional
ethics. The course requirements include a full 2.5 hour class with the UB instructor once per week, weekly on-site supervision, and direct counseling of clients.

Class meetings will be scheduled at UB during normal class hours. The meetings generally will follow a case consultation format; however, some didactic presentations may be made. Students will regularly present cases for discussion.

To meet course requirements, students must spend at least 100 hours on site during the semester involved in clinical work and other training activities. Students must accumulate at least 40 hours of on-going, face-to-face counseling within the first 14 weeks of the semester of practicum (Note: No clients can be seen during finals week). This can be in either individual or group counseling, but at least 20 hours of individual counseling are required. These should be in ongoing counseling where the student is the therapist of record at the agency, with responsibility to develop and deliver a treatment plan. These hours should NOT be constituted of 1- or 2-session assessment sessions. The remainder of the 40 counseling hours can be spent conducting other kinds of counseling, such as group counseling, couples/family counseling, and intake/assessment. The required 40 face-to-face hours do not include other types of clinical activities such as class time, supervision, writing notes, preparing for or attending case presentations, observations of other therapists conducting counseling, or other activities required by the practicum site. With the exception of class time (which counts for none of the hours), these other activities may constitute the remaining 60 hours of on-site time.

In addition to the above requirements, three or more hours of training sessions will be done on campus in the Lassen Training Clinic, and will be recorded. This recording will be presented for review in the practicum class.

Students who are preparing for licensure should be aware that the Maryland Board of Professional Counselors and Therapists requires 125 hours of "face-to-face counseling" during practicum or internship ("Supervised Field Experience") for licensure. All face-to-face hours completed at the practicum site should be carefully documented. These hours can be applied toward the 3000 hours that are required for licensure. A total of 1000 hours obtained prior to the awarding of the M.S. can be counted toward licensure.

Practicum students must receive at least one hour per week of individual supervision in a face-to-face format from a licensed mental health care practitioner (e.g., LCPC, Psychologist, LCSW, LCMFT, Psychiatric Nurse or Psychiatrist) at the practicum site. Students may work with any clinical population of interest, provided that the above requirements are met.

Requirements for Practicum Sites

A licensed mental health practitioner employed by the participating training organization must agree to provide students with at least one hour per week of face-to-face individual supervision. Sites are also expected to provide a client flow sufficient for students to achieve a minimum of 40 hours of face-to-face client contact during the 14-week practicum (Note: No clients can be seen during finals week). These contact hours may derive from either individual or group
counseling (where one clock hour of group counseling equals one hour of client contact). These hours also may be obtained in either assessment or ongoing counseling/psychotherapy. However, at a minimum, 20 hours of individual face-to-face counseling sessions (versus assessment) are required. Students who are attempting to complete the Maryland Board's field placement requirements in a single semester will require substantially more clinical hours to meet the Board’s 125 hour requirement. Plans for meeting these expectations will be negotiated on a case-by-case basis, in consultations involving the student, the supervisor and the practicum instructor.

Supervisors are expected to monitor and verify the number of counseling and supervision hours accumulated by the student. The supervisor also agrees to provide a written evaluation of the student's performance at the conclusion of practicum. *Practicum site supervisors must agree to verify, with a notarized signature, the number of clinical hours and supervision hours the student has completed during a semester. The necessary form will be supplied by the student.*

Students may, under separate agreements with site representatives, continue to do clinical work at their training sites during semester breaks. However, students will receive no instruction or supervision from UB faculty during those periods, as the student’s practicum class will have ended. The site must agree to assume ethical and legal responsibility for the supervision of students under those agreements. A required “Termination of Practicum” form for signature by the student, site, and UB representative will be supplied by the student.

Students may not apply any clinical hours obtained during semester breaks to their course requirements for Practicum or Internship. Rather, all clinical hours requirements for those courses must be met by the dates indicated on the syllabi for the courses (generally the date of the last class meeting in a given semester). Students are required to keep records on their clinical hours on forms supplied for the Practicum course, and to submit this record for review at the end of the semester.

Students enrolled in both Practicum (APPL 703) and Internship (APPL 708) may be covered by a blanket insurance plan supplied by the University for limited coverage amounts; when available, this insurance is applicable for one calendar year, running from September to September. In order to be covered by the University insurance plan during the time the student is enrolled in Practicum/Internship, the student must submit a completed UB Student Professional Liability Insurance Form to the course instructor on the first day of class each semester the student enrolls in APPL 703 or 708. If a student receives permission from their course instructor to change sites mid-semester, the student must provide to the course instructor a new UB Student Professional Liability Insurance Form or the student will not be covered under the UB policy.

Sites may require students to purchase individual student liability policies (available through the American Counseling Association for a reasonable fee) to provide extra liability coverage. Regardless, it is strongly recommended that students obtain their own liability coverage.

**Internship Requirements**

**Requirements of Students**
Students enrolled in Internship (APPL 708 Internship in Counseling) must obtain a minimum of 300 hours of professional experience, 120 hours of which must be face-to-face client contact during the 14-week semester. Clinical work that occurs prior to the beginning of the semester or during or after finals week of the semester cannot count towards the requirements for the clinical hours of that semester. The 300 hour onsite requirement equates to roughly 21.5 hours per week. Students must carefully document their total on-site and their face-to-face hours. The nature of these hours conforms to the descriptions given above for practicum students. Face-to-face hours may include both group and individual counseling hours. However, at least half of these hours (at least 60 hours) must be in ongoing counseling/therapy, and not in intakes/assessments. Students are required to keep records on their clinical hours on forms supplied for the Internship course, and to submit this record for review at the end of the semester.

All other requirements for practicum students outlined above also apply to APPL 708 Internship in Counseling.

Requirements of Internship Sites

Sites must be able to provide a client flow that is sufficient for students to accumulate their necessary clinical hours within a 14-week semester, which is nearly 9 client contact hours per week (though a caseload of at least 10 clients a week is recommended). A minimum of one hour per week of individual supervision must be provided, with more supervision as needed to assure adequate monitoring of all clinical activities performed by the student.

Students may, under separate agreements with site representatives, continue to do clinical work at their training sites during semester breaks. However, students will receive no instruction or supervision from UB faculty during those periods. The site must agree to assume ethical and legal responsibility for the supervision of students under those agreements. A required “Termination of Practicum” form for signature by the student, site, and UB representative will be supplied by the student.

Students may not apply any clinical hours obtained during semester breaks to their course requirements for Internship. Rather, all clinical hours requirements for the course must be met by the dates indicated on the course syllabus (generally the date of the last class meeting in a given semester).

Students enrolled in both Practicum (APPL 703) and Internship (APPL 708) may be covered by a blanket insurance plan supplied by the University for limited coverage amounts; when available, this insurance is applicable for one calendar year, running from September to September. In order to be covered by the University insurance plan during the time the student is enrolled in Practicum/Internship, the student must submit a completed UB Student Professional Liability Insurance Form to the course instructor on the first day of class each semester the student enrolls in APPL 703 or 708. If a student receives permission from their course instructor to change sites mid-semester, the student must provide to the course instructor a new UB Student Professional Liability Insurance Form or the student will not be covered under the UB policy. Sites may require students to purchase individual student liability policies (available through the
American Counseling Association for a reasonable fee) to provide extra liability coverage. Regardless, it is strongly recommended that students obtain their own liability coverage.

Documentation

The following documents must be completed by the student and the site supervisor. Students are responsible for ensuring that the forms are completed and returned to the practicum instructor, or the instructor’s designee, in a timely manner.

1. Practicum/Internship Agreement. This form must be completed and submitted during the semester prior to the one in which the student will begin practicum or internship. This form is considered a commitment by both student and training site to fulfill responsibilities outlined in the document during the subsequent field experience. If a student fails to register for a practicum/internship class and complete the field experience after the submission of the agreement form, the student may be subject to an unfavorable review in the annual review of Counseling Psychology students.

2. Practicum/Internship Contract. The student and the student’s site supervisor should consult to create an agreement that clearly describes the type of work to be done by the student, including specific responsibilities and the knowledge and skills that the student is expected to develop. These will be recorded on the contract. The number of hours that the student will be on site per week and the supervisor's contact information are also required. When both student and supervisor have signed the form, it should be returned to UB’s Academic Program Coordinator, who will see that additional signatures are secured. A copy will be made and will remain on file at UB, and the original will be returned to the student.

3. Practicum Site Information Form. This form will be helpful if the training site is interested in having UB practicum students in the future. The information will be added to a database for other students to review when looking for practicum placements. It is not required for placements that have previously had UB practicum students or interns.

4. Practicum Supervisor's Evaluation Form. This form must be completed by the student and supervisor at the conclusion of the practicum. The student should record his or her client contact hours, individual and group supervision hours, and number of clients seen during the semester. The type of client problems that the student worked with during the semester should also be recorded. The supervisor is asked to complete subsequent pages, which describe and evaluate the student's activities. The form is meant to evaluate the student and include the student’s own evaluation of their performance, and also is intended to help the supervisor and student have a conversation about the student’s progress. Both should sign the form, and the supervisor should give an assessment of the grade that the student earned. Note that the practicum grade will ultimately be determined by the practicum instructor. However, the grade assigned by the supervisor will be weighed in the instructor's assessment. This form must be returned to the practicum instructor by the final day of the course, which will be included on each semester's syllabus.
4. Supervised Clinical Experience Documentation Form. This form, also completed at the
conclusion of practicum/internship is issued by the Maryland Board of Professional Counselors
and Therapists ("Board"), and must be submitted to the Board with the student's application to sit
for licensure. Note that the student’s “clinical hours,” “face to face client contact hours,” and
post-master’s hours of supervision are requested (supervision hours earned prior to granting of
the master’s degree are not included in the Board’s required 100 hours of supervision), so the
student must keep careful records of each type activity during the semester.  Note also that the
supervisor's signature must be notarized on this form.

It is not necessary to return this form to the practicum instructor. However, copies returned to
the practicum instructor will be kept on file at UB. The original, notarized form should be kept
with the student's records to accompany the licensure application.

Additional forms which must be completed prior to the start of practicum activities
include, as required:

UB Student Activity/Trip Release and Indemnification Agreement. This form limits UB’s
liability for your travel to and involvement with your practicum site.

Background check (ONLY if you will work with anyone under 18). When working with anyone
under 18 in your practicum or at UB’s Lassen Training Clinic, you need to have a background
check, which means you need to go directly to the nearest CJIS location (e.g., Reisterstown Road
Plaza) and provide the numbers below (it should be free as a result). See all CJIS locations at
http://www.dpscs.state.md.us/publicservs/bgchecks.shtml

IMPORTANT NUMBERS:
   UBPD’S ORI#: MD0040700
   UBPD’S Authorization Number: 9300003694

You must also notify your practicum instructor that you are seeking a background check prior to
beginning this process. This is essential since we must inform UB Police so that they will
contact us once they receive the results of the background check. If a student is seeking a
background check through the student’s site, the student must provide documentation of the
background check to their APPL 703/708 instructor.

2.3.1. Memorandum To Site Supervisor

To: Internship Supervisor

From: Anita Harewood, University of Baltimore Title IX Coordinator

Date: November 22, 2016

Re: Notice of the University of Baltimore’s Sexual Misconduct Policy
The University of Baltimore wishes to inform you of UB’s Sexual Misconduct Policy, which applies to students enrolled at UB and serving as interns at your place of employment. UB’s Sexual Misconduct Policy applies to all University students, faculty, staff and third parties having business with the University. This memo notifies you of the University’s policy and procedure to provide prompt and equitable resolution of sexual misconduct complaints involving students and to take reasonable steps to prevent recurrence of any sexual misconduct and remedy discriminatory effects on the reporting party and others, if appropriate.

In accordance with Title IX of the Education Amendments of 1972, the University is committed to creating a university setting that is safe from sexual misconduct and forms of sex and gender-based discrimination. The University specifically prohibits misconduct, which includes, but is not limited to, sexual violence, dating violence, domestic violence, sexual exploitation, sexual coercion, sexual intimidation, and stalking.

The University actively seeks to:
- help prevent incidents of sexual misconduct by educating, training and providing resources to raise awareness of misconduct issues; and
- recognize, respond and provide support to University campus community members who have experienced sexual misconduct.

The University’s Policy applies to complaints of sexual misconduct in connection with any UB office or regional center, education programs or activities, including, but not limited to, sexual misconduct: (1) in any UB facility or on any UB property or location under UB’s control; (2) in connection with any UB sponsored, recognized or approved program, visit or activity, regardless of location; (3) that impedes equal access to any UB education program or activity or adversely impacts the employment of a member of the UB Community; or (4) that otherwise threatens the health or safety of the UB community. No provision in UB’s Policy is intended to supersede or conflict with any state or federal compliance obligations. The University will investigate complaints under its Policy, and as necessary take steps to eliminate prohibited conduct, prevent its reoccurrence and address its effects.

The University of Baltimore Sexual Misconduct Policy can be viewed in its entirety at www.ubalt.edu/titleix. Any questions or concerns about UB’s Policy may be directed to TitleIXMatters@ubalt.edu.

2.4. FORMS

2.4.1. Forms Prior to Beginning Practicum/Internship
Each semester, students will be notified of the due dates for submitting the appropriate forms in order to enroll in the practicum/internship courses for the following semester. Students are required to notify the program in advance that they wish to enroll in APPL 703 Practicum in Counseling or APPL 708 Internship in Counseling in the following semester (via the “Request for a Seat” form). Next, students will indicate that they have secured a site and site supervisor
that has agreed to train them for their clinical field experience (via the “Letter of Agreement” form). Finally, students will submit their contractual paperwork with the site, including supervisor’s signature, to the program (via the “UB Practicum/Internship Contract,” or “UB Practicum/Internship Contract Renewal” form if the student is continuing from the previous semester at the same site).

The due dates for these forms must be strictly observed, as it is through this paperwork that the program is able to plan for and meet student needs for course availability and scheduling. Also, faculty consider timeliness in submitting these forms to be a part of students’ professionalism. Students need to meet all deadlines or they may not be allowed to enroll in the APPL 703/708 courses for the following semester, and failure to meet deadlines may also be noted as a professionalism and/or other training issue in the student’s annual evaluation.

Samples of these forms can be found in the sections that follow. Please note that new forms are generated each semester and are announced to students along with the due dates for that particular semester.
2.4.1.1. Request for a Seat Form (Sample)

REQUEST FOR A SEAT
APPL 703 PRACTICUM IN COUNSELING
APPL 708 INTERNSHIP IN COUNSELING

Deliver your signed & dated form to: Advisor (Academic Program Coordinator), LC 401

This document informs the Division of Applied Behavioral Sciences of my intention to register for Practicum (APPL 703) or Internship (APPL 708) in Spring 2019.

Please initial beside each of the following statements to communicate your understanding:

_____ I am aware that by submitting this form no later than Friday, October 5, 2018, a seat will be opened for me in an APPL 703/708 class. I am also aware that I must, to retain that seat, furnish a Letter of Agreement, signed by me and by my chosen and approved practicum site’s representative by December 7, 2018.

_____ I agree that missing any of these aforementioned deadlines will prohibit my registration for APPL 703/708 in the Spring 2019 semester.

_____ I am also aware that I must furnish a practicum or internship contract, signed by my site supervisor and me, by the first day of the APPL 703/708 course in the Spring 2019 semester.

Please check ONE box to indicate your preference for an APPL 703/708 course time in the Spring 2019 semester and initial below the box to indicate your understanding of the counseling psychology program’s practicum section assignment procedures:

<table>
<thead>
<tr>
<th>I PREFER to attend the Monday APPL 703/708 course in the:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Afternoon (2:00 – 4:30pm)</td>
</tr>
<tr>
<td>☐ Evening (5:30 – 8:00pm)</td>
</tr>
<tr>
<td>☐ Afternoon or Evening (no preference)</td>
</tr>
</tbody>
</table>

_____ I am aware that the counseling psychology faculty will make every effort to accommodate my scheduling preferences for this course, and acknowledge that I may be required to enroll in a section outside of my preference based on section availability.

_________________________________________  ______________________________
Signature                                            Date

_________________________________________
Print Name
2.4.1.2. Letter of Agreement Form (Sample)

LETTER OF AGREEMENT FOR COUNSELING PSYCHOLOGY
PRACTICUM (APPL 703) or INTERNSHIP (APPL 708)
UNIVERSITY OF BALTIMORE

The student and the training site listed below have agreed that the student will complete a practicum or internship at the site during the Spring 2019 semester. The student has provided the site with a Practicum/Internship Manual and any other information needed for the site to make an informed decision about this placement, and the student is hereby making a commitment both to the placement site and to the University of Baltimore to fulfill the duties of a practicum or internship student during the specified semester.

Representative of Training Site
As an authorized training site representative, I have read the Practicum/Internship Manual and interviewed the student named below. I agree to provide training consistent with the requirements outlined in the Manual, and can ensure appropriate supervision as described. I am able to offer this student a Practicum or Internship which includes:

• For practicum students, at least 100 total hours resulting in at least 40 hours of direct service to clients (e.g., one-to-one, group, family, or couples therapy; intakes; testing and assessment). Of the 40 face-to-face counseling hours, at least 20 of those hours must be spent conducting individual counseling;
• For interns, at least 300 total hours resulting in at least 120 hours of direct service to clients (e.g., one-to-one, group, family, or couples therapy; intakes; testing and assessment). Of those 120 face-to-face counseling hours, at least 60 of those hours must be spent conducting individual counseling;
• Individual supervision with on-site clinically licensed supervisor who provides one hour/week minimum of direct supervision. This supervision should include audiotape or videotape review when possible;
• Additional hours spent in staff meetings, observations, in-service training, transcription and analysis of audio/video tapes, research/library work regarding case conceptualization and treatment planning or other activities approved in advance by students’ supervisors.
• Supervisory feedback in the form of written evaluations at the end of the practicum or internship semester.

I understand that while the student may, under separate agreement, continue to work at the site during semester breaks, UB will provide no instruction or supervision and assumes no liability for the student’s performance during these times.

Agency: _____________________________________________
Address:  ____________________________________________
Name and Title of Representative: (please print)
Email Address: ____________________________________________

Phone: (       ) __________________________ Fax: (       ) __________________________

Signature: ____________________________________________ Today's Date: ____________

**Counseling Psychology Student**

I have accepted the above Practicum or Internship offer and agree to the terms described above. I consent to allow the site supervisor and the UB Counseling Psychology faculty access to information about my training and to discuss and address any concerns (professional or personal) as needed.

I agree that it is my responsibility to work with the above listed site to complete and return to UB the Practicum/Internship Contract, which requires a signature from my clinical site supervisor. I further agree that this will be completed **no later than the first scheduled meeting of the APPL 703/708 course at UB for the upcoming semester.** I understand that I may not begin seeing clients until this contract has been completed and signed, and I further understand that any hours accrued at my site will not count toward my practicum or internship required field hours until the semester officially begins and this form is completed and returned to my UB APPL 703/708 instructor.

I understand that it is strongly recommended that I obtain my own liability coverage. Also, though students enrolled in both Practicum (APPL 703) and Internship (APPL 708) are covered by a blanket insurance plan supplied by the University for limited coverage amounts, sites may require students to purchase individual student liability policies to provide extra liability coverage.

I understand that while I may enter into an agreement with my site to continue working during semester breaks, I will receive no instruction or supervision from UB faculty during those times. Furthermore, clinical hours accrued during semester breaks will not be counted toward the required hours for my practicum or internship course.

Name of Student: (please print) __________________________

Signature of Student: ____________________________ Today's Date: ________________

Email address __________________________________________ Phone: __________________________

Students must present this completed form to the DABS Academic Program Coordinator, by **December 7, 2018,** to be allowed to register for APPL 703 Practicum in Counseling or APPL 708 Internship in Counseling for a seat in a Spring 2019 practicum or internship. Practicum/internship contracts with the site supervisor must be turned in to the relevant APPL 703/708 instructor on the first day of class in the Spring 2019 semester.
UNIVERSITY OF BALTIMORE
Practicum/Internship Contract

Student Information:
Name: _______________________________  Student ID#: ____________________________
Telephone: ___________________________  Email: ________________________________

Site Supervisor Information:
Name: _______________________________  Telephone: ___________________________
Title: _______________________________  Email: ________________________________
Organization: __________________________________________________________________
Site Location: _____________________________________________________
Address: ______________________________________________________________________

Practicum Instructor:
Name: _______________________________  Title: ________________________________
Telephone: ___________________________  Email: ________________________________

This is an agreement between the University of Baltimore’s master’s program in applied psychology (UB), ________________________________, a student enrolled in UB’s program (“Student”), and ________________________________ (“Supervisor”), who is employed as a mental health practitioner at ___________________________ (“Site”). Supervisor is a (licensed clinical professional counselor/licensed clinical alcohol and drug counselor/licensed certified social worker-clinical/psychiatrist/psychologist/psychiatric nurse practitioner) authorized by the State/Commonwealth of __________________________ to practice, license number __________________________. This purpose of this agreement is to facilitate Student meeting UB’s requirements for supervised practice.
The undersigned agree that:

- Student will spend _____ hours weekly at the Site beginning on January 28, 2019 and ending on May 19, 2019.

- During that time, Supervisor will provide with at least one (1) hour of face-to-face individual supervision per week to Student. Supervisor will also ensure that Student receives weekly supervision in the event of Supervisor’s absence or other inability to provide the requisite supervision.

- During the fall/spring semester(s), Student will attend a weekly practicum/internship class in which UB faculty will provide supplemental group supervision. This supplemental supervision does not and cannot replace the individual weekly supervision provided at the Site by Supervisor.

- Supervisor will apprise Student of Site rules and expectations regarding documentation, informed consent, scheduling, client recording, as well as other relevant Site policies.

- Supervisor will provide formative evaluation to Student on a consistent basis and contact UB faculty as needed to provide information about student performance. Further, Supervisor will provide a summative evaluation of Student performance (including a recommended letter grade) at least once per academic term using the evaluation criteria provided by UB. Supervisor will provide copies of this evaluation to the practicum/internship course instructor at the end of each academic term.

- Supervisor will both model professional, ethical, and legal conduct and ensure Student adheres to standards of legal and ethical conduct for counselors while at the Site.

- The hours Student accrues during an academic term (fall or spring semester) will determine whether or not s/he has meet the minimum face-to-face counseling and related hours articulated in the Practicum/Internship Manual and the practicum/internship course syllabus of the class in which s/he is enrolled. The academic term begins on the first day of the semester and ends on the last official day of classes (prior to the beginning of exams), unless otherwise specified in the syllabus for the practicum/internship course.

- Student must provide documentation of individual liability coverage, and federal and state criminal background checks, where required, to the Supervisor, and to the practicum/internship instructor at the beginning of each academic term.

- Student is responsible for ensuring her/his field experience meets the laws and regulations of the state in which s/he wishes to seek licensure. Specifically, Student is responsible for apprising her/himself of state laws and regulations governing the educational requirements of professional counselors regarding the quantity and nature of both supervised clinical practice and clinical supervision and ensuring her/his experience at the Site is consistent with those laws and regulations.

- Student and Supervisor have developed clear learning goals and objectives that are listed below.
Practicum/Internship Activity: (brief description, including breakdown of individual and group counseling responsibilities)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Learning Objectives of practicum/internship experience including Student’s specific skill-development goals:

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Specific Activities/Responsibilities: (e.g., counseling, intakes, interviewing, assessment administration)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Skills/Knowledge to be developed: (e.g., counseling, conceptualization, treatment planning, report writing)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Other requirements to be met: (e.g., readings, paper, reports)

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

Student Date On-site Supervisor Date

Practicum Instructor Date
2.4.1.4. UB Practicum/Internship Contract Renewal (Sample)

UNIVERSITY OF BALTIMORE
Renewal of Practicum/Internship Contract

Student Information:
Name: _______________________________ Student ID#: _______________________________
Telephone: ____________________________ Email: _________________________________

Site Supervisor Information:
Name: _______________________________ Telephone: _______________________________
Title: ______________ Email: _______________________________
Organization: _____________________________________________________________________
Site Location: _____________________________________________________________________
Address: _________________________________________________________________________

This is an agreement between the University of Baltimore’s master’s program in applied psychology
(UB), _________________________________, a student enrolled in UB’s program (“Student”), and
________________________ (“Supervisor”), who is employed as a mental health
practitioner at ___________________________ (“Site”). Supervisor is a (licensed clinical professional
counselor/licensed clinical alcohol and drug counselor/licensed certified social worker-clinical/
psychiatrist/psychologist/psychiatric nurse practitioner) authorized by the State/Commonwealth of
________________________________ to practice, license number ___________________. This purpose of this
agreement is to facilitate Student meeting UB’s requirements for supervised practice.

The undersigned agree that:
Student will spend _____ hours weekly at the Site beginning on _January 28, 2019_, and ending on _May
19, 2019_. The student and supervisor agree to extend the terms of the contract signed for__Spring
2019__semester.

_________________________________________  __________________________
Student Date On-site Supervisor Date
2.4.2 Forms During Practicum/Internship
There are many forms that are required during practicum/internship and all forms have not been included in this Program Manual. However, in the following section we have included those forms that are seen as the most important and central to the program-related documentation of students’ practicum/internship experience. The “Student Self Evaluation Form: Pretest” is completed by the student by the first class meeting of APPL 703/708. The “Student Self Evaluation Form: Posttest” and the “Supervisor’s Evaluation of Practicum/Internship Student” form are completed by the student and/or site supervisor by the end of the semester.
2.4.2.1. Student Self Evaluation Form: Pretest

UNIVERSITY OF BALTIMORE

STUDENT SELF EVALUATION FORM

____________________Pre-test ___________________

Please provide your evaluation of the abilities and professionalism that you feel ready to demonstrate during your practicum. Also, please attach this form to your final self-assessment paper for this course.

________________________________________________________________________

Name of Student________________________________________________________

Semester: __ Fall ___ Spring ___ Summer ______ Year 20 ___

Competencies: (1=substantial improvement needed; 2=some improvement needed; 3=adequate demonstration of skill; 4=generally strong performance; 5=consistently strong performance)

_____1. Establishing initial rapport with client

_____2. Establishing a working relationship

_____3. Basic listening skills

_____4. Conceptualizing client concerns

_____5. Goal-setting with clients

_____6. Designing, implementing, and evaluating treatment plans

_____7. Awareness of counselor-client interpersonal dynamics

_____8. Successful terminations

_____9. Writing informative, useful reports of counseling sessions

_____10. Punctual and professional handling of records
11. Accepting and utilizing feedback well

12. Giving appropriate feedback and support to peers and colleagues

13. Having good awareness of own feelings within sessions and about clients

14. Development toward a “theoretical identity”
   What is it? __________________________________________________________

15. Demonstration of respect for individual differences and client self-determination.


17. Design and implementation of treatments that are culturally sensitive.

18. Demonstration of awareness of ethical issues and ethical behavior with clients

19. Demonstration of competency and knowledge of ethics regarding correspondence and professional reporting to others.

20. If applicable, given the nature of your practicum work, please use the same 1-5 scale to indicate your ability to identify, describe and apply skills specific to these specialties:

   _____ career counseling
   _____ marital and family counseling
   _____ group counseling
   _____ substance abuse counseling

21. Other______________________________________________________________

22. Other______________________________________________________________
2.4.2.1. Student Self Evaluation Form: Posttest

UNIVERSITY OF BALTIMORE

STUDENT SELF EVALUATION FORM

Post-test

Please provide your evaluation of the abilities and professionalism that you demonstrated during your practicum. Your supervisor will fill out a similar form. You may find it useful to complete your form and bring it with you to your final supervision session. Also, please attach this form to your final self-assessment paper for this course.

Name of Student________________________________________________________

Semester:  ___ Fall  ___ Spring  ___ Summer  Year 20 ___

Total Client Contact Hours _______

Please indicate the number spent in each category below:

Assessment/Intakes _______  Individual Counseling _______  Group Counseling _______

Individual Supervision Hours ______

Group Supervision Hours ______

Number of clients seen ________

Competencies demonstrated: Competencies demonstrated: Please rate each of the following counseling skills on this rating scale:

(1=substantial improvement needed; 2=some improvement needed; 3=adequate demonstration of skill; 4=generally strong performance; 5=consistently strong performance; N/A=not applicable or no opportunity demonstrate)
1. Establishing initial rapport with client
2. Establishing a working relationship
3. Basic listening skills
4. Conceptualizing client concerns
5. Goal-setting with clients
6. Designing, implementing, and evaluating treatment plans
7. Awareness of counselor-client interpersonal dynamics
8. Successful terminations
9. Writing informative, useful reports of counseling sessions
10. Punctual and professional handling of records
11. Accepting and utilizing feedback well
12. Giving appropriate feedback and support to peers and colleagues
13. Having good awareness of own feelings within sessions and about clients
14. Demonstration of development toward a “theoretical identity”
   What is it? __________________________________________________________
15. Demonstration of respect for individual differences and client self-determination.
17. Design and implementation of treatments that are culturally sensitive.
18. Demonstration of awareness of ethical issues and ethical behavior with clients
19. Demonstration of competency and knowledge of ethics regarding correspondence and professional reporting to others.

20. If applicable, given the nature of your practicum work, use the same 1-5 scale to indicate the degree to which you demonstrated ability to identify, describe and apply counseling skill specific to the specialties below:
_____ career counseling
_____ marital and family counseling
_____ group counseling
_____ substance abuse counseling

_____ 21. Other____________________________________________________________

_____ 22. Other____________________________________________________________

If you were to assign a grade to your own performance this past semester, what would it be? (Please circle one) A    A-    B+    B    B-    C+    C    C-    F

**Final questions:**

1. How many practica have you taken prior to this one?

2. Did you do your practicum in a setting where you had worked prior to the practicum?
   
   ________ yes   ________ no

   If so, how long had you worked in this setting before you enrolled in practicum?
   
   ________ years   ________ months

3. Have you had experience doing counseling anywhere before enrolling in practicum?
   
   ________ yes   ________ no

4. How much previous counseling experience had you had prior to this practicum?
   (Give a total that would include any time reported in #2 above)
   
   ________ years   ________ months

5. Anything else that you would like to say about your development during your practicum experience.
Dear Supervisor:

Thank you for training our UB graduate student during the past semester. Please provide your written evaluation of the abilities and professionalism of the UB student you supervised. We will use your evaluation in our assessment of the student’s overall performance this semester.

Name of Student________________________________________________________
Name of Supervisor: __________________________________________________________________________
License of Supervisor: ________________________________________________________________________
Name and Address of Agency: __________________________________________________________________
Semester: ___ Fall  ___ Spring  ___ Summer  Year 20____

_____ Credits
______ Total Hours On-Site (includes general hours on site & client contact hours)
______ Total Client Contact Hours (indicate # of individual, intake, & group hours below):
_____ Individual Counseling Hours
_____ Intake or Assessment Hours
_____ Group Counseling Hours
_____ Other Hours: please specify: __________________________________________________________________
_____ Individual Supervision Hours
_____ Group Supervision Hours

Number of clients supervised ________

Type(s) of client problems:

1. 
2. 
3. 
4. 
5. 
6. 
In what types of clinical activities did this student participate?

How well did this student perform these activities?
**Competencies demonstrated:** Please rate performance/skills in each of the following domains using the rating scale below.

N/A – not applicable; student has not had requisite coursework/field experience to demonstrate
N/D – not demonstrated; student has not had the opportunity to demonstrate this skill
1* – Far below expectations – needs much improvement – a concern
2* – Below Expectations – needs some improvement to meet standards
3 – Acceptable – meets standards at average level for a practicum student or intern
4 – Above Expectations – performs above average level for practicum student or intern
5 – Far Above Expectations – a definite strength, performs well beyond average

*For any supervisor rating of 1 or 2, please explain and provide context for these ratings in the final narrative section

<table>
<thead>
<tr>
<th>Domain/Skill</th>
<th>Student self-rating</th>
<th>Supervisor rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Professional identity, and ethical and professional standards</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge and understanding of relevant ethical guidelines and professional laws/rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates awareness and sensitivity to ethical dilemmas, and applies an ethical decision making model</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrates ethical values into professional conduct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evidences adherence to professional values throughout professional work</td>
<td></td>
<td></td>
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<tr>
<td>Demonstrates understanding of counseling and psychological practice as an applied behavioral science</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Maintains professionally appropriate communication and conduct across different settings</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assesses personal accountability and accepts responsibility for own actions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates concern for the welfare of others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays an appropriately defined professional identity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates punctual and professional handling of records</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence-based practice of counseling and psychotherapy</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrates knowledge of theories of counseling and psychotherapy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Negotiates differences and handles conflict satisfactorily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communicates clearly using verbal, nonverbal, and written skills, and utilizes professional language appropriately</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Formulates and conceptualizes cases, develops treatment plans, and implements interventions using at least one consistent theoretical orientation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Displays skills in developing the therapeutic alliance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Evaluates intervention progress and modifies intervention or strategies on the basis of observed data</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Integrates theory and evidenced-based practice in clinical work</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Multiculturalism and diversity

- Demonstrates knowledge and awareness of self, as shaped by individual and cultural diversity (e.g., cultural, individual, and role differences, including those based on age, gender, gender identity, race, ethnicity, culture, national origin, religion, sexual orientation, disability, language, and socioeconomic status) and context.
- Demonstrates knowledge and awareness of others, as shaped by individual and cultural diversity and context.
- Applies knowledge of self and others as cultural beings in assessment, treatment, consultation, and all other professional interactions; is able to work effectively with diverse individuals in assessment, treatment, and consultation.

### Understanding of psychopathology and diagnosis

- Demonstrates knowledge of theories of psychopathology relevant to clients.
- Demonstrates knowledge of diagnostic classifications and evaluates their limitations.
- Applies empirically supported theories of behavior to case formulation, diagnosis, and treatment planning, with appropriate consideration of cultural and developmental factors.

### Understanding, use of, and response to supervision

- Demonstrates understanding of the role and practice of supervision.
- Responds appropriately to feedback and supervision.
- Engages in reflective practices by synthesizing supervisor feedback and experience in applied work.
- Engages in appropriate self-care.
FOR THE STUDENT (SELF-EVALUATION):
Areas for growth:

Areas of strength and/or ways you have improved over the semester:

Overall performance:

Grade you would assign yourself:  A   A-   B+   B   B-   C+   C   C-   F

____________________________________________  ____________________________
Student’s Signature                               Date

FOR THE SUPERVISOR (EVALUATION OF THE STUDENT):
Areas for growth:

Areas of strength and/or ways student has improved over the semester:

Overall performance:

Grade you would assign the student:  A   A-   B+   B   B-   C+   C   C-   F

____________________________________________  ____________________________
Supervisor’s Signature                             Date
2.5. Lassen Training Clinic

Counseling psychology students will utilize our clinical training space, the Lassen Training Clinic (LTC), for different course assignments and experiences throughout their time in the program. Students are expected to demonstrate the utmost professionalism and ethical behavior when using this space. The LTC is on the 4th floor of the Learning Commons building and functions as an in-house training clinic, where students will conduct counseling with practice “clients” and practice their clinical skills via role-plays and other class activities. Students are expected to seek help and consultation if any issues arise in the course of their clinical work in the LTC, including “client” issues/emergencies, equipment problems, issues with classmates, and so forth. All clinical activities in the LTC are considered confidential and students should seek consultation regularly with the appropriate, identified faculty or staff person(s). More information on the LTC will be given in courses where the LTC is utilized.
3. Students: Support, Resources and Opportunities

3.1. Student Support

3.1.1. Advising
Our Academic Program Coordinator (APC) is the point person for general advising matters, and is there to help support students when accepting offers of admission, planning one’s schedule, and registering for courses. When additional advising help is needed, the APC will contact the appropriate graduate program director. The applied psychology-counseling psychology program director handles matters related to students in the master’s program, and the CPCS program director handles matters related to students in the CPCS program. Master’s program students who have questions about the CPCS program and/or licensure should contact the CPCS program director.

3.1.2. Faculty Mentors
As part of our ongoing effort to facilitate student development and access to faculty mentorship, the UB counseling psychology program assigns each student to a faculty mentor. Faculty mentors help students with issues related to psychology training, professional development, and general questions. In addition, each year, the counseling psychology faculty review the progression of all students in the program. The faculty mentor is responsible for communicating the results of this review to the faculty member’s mentees.

3.1.3. Peer Support/Mentoring
Students in the counseling psychology programs are encouraged to create supportive relationships with their peers. Such support networks can provide strong, meaningful support to students as they make their way through their program and can become part of students’ professional networks beyond graduation.

Facebook. Students may also connect with one another via the program’s Facebook page. Students may network with current and past UB counseling psychology students through our Facebook page, which can be found under “University of Baltimore Counseling Psych Master’s Program Students and Alum.”

PsyHive. PsyHive is a peer-based support network for students who are interested in pursuing doctoral education upon completion of the master’s program.

Other Peer Support. Peer support networks can also be found in association with various professional organizations. For example, the American Psychological Association has a group for graduate students called APAGS (American Psychological Association Graduate Students).
3.2. Professional Resources

3.2.1. UB LCPC listserv
This listserv was established to serve counseling graduate students and others in the psychology community. The purpose of this listserv is to announce events and share information among UB counseling faculty, students and graduates of our programs. This listserv is not to be used for promoting products or for discussion of political/social issues. Please take advantage of the opportunities it provides for reaching a broad range of students and professionals.

The listserv can be used to:

- Receive or post job or internship openings
- Receive or post upcoming events of interest to students and professionals
- Find other professionals for collaboration on issues, problems and interests
- Discuss current issues of importance to counseling in the UB community

To subscribe / unsubscribe: go to: https://listserv.ubalt.edu/scripts/wa.exe?A0=UBLCPC

To post message: send email to: ublcpc@listserv.ubalt.edu

- Be sure to complete the subject line
- Be sure to identify yourself

(Note: Remember that a reply to UB LCPC goes out to all on the list.)

3.2.1. Professional Associations and Memberships
There are many choices regarding membership in professional associations. Interested students are generally advised to consider membership in organizations that fit with their professional goals. However, the question of which association(s) to belong to is a complex one, and students may wish to consult with their faculty mentors in order to best tailor their decision to their own goals and interests. Related to the choice of professional association is one’s professional identity, which is addressed throughout the program, and specifically in courses such as APPL 602: Professional Identity, Ethics, and Legal Issues in the Practice of Counseling and Psychology. In the past, students have sought membership in organizations such as the Licensed Clinical Professional Counselors of Maryland (LCPC-M), the American Psychological Association, the American Counseling Association, the Maryland Psychological Association, the Maryland Counseling Association, the Maryland Career Development Association, and the Eastern Psychological Association.
3.3. Opportunities for Students

3.3.1. Lassen Award
The Dr. George Lassen and Mrs. Jean Lassen Memorial Scholarship (or, the Lassen Award) is a Memorial Scholarship that is awarded annually to a student who has demonstrated academic excellence, who is successfully juggling the competing demands of school, work, and family, and who is preparing for a professional future as a counseling psychologist. Through this fund, The Division of Applied Behavioral Sciences is able to award an annual scholarship to a graduate student in counseling. The award is a stipend which may be applied to tuition and/or books. The award is given annually to a graduate student who has declared a specialization in counseling in the M.S. in Applied Psychology program. Counseling psychology program faculty will nominate several eligible students for the award each year, and nominated students are invited to apply for the award. The awardee will be selected by the counseling psychology faculty each spring semester, and will receive the award at a ceremony during the following fall semester.

The faculty consider the Lassen award as one of the highest, most prestigious honors that can be bestowed on a master’s program student.

3.3.2. American Psychological Association Campus Ambassador
The graduate program faculty may select a graduate student to serve as Campus Ambassador to represent the program in the American Psychological Association Graduate Students (APAGS) organization. Campus Ambassadors are responsible for the dissemination of information to other graduate students in the psychology program and may coordinate events and other experiences for their fellow psychology graduate students in order to facilitate professional development, networking, and so forth.

3.3.3. Potential Employment Opportunities
All employment opportunities are contingent on funding and thus not guaranteed to be available to students at any given time. Also, these potential opportunities are available to students only while they are UB students. However, we provide information about these potential sources of employment in order to help our students with their employment prospects while studying at UB.

3.3.3.1. Work Study
All students who apply for financial aid are encouraged to check the “work study” box on their applications to the program. If a student is awarded work study funds, then the student is eligible to be hired by program faculty to help conduct research and/or work on special projects. Work study students work part-time (20 hours a week or less) and are typically funded by the federal government for $3000 worth of funds. Students who have been awarded work study funds are encouraged to talk with their respective program director and/or program faculty about potential employment within the program.
3.3.3.2. Lassen Training Clinic Assistants
Students may also be hired as LTC assistants. Typically, students must have taken at least one semester of APPL 703 Practicum in order to be eligible. LTC assistants help run the LTC operations and often provide “back-up” coverage for other students who are practicing their clinical skills in the LTC. For more information, please talk with the faculty member who is overseeing the LTC.

3.3.3.3. Research Assistants
Many program faculty are engaged in their own original research, and encourage students who are interested in doing research to reach out to them directly about the potential for joining their research teams. Having research experience as a graduate student is essential for those students who desire to pursue doctoral education in psychology.

3.3.3.4. UBWorks Database
The UB Career and Internship Center (CIC) manages a job and internship database called UBWorks. Students who are interested in on-campus or off-campus employment, or who are searching for a practicum or internship placement, may find opportunities via UBWorks. For more information, please go to http://www.ubalt.edu/campus-life/career-center/.