

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

PROGRAM MANUAL

Revised July 2025

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LETTER FROM THE FACULTY

Dear Students,

We warmly welcome you to UBalt, 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 UBalt 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 (<https://www.ubalt.edu/academics/classes-and-registration/academic-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. M.S. in Counseling Psychology Mission

The Counseling Psychology Program at the University of Baltimore (UBalt) adheres to a generalist training philosophy that is rooted in the scientist-practitioner model of training. The program 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 program 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 the Counseling Psychology 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:

M.S. in Counseling Psychology 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 M.S. program director regarding M.S. 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 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 (“UBalt”) students enrolled in the Master of Science in Counseling Psychology or the Certificate in Professional Counseling Studies (“CPCS”) programs (“UBalt Counseling Psychology Programs”), regardless of a student’s concentration, specialization, or ultimate professional goals.

The UBalt 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.

UBalt’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 UBalt’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 Counseling Psychology Programs’ faculty endeavor to prepare all students in UBalt’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 UBalt’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 UBalt's Counseling Psychology Programs, and are further explained in Appendix A. In addition to the above broad criteria UBalt'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 Competenceⁱ

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.

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

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>.

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 Competenceⁱ

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, the Student Code of Conduct, and the Sexual Misconduct Policy (https://www.ubalt.edu/footer/policies-and-procedures.cfm#student_affairs). In those instances, the program faculty may be required to make a report to the appropriate individual pursuant to the applicable policy for consideration and adjudication under that policy. Students will be notified of such reports.*

Formal Review of Counseling Psychology Students

In order to remain in their programs, all students in UBalt'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 UBalt policy. For more information, please visit [the UBalt Policy Guide, Section I, Student Affairs, Subsection 8, UB I-8.3: Other Academic Grievances](#).

UBalt'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 UBalt 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 UBalt'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 UBalt Policy Guide for full procedure):

- Student provides a written submission to the department chair of the program in which the course was taught. If the department 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 department 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:

- o provide a notice of the appeal to the parties involved
- o request a response from the party who did not appeal
- o review all materials related to the appeal, and
- o 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 UBalt 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 UBalt's academic integrity or other student misconduct rules, which may require a separate review process in accordance with UBalt policies in the [UBalt Student Handbook](#). Please see the note above on page 3 for more information.

A Note on Personal Therapyⁱ

The UBalt 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. UBalt and program 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 UBalt's Counseling Psychology Programs.

h) Willingness to seek as well as provide therapeutic assistance.

1.3.2. Appendix B: Master's in Psychology and Counseling Accreditation Council (MPCAC)

Appendix B

Master's in Psychology and Counseling Accreditation Council (MPCAC) 2024 Curriculum Standards and Relevant Competencies

- a. 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. Methods of evaluation of individuals
- f. Research methods
- g. Career development and/or the role of work in peoples' lives
- h. Biological basis of behavior
- i. Developmental basis of behavior
- j. Systems basis of behavior

The full list of competencies and standards can be accessed at:

<https://mpcacaccreditation.org/wp-content/uploads/2024/01/MPCAC-2024-Accreditation-Manual.pdf>

More information about MPCAC can be accessed at: <http://mpcacaccreditation.org/>

1.3.3. Appendix C: University of Baltimore Annual Evaluation

Appendix C

University of Baltimore College of Arts and Sciences Counseling Psychology Programs

Formal Student Evaluation and Feedback

Date:

Semester / Year:

Student Name:

Master's Specialization: **48-credit Track** **60-credit 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. 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 students' 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 mentor for a face-to-face discussion.

Student Name:

	Significantly Below Develop- mentally Expected Level	Below Develop- mentally Expected Level	At Develop- mentally Expected Level	Exceeds Develop- mentally Expected Level	N/A
Academics					
Quality of completed assignments					
Quality of class participation					
Attendance					
Punctuality					
Writing skills					
Clinical Skills					
Basic attending and listening skills					
Case conceptualization					
Use of appropriate counseling techniques					
Evidenced-based treatment planning					
Development of a theoretical orientation					
Record keeping / Case notes					
Therapeutic relationship-building					
Use of clinical evaluation & assessment					
Integration of research & evidence-based practice					
Ethical and Professional Behavior					
Integrates ethical values into conduct					
Maintains professionally appropriate communication and conduct					
Personal Characteristics					
Maturity					
Respect					
Motivation					
Provides effective feedback, responds well to feedback from others and to supervision					
Other MPCAC Standards					
Demonstrates knowledge and understanding of ethical/professional codes and standards, laws, statutes, rules, and regulations					
Demonstrates knowledge of professional identities relevant to counseling/psychology					
Relates effectively with others					
Demonstrates cultural self-awareness and knowledge					
Demonstrates cultural knowledge and awareness of others					

Demonstrates knowledge of intersection between self and others as shaped by individual and group diverse identities					
Applies knowledge of self as a cultural being in assessment, treatment, consultation					
Applies knowledge of others as a cultural being in assessment, treatment, consultation					
Applies knowledge of the intersection of self and others in assessment, treatment, etc					
Engages in appropriate self-care strategies					
Recognizes situations that challenge adherence to professional values and applies ethical decision-making model to dilemmas					
Demonstrates personal accountability and accepts responsibility for own actions					
Demonstrates understanding of counseling and psychology practice as an applied behavioral science					
Negotiates differences and handles conflict satisfactorily					

(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.

1.3.4. Appendix D: UBalt Practicum/Internship Evaluation

Appendix D

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

Dear Supervisor:

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

Name of Student _____

UB Student's Track/Specialization (check ONE):

- ☐ 48-credit Counseling Psychology Track (2 semesters of practicum)
☐ 60-credit Practitioner Specialization (1 semester of practicum; 2 semesters of internship)
☐ CPCS – Certificate in Professional Counseling Studies Student (post-Masters)

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 _____

Please read and initial the statements below:

_____ I confirm that this student has received a minimum of 1 hour of individual supervision per 20 hours of field placement work for each week.

_____ I confirm that as part of this student's clinical supervision, I have directly observed student's clinical work and/or reviewed their audio/video recordings, as well as shared my feedback with the student regarding my observations.

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

Domain/Skill	Student self-rating	Supervisor rating
Professional identity, and ethical and professional standards		
Demonstrates knowledge and understanding of relevant ethical guidelines and professional laws/rules		
Recognizes situations that challenge adherence to professional values and demonstrates application of an ethical decision making model to ethical dilemmas		
Integrates ethical values into professional conduct		
Is able to work effectively with diverse individuals in assessment, treatment, and consultation		
Demonstrates understanding of counseling and psychological practice as an applied behavioral science		
Maintains professionally appropriate communication and conduct across different settings		
Assesses personal accountability and accepts responsibility for own actions		
Demonstrates concern for the welfare of others		
Displays an appropriately defined professional identity relevant to counseling and psychology		
Demonstrates punctual and professional handling of records		
Evidence-based practice of counseling and psychotherapy		
Demonstrates knowledge of theories of counseling and psychotherapy		
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals		
Negotiates differences and handles conflict satisfactorily		
Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately		

Communicates clearly using verbal, nonverbal, and written skills, and utilizes professional language appropriately		
Formulates and conceptualizes cases, develops treatment plans, and implements interventions using at least one consistent theoretical orientation		
Displays skills in developing the therapeutic alliance		
Evaluates intervention progress and modifies intervention or strategies on the basis of observed data		
Integrates theory and evidenced-based practice in clinical work		
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.		
Demonstrates knowledge, awareness, and skills regarding the intersection between self and others as shaped by individual and group diverse identities in assessment, treatment, consultation, and all professional interactions		
Understanding of psychopathology and diagnosis		
Demonstrates knowledge of theories of psychopathology relevant to clients, including biological and sociocultural theories		
Demonstrates knowledge of diagnostic classifications and their limitations		
Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of human development and diversity		
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		
Demonstrates knowledge of how self-care impacts practice and 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

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

Communication Skills and Abilities					
1. The student demonstrates the ability to establish relationships in such a manner that a working alliance can be created.	N	0	1	2	3
2. The student demonstrates effective communication skills including:					
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.	N	0	1	2	3
b. Understanding content – understanding the salient elements of the client's story.	N	0	1	2	3
c. Understanding context – understanding the uniqueness of the story elements and their underlying meanings.	N	0	1	2	3
d. Responding to feelings – identifying affect and addressing those feelings in a therapeutic manner.	N	0	1	2	3
e. Congruence – genuineness, external behavior consistent with internal affect.	N	0	1	2	3
f. Establishing and communicating empathy – taking the perspective of the individual, without over identifying, and communicating this experience to the individual.	N	0	1	2	3
g. Non-verbal communication – demonstrates effective use of head, eyes, hands, feet, posture, voice, attire, etc.	N	0	1	2	3
h. Immediacy – communicating by staying in the here and now.	N	0	1	2	3
i. Timing – responding at the optimal moment.	N	0	1	2	3
j. Intentionality – responding with a clear understanding of the therapist's therapeutic intention.	N	0	1	2	3
k. Self-disclosure – skillful and carefully – considered for a specific strategic purpose.	N	0	1	2	3
3. The student demonstrates awareness of power differences in therapeutic relationship and manages these differences effectively.	N	0	1	2	3
4. The student collaborates with an individual to establish clear therapeutic goals.	N	0	1	2	3
5. The student facilitates movement toward the individual's goals.	N	0	1	2	3
6. The student conceptualizes in a theoretically consistent manner.	N	0	1	2	3
7. The student demonstrates the capacity to match appropriate interventions to the presenting problem in a theoretically consistent manner.	N	0	1	2	3
8. The student creates a safe clinical environment.	N	0	1	2	3
9. The student demonstrates the ability to analyze and resolve ethical dilemmas.	N	0	1	2	3
Professional Responsibility					
1. The student presents and conducts self in a manner so as to promote confidence in the counseling profession.	N	0	1	2	3
2. The student relates to peers, professors, and others in a manner consistent with stated professional standards.	N	0	1	2	3
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.	N	0	1	2	3
4. The student demonstrates application of legal requirements relevant to counseling training and practice.	N	0	1	2	3
Competence					
1. The student recognizes the boundaries of her/his particular competencies and the limitations of her/his expertise.	N	0	1	2	3
2. The student takes responsibility for compensating for her/his deficiencies.	N	0	1	2	3
3. The student takes responsibility for assuring the welfare of other's when encountering the boundaries of her/his expertise.	N	0	1	2	3
4. The student provides only those services and applies only those techniques for which she/he is qualified by education, training, and experience.	N	0	1	2	3
5. The student demonstrates basic cognitive, affective, sensory, and motor capacities needed to respond to others.	N	0	1	2	3
Maturity					
1. The student demonstrates appropriate self-control (such as anger control, impulse control) in interpersonal relationships with faculty, peers, and others.	N	0	1	2	3
2. The student demonstrates honesty, fairness, and respect for others.	N	0	1	2	3
3. The student demonstrates awareness of his/her own belief systems, values, needs, and limitations and the effect of these on his/her work.	N	0	1	2	3
4. The student demonstrates the ability to receive, integrate and/or utilize feedback from peers, instructors, and supervisors.	N	0	1	2	3
5. The student exhibits appropriate levels of self-assurance, confidence, and trust in own ability.	N	0	1	2	3
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.	N	0	1	2	3
Integrity					
1. The student refrains from making statements which are false, misleading, or deceptive.	N	0	1	2	3
2. The student avoids improper and potentially harmful dual relationships.	N	0	1	2	3
3. The student respects the fundamental rights, dignity, and worth of all people.	N	0	1	2	3
4. The student respects the rights of individuals to privacy, confidentiality, and choices regarding self-determination and autonomy.	N	0	1	2	3
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.	N	0	1	2	3

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

1.3.6. Appendix F: Remediation Plan Form

Appendix F Remediation Plan Formⁱⁱ

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)

Remediation Plan and Schedule:

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>.

Specific Behavioral Objectives and Target Dates	Method of Remediation	Met? (Y/N)
A.		
B.		
C.		
D.		

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 UBalt’s Counseling Psychology Programs. I agree to these terms and am aware of the potential consequences of not meeting the Standards.

Also, I attest to the fact that I have read and reviewed the UBalt Graduate Catalog.

Name (Printed)

Signature

Date

1.3.8. Note Regarding Statement of Agreement Form

Students are not permitted to take M.S. coursework in counseling psychology without having submitted a signed Statement of Agreement form to either the program's advisor or program director.

1.3.9. 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 Other Policies and Procedures

1.4.1. Other Policy Manuals: UBalt Graduate Catalog and Student Handbook

Other policy manuals pertinent to students include the [UBalt Graduate Catalog](#) and the [UBalt Student Handbook](#). Please refer to these manuals for more information about UBalt policies, expectations, and procedures.

1.4.2. UBalt FERPA Release Form

The UBalt FERPA Release form is a requirement of all students prior to engaging in work at their clinical site(s). This form needs to be filled out by the student electronically, saved, then turned in to the program. This form allows your UBalt 703/708 instructor to communicate with your clinical site about your growth and development as a clinician, which is a necessity for good clinical training. Students are advised to allow UBalt faculty consent to share academic records with their clinical sites until they graduate from the program; indeed, if a student revokes the FERPA release prior to graduating from the program, the student is required to give notice to the program director that this has occurred. The form can be found [here](#).

1.4.3. Grades Below B-

No more than 6 credits with passing grades lower than B- can be applied to the degree. This means that students may only have up to 2 C's in the program while maintaining a 3.0 GPA or higher and be eligible to graduate from the program. Students may repeat and replace the grade for no more than 1 course. Students may only sit out from classes for up to 2 semesters prior to needing to reapply to the program

1.4.4. Reattempting Coursework

Students are allowed two attempts to take a class in order to receive a passing grade. If a student does not earn a passing grade of C or above, the student must petition the program director for permission to take the course a third time. If the student's request to attempt the course a third time is denied, the student will be dismissed from the program. If the student's request to attempt the course a third time is granted, and the student does not pass the course with a C or above, the student will be dismissed from the program. The decision of whether to allow the student to reattempt coursework a third time is solely at the discretion of the program director.

1.4.5. Policies Regarding Students Moving From Conditional to Full Admit Status

During the admissions process, students who are admitted to the program will either be admitted fully or conditionally. If a student has been admitted with conditions, the student must meet those conditions before they move to full admit status. Conditions on admission typically include

things such as needing to earn a 3.0 GPA in the first nine graduate credits and/or taking additional undergraduate coursework in order to ensure the proper preparation for graduate coursework. After grades are posted each semester, conditionally admitted students will be evaluated as to whether they have met their conditional admit requirements, and whether their status is still conditional or if they have moved to full admits. At that time, if students have satisfied the terms of their conditional admission to the program, then their status will change in our program's student tracking system, and the students will be sent an email letter notifying them that they have moved to full admission status. The email letter will be saved to the student's file. If students have not met the conditional admit conditions, students will be dismissed from the program, and will not be permitted to reapply to the program.

1.4.6. Additional Policies Regarding Students Placed on Probation and Suspension

In addition to the other policies, procedures, and practices (e.g., university Graduate Catalog), in an effort to support student success, the faculty have internal, program-specific mechanisms for further supporting academically struggling students. Students who are placed on probation will be required to meet with the Program Administrator (i.e., Academic Program Coordinator who serves as advisor) before entering classes, and they will also be invited to meet with their faculty mentor. When meeting with their mentor, the student is encouraged to discuss strategies for success. Also, the student will be notified that faculty will review their case at the next faculty meeting and will consider whether a formal evaluation is required (see Standards and Expectations policy for more information on formal evaluation). During the first faculty meeting of each semester, faculty will review the list of probation and suspension students and consider whether a formal evaluation and/or remediation plan is also necessary. Also, if students fail to meet with the program administrator, the student will not be allowed to register via an advising hold; furthermore, if students fail to contact their mentor, the faculty mentor will share this information with the program faculty by or before the next Counseling Psychology faculty meeting, and the student's failure to meet with the mentor may trigger a faculty decision regarding initiating a formal review and/or possible remediation.

Students who are placed on suspension are required by university policy to sit out of classes for a semester and must apply for reinstatement and/or readmission. The application for reinstatement goes to the dean's office, and decisions about reinstatement are made in collaboration with the program director. If a student is reinstated, the student would also be required to meet with both the program administrator and invited to meet with their faculty mentor, and may be subject to formal evaluation and remediation, as further described in the paragraph above.

1.4.7. 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 [UBalt Undergraduate Catalog](#).

Students who wish to enter the accelerated bachelor's/master's program must meet GPA requirements and have taken PSYC 200 and PSYC 308, earning at least a grade of "B" or "CR" in PSYC 308. Students who are interested in the program must first meet with the program's advisor to determine their eligibility and receive pre-advising regarding how their undergraduate degree requirements might fit with graduate program requirements. Next, eligible students will

fill out the necessary form for the program given to them from the advisor, and meet separately with both the undergraduate and graduate program directors. Please note that if there is a potential issue of fit with the graduate program, a joint meeting with the program directors and advisor may also be required; if this is the case, the student will be notified of this after meeting with both program directors separately. If both program directors approve the student's application, the student will be issued permission to enroll in one graduate course per semester. Should a student perform well in the first class taken in the graduate program, then the student may ask the graduate program director for permission to take a maximum of two graduate courses in the next (second) semester of combined undergraduate and graduate work: these decisions are made at the graduate program director's discretion and take into account undergraduate/graduate course loads and other factors related to supporting student success.

1.4.8. 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 [UBalt academic calendar webpage](#).

1.4.9. Practice "Clients" for CPSY 703 Practicum/CPSY 708 Internship

When practice "clients" are drawn from UBalt 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).

1.4.10 Program's Statement Regarding Licensure

Students who complete the 48-credit Counseling Psychology Track of the Counseling Psychology M.S. program AND complete the 12-credit Certificate in Professional Counseling Studies (CPCS) program, or who complete the 60-credit Practitioner Specialization of the Counseling Psychology M.S. program are able to meet the academic requirements for LCPC (Licensed Clinical Professional Counseling) licensure in Maryland.

For students who wish to be licensed in other states, students should recognize that each state has its own regulations, and these regulations can change. On a case-by-case basis, faculty and staff can direct students to more information and provide guidance, yet the program has not formally determined how our program aligns to the regulations for other states, territories, and commonwealths.

1.4.11. Student Professionalism and Attire

Students are expected to conduct themselves in a professional manner in any context that is related to their education at UBalt. This includes places such as the classroom, at their clinical site, in public spaces at the university and within the community, and so forth. As professionals-in-training, students are also expected to dress in a manner that is professional in nature.

1.5. PROGRAMS OF STUDY

Counseling Psychology M.S. students may choose from two options. These two options are summarized below:

- 1. Counseling Psychology Track (48-credits).** Involves a foundational course of study in counseling psychology, and—when combined with the 12-credit CPCS program—aligns with Maryland’s academic requirements for Licensed Clinical Professional Counselor (LCPC) licensure.
In addition to other requirements, requires:
 - 2 semesters of 703 Practicum
- 2. Practitioner Specialization (60-credits).** Offers foundational study in counseling psychology, and a greater focus on development as a clinician. Aligns with Maryland’s academic requirements for Licensed Clinical Professional Counselor (LCPC) licensure. This specialization is accredited by MPCAC (Master’s in Psychology and Counseling Accreditation Council).
In addition to other requirements, requires:
 - 1 semester of 703 Practicum and 2 semesters (600 hours) of 708 Internship
 - 12 additional credits of coursework allowing students to take all 60 credits needed to meet academic requirements for licensure all within the M.S. program.

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

1.5.1. Degree Requirements for the M.S. in Counseling Psychology

1.5.1.1. 48-credit Counseling Psychology Track Requirements

Core Courses (36 credits)

- CPSY 601 The Biological Basis of Behavior (3)
- CPSY 602 Ethics and Legal Issues in the Practice of Psychology (3)
- CPSY 603 Learning and Cognition (3)
- CPSY 605 Advanced Theories of Personality and Counseling (3)
- CPSY 606 Basic Counseling Techniques (3)
- CPSY 610 Psychopathology and Diagnosis (3)
- CPSY 613 Human Development (3)
- CPSY 622 Group Counseling (3)
- CPSY 623 Career Counseling (3)
- CPSY 625 Multicultural Counseling (3)
- CPSY 633 Research and Evaluation (3)

And one of the following:

- CPSY 608 Applied Assessment Procedures (3)
- CPSY 617 Personality Assessment (3)
- CPSY 618 Intellectual Assessment (3)

Supervised Field Experience (6 credits)

- CPSY 703 Practicum in Counseling (3)—*Must be taken for two semesters, for a total of 6 credits.*

Elective (6 credits)

- Any two CPSY courses offered by the Counseling Psychology program

Sample Counseling Psychology Track Program of Study*

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

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

—Graduate—

(3rd year: CPCS courses)

Named courses are requirements. 602, 605, 606, and 610 are prerequisites for Practicum, so must be taken in the first year if you are a full-time student. 625 and 633 should also be taken in first year by full-time students. Students need to take 625 their first year in order to prepare for 703 Practicum.

Students must take 603, 608, 613, and an elective during summer sessions to graduate on time. To complete the degree within 2 years, you will need to take at least one elective during one of your summer semesters. Two electives are required for Track students to complete the M.S. degree.

Graduation occurs upon completion of the 48 credits at the end of 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. 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) all within a 60-credit M.S. program that has been accredited by MPCAC (Master's in Psychology and Counseling Accreditation Council). *Note that this option will take 3 full-time calendar years to complete.*

Core Courses (36 credits)

- CPSY 601 The Biological Basis of Behavior (3)

- CPSY 602 Ethics and Legal Issues in the Practice of Psychology (3)
- CPSY 603 Learning and Cognition (3)
- CPSY 605 Advanced Theories of Personality and Counseling (3)
- CPSY 606 Basic Counseling Techniques (3)
- CPSY 610 Psychopathology and Diagnosis (3)
- CPSY 613 Human Development (3)
- CPSY 622 Group Counseling (3)
- CPSY 623 Career Counseling (3)
- CPSY 625 Multicultural Counseling (3)
- CPSY 633 Research and Evaluation (3)

And one of the following:

- CPSY 608 Applied Assessment Procedures (3)
- CPSY 617 Personality Assessment (3)
- CPSY 618 Intellectual Assessment (3)

Supervised Field Experience (9 credits)

- CPSY 703 Practicum in Counseling (3)
- CPSY 708 Internship in Counseling (3)—*Must be taken for two semesters, for a total of 6 credits*

Specialization Required Courses (9 credits)

- CPSY 621 Treatment of Substance Use Disorders (3)
- CPSY 626 Family Therapy (3)

Choose one of the following:

- CPSY 616 Advanced Treatment Techniques (3)
- CPSY 662 Treatment of Trauma-Related Disorders (3)
- CPSY 663 Treatment of Depressive Disorders (3)
- CPSY 666 Treatment of Anxiety Disorders (3)

Elective (6 credits)

Named courses are degree requirements. 602, 605, 606, and 610 are prerequisites for Practicum, so must be taken in the first year if you are a full-time student. 625 and 633 should also be taken in first year by full-time students. Students need to take 625 their first year in order to prepare for practicum and internship.

Students must take 603, 608, 613, and an elective during summer sessions to graduate on time. Please note that only two electives are required in the master's program for Practitioner Specialization students.

When students take 708 Internship, they are advised to take just one additional course. See internship requirements in the Practicum/Internship Manual section of this manual.

Elective: to be determined

Summer: Electives offered (which may include, on a rotating basis): Clinical Supervision; Community Psychology; Child and Adolescent Counseling; Independent Practice; Personality Disorders; Counseling Military & Veteran Populations; other topics

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 CPSY 703 Practicum and CPSY 708 Internship

CPSY 703 Practicum

- At least one semester is needed in both the M.S. program options
- A 3-credit class requires:
 - 100 hours onsite; 40 hours of client contact
 - 7.5 hours* onsite per week (14 weeks)
 - 3 client contact hours per week (14 weeks)
 - *NOTE: we recommend 12-15 hours onsite per week

CPSY 708 Internship

- A 3-credit class requires:
 - 300 hours onsite; 120 client contact hours
 - 21.5 hours** onsite per week (14 weeks)
 - approx. 8.5 client contact hours** per week (14 weeks)
 - **NOTE: we recommend 25 hours a week onsite with a caseload of at least 10 clients per week

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

2.2. Practicum/Internship Search Strategies

**Pre-requisite courses for CPSY 703 (Practicum) and CPSY 708 (Internship) include: CPSY 602 (Professional Identity, Ethics, and Legal Issues in the Practice of Counseling and Psychology), CPSY 605 (Advanced Theories of Personality and Counseling), CPSY 606 (Basic Counseling Techniques), and CPSY 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 Canvas site, called "M.S. Counseling Psychology 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, and networking events.
 - ❖ 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.

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 CPSY 703/708, 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 CPSY 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 (CPSY 703).
- For CPSY 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 UBalt'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
<https://www.ubalt.edu/student-life/student-support/career-and-internship-center/index.cfm>

2.3. PRACTICUM/INTERNSHIP MANUAL



PRACTICUM AND INTERNSHIP MANUAL:

Guide for Students and Site Supervisors

Master's in Counseling Psychology

and Certificate in Professional Counseling Studies Programs

University of Baltimore

Revised July 2025

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

Note Regarding CPSY 703 Practicum/CPSY 708 Internship Forms Process

Students must submit a series of forms during the semester prior to the semester they intend to enroll in 703/708. These forms must be submitted each time (semester) a student wishes to take one of these courses. These forms include the Request for a Seat form, the Letter of Agreement form, and the Practicum/Internship Contract. For more information on each form, please see the “Documentation” section of this manual. These forms are an integral part of helping the program support its students, as these forms help us with our planning process and inform our plans regarding course scheduling, our communications with clinical sites, and our communications with incoming 703/708 students. Thus, students are expected to partner with us in helping with this process by turning in the forms on time and maintaining communication about the status of their 703/708 plans for the coming semester. For example, if a student’s plans to take 703/708 change so that the student no longer intends to take the course, the student must notify the program in a timely manner. If the student does not turn in the forms by the due dates, the student is no longer guaranteed a seat in CPSY 703/708 the following semester. If a student fails to register for a practicum/internship class and complete the field experience after the submission of the agreement form and does not give appropriate notice to the program, the student may be subject to an unfavorable review in the annual review of Counseling Psychology students.

Note Regarding UBalt FERPA Release Form

The UBalt FERPA Release form is a requirement of all students prior to engaging in work at their clinical site(s). This form needs to be filled out by the student electronically, saved, then turned in to the program. This form allows your UBalt 703/708 instructor to communicate with your clinical site about your growth and development as a clinician, which is a necessity for good clinical training. Students are advised to allow UBalt faculty consent to share academic records with their clinical sites until they graduate from the program; indeed, if a student revokes the FERPA release prior to graduating from the program, the student is required to give notice to the program director that this has occurred. The form can be found [here](#).

Note Regarding Program Approval of Students’ Clinical Site Placements

Students must have their clinical site placements approved by the program prior to the student starting at the site and/or enrolling in CPSY 703/CPSY 708. If a student would like to complete their clinical training at a site that is not in the program’s directory of sites and has not been approved by the program, the student must communicate their desire to work at the new site to the Field Placement Coordinator in a timely manner and prior to submitting a Letter of Agreement form to the program. The Field Placement Coordinator will initiate a process to determine if the new site appears to meet the program’s expectations for clinical training.

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 UBalt Letter of Agreement and the UBalt 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 UBalt 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 clinicians' work, students are strongly encouraged to complete these activities prior to the start of the semester in which they will be enrolled in CPSY 703/CPSY 708. Though students may not begin seeing their own clients or count any client hours toward CPSY 703/708 requirements until after turned in a Practicum/Internship Contract to their class instructor and had the first class period for CPSY 703/708, 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 CPSY 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 practicum experience for the counseling psychology track of the M.S. program in Counseling Psychology at the University of Baltimore (UBalt) is undertaken as a 3-credit graduate course (CPSY 703 Practicum in Counseling). The course will be taken twice for students enrolled in UBalt's 48-credit general master's track in counseling psychology. It is required for only one semester for those in the Practitioner Specialization before they move on to two semesters of CPSY 708 Internship. Students enrolled in the post-master's Certificate Program in Professional Counseling Studies may also take CPSY 703 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 UBalt instructor once per week, weekly on-site supervision, and direct counseling of clients.

Class meetings will be scheduled at UBalt 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 order to be successful in accruing hours, faculty strongly recommend that students spend at least 12-15 hours a week at site.

In addition to the above requirements, it is possible that an additional 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 minimum per 20 hours of field placement work each week. The supervision should consist of individual supervision (dyadic) and may include some triadic supervision but not group supervision. The supervision should be 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 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.

Field placement sites are expected to provide students with the necessary client flow for students to successfully accrue the clinical hours needed to meet course minimum hour requirements.

Site supervisors must provide at least one hour minimum per 20 hours of field placement work each week. For example, internship students who work 25 hours a week at site should receive at least 75 minutes per week of supervision. The supervision should consist of individual supervision (dyadic) and may include some triadic supervision but not group supervision. The supervision should be 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.

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.*

Supervisors' evaluation of students must include some form of real-time observation. This may be through direct observation (e.g., a one-way mirror or co-therapy) or through audio and/or video recordings. Supervisor must provide feedback to students to ensure they meet the program's expected levels of competence. Supervisor must provide students and the program (typically the practicum instructor) that feedback in written form. 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 UBalt 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 UBalt 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 (CPSY 703) and Internship (CPSY 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 UBalt Student Professional Liability Insurance Form to the program each semester at the time they enroll in CPSY 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 UBalt Student Professional Liability Insurance Form or the student will not be covered under the UBalt 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 (CPSY 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. In order to be successful in accruing hours, faculty strongly recommend that students spend at least 25 hours a week at site and earn at least 10 clinical 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 CPSY 708 Internship in Counseling, including the need for students to receive at least one hour minimum per 20 hours of field placement work each week. The supervision should consist of individual supervision and may also include dyadic or triadic supervision but not group supervision. The supervision should be 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.

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.

Site supervisors must provide at least one hour minimum per 20 hours of field placement work each week. For example, internship students who work 25 hours a week at site should receive at least 75 minutes per week of supervision. The supervision should consist of individual supervision (dyadic) and may include some triadic supervision but not group supervision. The supervision should be 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.

Supervisors' evaluation of students must include some form of real-time observation. This may be through direct observation (e.g., a one-way mirror or co-therapy) or through audio and/or video recordings. Supervisor must provide feedback to students to ensure they meet the program's expected levels of competence. Supervisor must provide students and the program (typically the practicum instructor) that feedback in written form. 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 UBalt 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 UBalt 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 (CPSY 703) and Internship (CPSY 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 UBalt Student Professional Liability Insurance Form to the program each semester at the time they enroll in CPSY 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 UBalt Student Professional Liability Insurance Form or the student will not be covered under the UBalt 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. Request for a Seat Form. *This form must be completed and submitted by the due date during the semester prior to the one in which the student will begin practicum or internship.* This form allows the student to notify the program of their intent to enroll in CPSY 703/708 for the following semester. For this form, no site supervisor signature is needed: students can complete this form while in the process of securing a clinical placement for the following semester. If a student's plans to take 703/708 change so that the student no longer intends to take the course, the student must notify the program in a timely manner. If the student does not turn in the Request for a Seat form by the due date, the student may not be permitted to take CPSY 703/708 the following semester.

2. Practicum/Internship Letter of Agreement. *This form must be completed and submitted by the due date 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's plans to take 703/708 change so that the student no longer intends to take the course, the student must notify the program in a timely manner. If the student does not turn in the Letter of Agreement form by the due date, the student is no longer guaranteed a seat in CPSY 703/708 the following semester. 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.

3. 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 submitted to the practicum instructor on the first day of the semester in which the student is completing field placement.

4. Clinical Observation Form. Supervisors' evaluation of students must include some form of real-time observation during each semester. This may be through direct observation (e.g., a one-way mirror or co-therapy) or through audio and/or video recordings. Following the observation, the supervisor should complete the Clinical Observation Form and review feedback with the student. When both the student and supervisor have signed the form, the student will submit the form to their practicum instructor (typically at the mid-term of each semester).

5. 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 their 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.*

6. 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 for LCPC 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 UBalt. 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:

UBalt Student Activity/Trip Release and Indemnification Agreement. This form limits UBalt'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 UBalt's Lassen Training Clinic, you need to have a background check, which means you need to go 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 UBalt 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 CPSY 703/708 instructor.

Other forms may be required, and students will be notified of this by either a representative of the program or the course 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 UBalt's Sexual Misconduct Policy, which applies to students enrolled at UBalt 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 UBalt office or regional center, education programs or activities, including, but not limited to, sexual misconduct: (1) in any UBalt facility or on any UBalt property or location under UBalt's control; (2) in connection with any UBalt sponsored, recognized or approved program, visit or activity, regardless of location; (3) that impedes equal access to any UBalt education program or activity or adversely impacts the employment of a member of the UBalt Community; or (4) that otherwise threatens the health or safety of the UBalt community. No provision in UBalt'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 Harassment and Other Sexual Misconduct Policy can be viewed in its entirety [here](#). Any questions or concerns about UBalt'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 CPSY 703 Practicum in Counseling or CPSY 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 “UBalt Practicum/Internship Contract,” or “UBalt 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 CPSY 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. Students are responsible for monitoring their email for program communications and adhering to due dates and procedures. If students encounter issues, they should email the program advisor and the program director on the same email.

2.4.1.1. Request for a Seat Form (Sample)



REQUEST FOR A SEAT

CPSY 703 PRACTICUM IN COUNSELING

CPSY 708 INTERNSHIP IN COUNSELING

Deliver your signed and dated form to: Angie Miller, amiller@ubalt.edu

This document informs the UBalt Counseling Psychology programs of my intention to register for Practicum (CPSY 703) or Internship (CPSY 708) in Spring 2026.

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

_____ I am aware that by submitting this form no later than October 3rd, 2025, a seat will be opened for me in a CPSY 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 5, 2025.**

_____ I agree that missing any of these aforementioned deadlines will prohibit my registration for CPSY 703/708 in the Spring 2026 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 CPSY 703/708 course in the Spring 2026 semester.**

Please check ONE box to indicate your preference for an CPSY 703/708 course time in the Spring 2026 semester and initial below the box to indicate your understanding of the counseling psychology program's practicum section assignment procedures:

I PREFER to attend the Monday CPSY 703/708 course in the:
<ul style="list-style-type: none">• Afternoon (2:00 – 4:30pm)
<ul style="list-style-type: none">• Evening (5:30 – 8:00pm)
<ul style="list-style-type: none">• Afternoon or Evening (no preference)

_____ 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 (CPSY 703) or INTERNSHIP (CPSY 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 2026** 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 on-going 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 on-going individual counseling;
- At least one (1) hour minimum of supervision with on-site clinically licensed supervisor per 20 hours of field placement work each, which includes individual supervision (dyadic) and may also include some triadic supervision but not group supervision. This supervision must include direct observation or review of audio/visual recordings of the student's clinical work;
- 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, UBalt 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: () _____

Signature: _____ 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 UBalt 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 UBalt 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 CPSY 703/708 course at UBalt 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 UBalt CPSY 703/708 instructor.

I understand that it is strongly recommended that I obtain my own liability coverage. Also, though students enrolled in both Practicum (CPSY 703) and Internship (CPSY 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 UBalt 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 Angie Miller, the program Academic Program Coordinator, by **December 5, 2025**, to be allowed to register for CPSY 703 Practicum in Counseling or CPSY 708 Internship in Counseling for a seat in a **Spring 2026** practicum or internship. Practicum/internship contracts with the site supervisor must be turned in to the relevant CPSY 703/708 instructor on the first day of class in the **Spring 2026** semester.

2.4.1.3. UB Practicum/Internship Contract (Sample)



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 (UBalt) counseling psychology programs and _____, a student enrolled in UBalt'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 UBalt's requirements for supervised practice.

The undersigned agree that:

- Student will spend _____ hours weekly at the Site beginning on August 25, 2025 and ending on December 14, 2025.

- During that time, Supervisor will provide at least one (1) hour minimum of supervision per 20 hours of field placement work each week to Student. The supervision should consist of individual supervision (dyadic) and may also include some triadic supervision but not group supervision. Supervisor will also ensure that Student receives weekly supervision in the event of Supervisor's absence or other inability to provide the requisite supervision.
- Direct observation of the student's clinical work and/or review of audio/video recordings, with feedback, must be provided to the student as part of the supervision.
- During the fall/spring semester(s), Student will attend a weekly practicum/internship class in which UBalt 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 UBalt 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 UBalt. 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 they 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 they are 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 their field experience meets the laws and regulations of the state in which they wish to seek licensure. Specifically, Student is responsible for apprising themselves 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 their 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 (UBalt) counseling psychology programs and _____, a student enrolled in UBalt'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 UBalt's requirements for supervised practice. Supervisor will provide at least one (1) hour minimum of supervision per 20 hours of field placement work each week to Student. The supervision should consist of individual supervision (dyadic) or triadic supervision but not group supervision. Supervisor will also ensure that Student receives weekly supervision in the event of Supervisor's absence or other inability to provide the requisite supervision. Direct observation of the Student's clinical work and/or review of audio/video recordings, with feedback, must be provided to the Student as part of the supervision. All other requirements are outlined in the full UBalt Practicum/Internship Contract form and Practicum/Internship Manual.

The undersigned agree that:

Student will spend _____ hours weekly at the Site beginning on _January 25, 2026_, and ending on _May 17, 2025_. The student and supervisor agree to extend the terms of the contract signed for __Spring 2026__ 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 CPSY 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.

_____ 16. Demonstration of awareness of own cultural identity and respect for cultural differences.

_____ 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 _____

2.4.2.2. 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.
- _____ 16. Demonstration of awareness of own cultural identity and respect for cultural differences.
- _____ 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.

2.4.2.3. Clinical Observation Form

Clinical Observation Form

Date _____

Student _____

Agency _____

Site Supervisor _____ Week Evaluation Conducted _____

Type of Observation (Please check one)

_____ Direct, Live Observation

_____ Observation of recording

Semester and Year _____ Hours Completed _____

Type of Clinical Experience (Please check one)

_____ Practicum (100 Hours)

_____ Internship (300 Hours)

Clinical Supervision Requirement:

Trainees are required to receive 1 hour of direct, individual, supervision for every 20 hours onsite. I, _____ confirm that trainee has completed this clinical

Clinical Supervisor

supervision requirement.

Signature of Supervisor

The *Counselor Competencies Scale—Revised* (CCS-R) assesses counselors’ and trainees’ skills development and professional competencies. Additionally, the CCS-R provides counselors and trainees with direct feedback regarding their demonstrated ability to apply counseling skills and facilitate therapeutic conditions, and their counseling dispositions (dominant qualities) and behaviors, offering the counselors and trainees practical areas for improvement to support their development as effective and ethical professional counselors.

Scales Evaluation Guidelines

- ☐ ☐ **Exceeds Expectations / Demonstrates Competencies (5)** = the counselor or trainee demonstrates **strong** (i.e., *exceeding* the expectations of a beginning professional counselor) knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- ☐ ☐ **Meets Expectations / Demonstrates Competencies (4)** = the counselor or trainee demonstrates **consistent** and **proficient** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s). A beginning professional counselor should be at the “Demonstrates Competencies” level at the conclusion of his or her practicum and/or internship.
- ☐ ☐ **Near Expectations / Developing towards Competencies (3)** = the counselor or trainee demonstrates **inconsistent** and **limited** knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- ☐ ☐ **Below Expectations / Insufficient / Unacceptable (2)** = the counselor or trainee demonstrates **limited** or **no evidence** of the knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).
- ☐ ☐ **Harmful (1)** = the counselor or trainee demonstrates harmful use of knowledge, skills, and dispositions in the specified counseling skill(s), ability to facilitate therapeutic conditions, and professional disposition(s) and behavior(s).

N/A **Below Expectations** **Meets Expectations** **Above Expectations** **Exceeds Expectations**
 1 2 3 4 5

<i>ITEM</i>	<i>RATING</i>	<i>COMMENTS</i>
1. Establishes good rapport with the client.		
2. Conveys genuine interest in the client.		
3. Conveys warmth and caring to the client.		
4. Communicates accurate empathy.		
5. Facilitates client expression of thought and feeling.		
6. Comprehends the client's issues.		
7. Recognizes and skillfully interprets client's underlying messages.		
8. Identifies relationships among conceptual themes as expressed by client.		
9. Appears comfortable in the role of Clinician.		
10. Demonstrates appreciation for diverse cultures.		
11. Is genuine during session and intensity of interest is appropriate.		
12. Resists being threatened by or defensive with the client.		
13. Conveys competence to client.		
14. Recognizes the significance of client statements in relation to presenting problem.		
15. Responds to important developments in the session.		
16. Overall, Practicum/Internship student seems to possess appropriate clinical skills		
<i>ITEM</i>	<i>RATING</i>	<i>COMMENTS</i>
17. Overall, the Practicum/Internship student seems to have conceptualized the cases correctly.		
18. Keeps control of the counseling session.		
19. Keeps the session moving toward some therapeutic outcome.		
20. Trusts their insights during counseling sessions.		
21. Helps the client identify appropriate outcome and/or process goals.		
22. Overall, the Practicum/Internship student presents as congruent		
23. The Practicum/Internship student seems to understand attending skills, counseling theories & practices, and		

appropriate interventions		
24. Appropriate use of confrontation.		
25. Appropriate use of self- disclosure.		

EVALUATION OF SUPERVISION EXPERIENCE

N/A **Below Expectations** **Meets Expectations** **Above Expectations** **Exceeds Expectations**
1 **2** **3** **4** **5**

<i>ITEM</i>	<i>RATING</i>	<i>COMMENTS</i>
1. Receptivity to supervision.		
2. Uses supervision effectively.		
3. Capacity for self-awareness and self-reflectiveness.		
4. Openness to discussing issues as they relate to clients.		
5. Openness to discussing issues as they relate to supervision relationship.		

COMMENTS:

Signature of Student

Date

Signature of Supervisor

Date

2.4.2.4. Supervisor's Evaluation of Practicum/Internship Student



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

Dear Supervisor:

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

Name of Student _____

UB Student's Track/Specialization (check ONE):

- ☐ 48-credit Counseling Psychology Track (2 semesters of practicum)
☐ 60-credit Practitioner Specialization (1 semester of practicum; 2 semesters of internship)
☐ CPCS – Certificate in Professional Counseling Studies Student (post-Masters)

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 _____

Please read and initial the statements below:

- _____ I confirm that this student has received a minimum of 1 hour of individual supervision per 20 hours of field placement work for each week.
- _____ I confirm that as part of this student's clinical supervision, I have directly observed student's clinical work and/or reviewed their audio/video recordings, as well as shared my feedback with the student regarding my observations.

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

Domain/Skill	Student self-rating	Supervisor rating
Professional identity, and ethical and professional standards		
Demonstrates knowledge and understanding of relevant ethical guidelines and professional laws/rules		
Recognizes situations that challenge adherence to professional values and demonstrates application of an ethical decision making model to ethical dilemmas		
Integrates ethical values into professional conduct		
Is able to work effectively with diverse individuals in assessment, treatment, and consultation		
Demonstrates understanding of counseling and psychological practice as an applied behavioral science		
Maintains professionally appropriate communication and conduct across different settings		
Assesses personal accountability and accepts responsibility for own actions		
Demonstrates concern for the welfare of others		
Displays an appropriately defined professional identity relevant to counseling and psychology		
Demonstrates punctual and professional handling of records		
Evidence-based practice of counseling and psychotherapy		
Demonstrates knowledge of theories of counseling and psychotherapy		
Forms and maintains productive and respectful relationships with clients, peers/colleagues, supervisors, and professionals		
Negotiates differences and handles conflict satisfactorily		
Provides effective feedback to others, receives feedback non-defensively, and integrates feedback appropriately		

Communicates clearly using verbal, nonverbal, and written skills, and utilizes professional language appropriately		
Formulates and conceptualizes cases, develops treatment plans, and implements interventions using at least one consistent theoretical orientation		
Displays skills in developing the therapeutic alliance		
Evaluates intervention progress and modifies intervention or strategies on the basis of observed data		
Integrates theory and evidenced-based practice in clinical work		
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.		
Demonstrates knowledge, awareness, and skills regarding the intersection between self and others as shaped by individual and group diverse identities in assessment, treatment, consultation, and all professional interactions		
Understanding of psychopathology and diagnosis		
Demonstrates knowledge of theories of psychopathology relevant to clients, including biological and sociocultural theories		
Demonstrates knowledge of diagnostic classifications and their limitations		
Applies concepts of normal/abnormal behavior to case formulation, diagnosis, and treatment planning in the context of human development and diversity		
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		
Demonstrates knowledge of how self-care impacts practice and 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 1st floor of the Academic Center 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 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 UBalt counseling psychology programs assign 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 UBalt 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. UBalt 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 UBalt 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=UBLCPCL>

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 UBalt 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 CPSY 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 one or two students who have demonstrated academic excellence, who are successfully juggling the competing demands of school, work, and family, and who are preparing for a professional future as a counseling psychologist. Through this fund, the M.S. in Counseling Psychology program is able to award an annual scholarship to one or two graduate students in counseling psychology. The award is a stipend which may be applied to tuition and/or books. The award is given annually to one or two graduate students in the M.S. in Counseling 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(s) 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 UBalt students. However, we provide information about these potential sources of employment in order to help our students with their employment prospects while studying at UBalt.

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 CPSY 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 UBalt 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 <https://www.ubalt.edu/student-life/student-support/career-and-internship-center/index.cfm>.