EDCP 888G: Apprenticeship in Counseling and Personnel Services
Fall 2013

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Class Meeting Site: Benjamin 3233

Group Supervision: One and a half (1.5) hours per week of group supervision by program faculty members (7:00-8:30pm)

Individual Supervision: Weekly with site supervisor (1 hour)

Insurance: Proof of insurance coverage is required

Course Description:
This apprenticeship/internship is designed as the capstone training experience of the School Counseling Program. All counselor-trainees complete it after successful completion of the counseling practicum (EDCP 619S). The primary goal of the internship is to enable the counselor trainee to translate into practice the didactic knowledge and counseling skills acquired earlier in the program. Also, counselor interns are expected to develop an understanding of the workings of a school and its mission. In essence, the intern is expected to fulfill all of the responsibilities of a regularly employed school counselor.

Resources Used in This Course:

- School Counseling Field Experiences Manual
- ACA Code of Ethics and Standards of Practice
- ASCA Ethical Standards
- Articles from professional journals or books as assigned
- High quality audio or video recordings

Methods of Instruction:
Each class will begin with “check in” where all students briefly share how their internship experience is going. This should include both achievements as well as struggles that the student
has experienced throughout the previous week. After check in, the class will move into the second component of the group supervision format where students present cases, with both peer and instructor feedback. In addition to conceptualizing the case, students must identify questions that they hope will be addressed in supervision. They must also be prepared to discuss their own growth as a professional school counselor in light of their current work. Experiential opportunities for student participation are endemic to group supervision. In addition to case presentation, students will engage in discussion regarding systemic issues that occur at their sites in order to understand structures within which school counseling is offered and the challenges to professionals in those structures. Students will also present best practice examples from their sites to enrich the experience of all students in internship.

Course Requirements:

A. Student Responsibilities

1. **Class Attendance.** The highly collaborative and experiential nature of this course requires that students attend ALL classes. We ask that students:
   
   • Be prepared for each class meeting and to actively take part in providing as well as receiving feedback from peers
   • Respect the confidentiality of any personal and sensitive information shared in class meetings
   • Ask questions, raise issues, and express opinions about “topics on the table” for discussion
   • Contact the instructors about difficulties completing assignments prior to class assignment due dates
   • Inform instructors about reasonable accommodations necessary for class participation and completion of assignments
   • Come to class with an open mind and a willingness to take risks

2. **Field Site Attendance.** Students are required to be present at their field sites for approximately 20-30 hours per week. If the minimum number of placement hours and all required activities are completed prior to the end of the semester, students are still required to maintain an active caseload until the end of the semester. This is to ensure meaningful participation in case presentations and discussions, as well as continued growth of professional skills.

3. **Internship Prospectus.** Develop and present an Internship Prospectus signed by the student and the site supervisor. The prospectus should include the student’s goals and objectives for the internship. Negotiation and modification may be required.

4. **Audio/Video Case Presentations:** at least two (2) during the semester. A brief narrative giving the context for the session will accompany the tape, including session number and what you were trying to accomplish in the session. Students must also prepare at least three questions that they would like to be addressed in supervision.
5. **Reflective Practice Experience & Journal**: Students will select a personal issue that affects your counseling on which to concentrate throughout the semester (often issues that have emerged from pre-practicum or practicum). Maintain a journal with weekly entries focused specifically on your exploration of your reflective practice issue, i.e., how your issue may be manifesting itself with clients, supervisors, with peers, in class, etc. The entire journal will be submitted at the end of the semester. **Include your chosen issue/situation as part of your Internship Prospectus.**

6. **Advocacy Project**: To start developing the knowledge, skills, and awareness necessary to engage in collective efforts for cultural and social transformation, you will participate in an advocacy project focused on a social justice issue that you observe at your internship site.

7. **Supervisor Meetings**: weekly for a minimum of nine (9) individual sessions.

8. **Service Delivery Logs**: Maintain a log describing your internship experiences, the date of the experience, the amount of time spent at it, and reflections on experiences. You will submit your log for review by the faculty supervisor weekly.

**B. Taping/Recording Guidelines**

Audiotaping (or videotaping) of counseling sessions is a requirement of the internship and practicum experiences. Each audiotaped counseling session used in a supervision presentation should be previewed thoroughly and labeled with intern/practicum student name. Date of tape submission should also be included on the label. Students should make notes reflecting important content and questions for supervision.

In order to ensure clear, audible tapes, students are advised to the following:

- Purchase high quality tapes for recording and use only blank tapes.
- Place the recorder close by so that control of the recording process is manageable.
- Do not place recorder on any metal or hard surface, as it tends to amplify vibrations.
- Make a practice tape in the setting where taping will be done. Ascertain the best positioning for both the recorder and the microphone in order to avoid mechanical errors or distractions during the session.

**C. Confidentiality and Use of Technology for Tapes/Electronic Recordings**

While school counseling practicum and internship students may use their personal laptops to create recordings of individual and counseling sessions for the sole purpose of supervision, they must follow ethical guidelines in doing so (see ASCA Ethical Standards A.2. and A.10). School counseling students must receive signed informed consent from their students/clients and their parents before taping. They must maintain the confidentiality of students/clients by refraining from sharing the recordings with anyone other than their faculty and site supervisors and school counseling students in their practicum/internship supervision sessions. School counseling students must refrain from transmitting recordings over the Internet unless they make every effort to protect the confidentiality of students (e.g., encrypting). They should take all reasonable
measures to maintain the confidentiality of all recordings stored on laptops, flash drives, CDs/DVDs, or other media.

**ASCA Ethical Standard A.2. Confidentiality**

“Protects the confidentiality of students’ records and releases personal data in accordance with prescribed laws and school policies. Student information stored and transmitted electronically is treated with the same care as traditional student records.”

**ASCA Ethical Standard A.10. Technology**

The professional school counselor: c. Takes appropriate and reasonable measures for maintaining confidentiality of student information and educational records stored or transmitted over electronic media including although not limited to fax, electronic mail and instant messaging. e. Who is engaged in the delivery of services involving technologies such as the telephone, videoconferencing and the Internet takes responsible steps to protect students and others from harm.

**D. Evaluation**

There are two grades given for internship. Satisfactory (S) or Unsatisfactory (U). A grade of S indicates satisfactory completion of all site and university requirements at an acceptable level. A grade of U will be awarded when site or university requirements have not been accomplished in an acceptable and timely manner.

**E. Professional Demeanor**

It is important to remember that, as an intern you will be perceived as a representative of the University of Maryland’s Department of Counseling, Higher Education and Special Education. As such, your conduct and appearance are expected to conform to high standards of professionalism at all times during your placement. Also, in keeping with the ethics of your profession, confidentiality is a crucial consideration. Except under extraordinary circumstances (and, then, only at the direction of your supervisors), cases should not be discussed with anyone other than your field supervisor, the teacher with whom you may be consulting, the school principal, your university supervisor, or members of the supervision group.