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Welcome to the Johns Hopkins University (JHU) School Counseling Program.

The Counseling and Human Development Program at The Johns Hopkins University prepares counselors who specialize in School Counseling and Clinical Mental Health Counseling to implement theoretical, empirical, and practical frameworks that facilitate client growth and development, introspective awareness, and well-being. Students acquire the requisite awareness, knowledge, and skills to deliver counseling services that value the human dignity and worth of all clients irrespective of their individual differences. Faculty members maintain a special commitment to the cultivation of ethical practice, data-driven decision-making, multicultural counseling competence, social justice, transformational leadership, reflective practice, lifelong learning, and personal development in students, in accordance with guidelines prescribed by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the National Council for the Accreditation of Teacher Education Programs (NCATE), the Maryland Higher Education Council (MHEC), the Maryland State Department of Education (MSDE), and the Maryland Department of Health and Mental Hygiene (MDHMH). The School Counseling program is currently accredited for School Counselors as outlined by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP). It is designed to meet the needs of students from diverse backgrounds who have a wide range of professional goals. Undergraduate degrees from a variety of disciplines (e.g. communication, sociology, anthropology, foreign languages, religion, philosophy, education, psychology) are considered for admission to the Master of Science (M.S.) in School Counseling program. The program’s content includes the following areas: professional orientation and ethical practice, social and cultural diversity, human growth and development, career development, helping relationships, group work, assessment, and research/program evaluation. Students are instructed via didactic
experiences, small group experiences, and applied learning at community-based and school sites. This cutting edge graduate program is dedicated to training competent, ethical, data-driven, culturally-responsive, and passionate professional school counselors who are ready to work within the framework of educational school reform initiatives. Our program is committed to training professional school counselors who embody leadership characteristics and are ready to serve as advocates for K-12 students and their families. Specifically, school counseling graduates promote college and career readiness for all students PreK-12.

This School Counseling Program Manual provides a set of written guidelines for ensuring success in our counseling program and it also serves as an advising guide. These guidelines are offered as a way of assuring that the program expectations and requirements (including field experiences) are consistent from semester to semester and campus to campus. The manual guides you through our program, policies, and procedures and offers helpful information on how to derive maximum benefit from your educational experience. Please refer to the handbook as you progress through the program. Lastly, please note that the School Counseling Program Manual does not replace the other official University documents such as the School of Education Student Handbook; rather, it supplements them. It is important that you familiarize yourself with the entire manual at the beginning of your program and that you keep it as a reference throughout your graduate studies. Faculty will make every effort to communicate with you through orientations, personal advising, classroom announcements, Blackboard course sites, the Counseling and Human Development Program’s Listserv and webpage.
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PROGRAM CHARACTERISTICS

- A 48-credit Master of Science (M.S.) graduate program and option for a 60 credit program with course work required for licensure
- Program is accredited by the Maryland State Department of Education and Council for the Accreditation of Counseling and Related Educational Programs (CACREP)
- Part or Full-time program of study options
- Training prepares students to demonstrate the skills and competencies required to address educational inequities, close achievement gaps, advocate on behalf of all PreK-12 students, lead school counseling programs, collaborate with stakeholders, make data-driven decisions and prepare PreK-12 student for college and career pathways
- Didactic instruction and field experiences focus on research based and innovative practices
- Field experiences are “rich” and “diverse”
- Grounded in the ethical standards of the American School Counseling Association
- Delivered by a highly competent, professionally-experienced and diverse faculty
- Upon graduation, students will be prepared to design and implement data-driven comprehensive school counseling programs that are based on The American School Counselor Association (ASCA) National Model Framework.
- Program tenets are also aligned with the Transformed School Counseling Initiative proposed by the Education Trust.
- Includes an accelerated 13-month School Counseling Fellows Program:
  - Focused on training counselors to work in urban and/or metropolitan school districts
  - Innovative full-time program featuring a distinguished cohort of students who will complete the 48-credit Master of Science in Counseling degree requirements in 15 months
  - Prepares individuals to be leaders and advocates in schools, counsel K-12 students and families, consult and collaborate with community and school stakeholders, and develop data-driven comprehensive counseling programs that promote social justice and equity in schools.
  - Approved by the Maryland State Department of Education
PROGRAM MISSION

Counseling and Human Development Mission Statement

The Counseling and Human Development Program at The Johns Hopkins University prepares counselors who specialize in School Counseling and Clinical Mental Health Counseling to implement theoretical, empirical, and practical frameworks that facilitate client growth and development, introspective awareness, and well-being. Students acquire the requisite awareness, knowledge, and skills to deliver counseling services that value the human dignity and worth of all clients irrespective of their individual differences. Faculty members maintain a special commitment to the cultivation of ethical practice, data-driven decision-making, multicultural counseling competence, social justice, transformational leadership, reflective practice, lifelong learning, and personal development in students, in accordance with guidelines prescribed by the Council for the Accreditation of Counseling and Related Educational Programs (CACREP), the National Council for the Accreditation of Teacher Education Programs (NCATE), the Maryland Higher Education Council (MHEC), the Maryland State Department of Education (MSDE), and the Maryland Department of Health and Mental Hygiene (MDMH).

The Counseling Program’s Philosophy is as follows:

The philosophical basis of the Counseling Program reflects a combination of social constructivism, social justice, systems, and empowerment theories. The Counseling faculty is committed to graduating students who have extensive knowledge of counseling theories and practice that can be used effectively across many diverse ethnic, socioeconomic, geographic, and cultural contexts. The faculty is also committed to graduating school counselors who possess a high level of competency in providing professional services to individuals, families, and communities, and have the skills to research and evaluate their practice. These philosophies converge on the basis of the following principles reflected throughout the program curriculum:

- valuing human dignity, social justice, and advocacy throughout the lifespan is a foundational premise for assumptions about societal and individual change

- in facilitating change, counseling involves working with clients in schools and communities (including parents and families)
• an integration of perceptual, affective, behavioral, cognitive, and related aspects of human functioning (e.g., culture, ability) and their impact on an individual’s view of life and sense of personal fulfillment; application of consultation and collaboration practices that are instrumental in promoting social and individual change.

• Consultation and collaboration are effective in promoting social and individual change.

Students work with faculty members who have a diverse range of theoretical orientations to counseling and bring a variety of clinical experiences to the classroom. Thus, rather than receiving training in only one theoretical orientation in depth, students are exposed to a diverse base of knowledge, and are encouraged to formulate, and articulate clearly, their own counseling approach.
PROGRAMMATIC OBJECTIVES:

1. To challenge and support student development and faculty professional growth in social justice principles, advocacy, multiculturalism, human dignity, and positive interactions, as evidenced by students’ portfolios, teaching evaluations, and student competency evaluations.

2. To achieve program excellence defined by maintaining CACREP accreditation and impact in local schools, communities, and clinical mental health agencies as evidenced by accreditation status and number of successful school-family-community partnerships.

3. To provide cutting edge research and excellent instruction as evidenced by faculty scholarship and teaching evaluations.

STUDENT LEARNING OUTCOMES

Upon successful completion of the School Counseling program, the faculty expect students will be able to:

LO1 Facilitate the growth and development of school-age children and/or mental health within the framework prescribed by the Council for the Accreditation of Counseling and Related Educational Programs) and the American School Counselor Association’s (ASCA) National Standards (academic development, career development, and personal/social development)

LO2 Serve as advocates and leaders in educational and/or mental health settings

LO3 Effectively and appropriately counsel school-age children and/or mental health clients

LO4 Demonstrate the knowledge, role and function of the school and/or mental health counselor and how it relates to professional practice

LO5 Build collaborative relationships with community stakeholders

LO6 Demonstrate effective and meaningful group work with diverse groups of school-age students and clients

LO7 Develop data-driven school counseling and/or mental health program that meet the unique needs of clients client populations across the developmental spectrum
LO8  Develop and implement a plan for evaluating counseling activities and school and/or mental health programs

LO9  Work ethically and legally in school and/or mental health settings

LO10 Demonstrate cultural sensitivity and responsiveness with school-age students and clients

LO11 Demonstrate skilled use of computers, computer technology and the internet.

ACCREDITATION

Accreditation is an important element for ensuring program quality and outcomes. Accreditation means that counseling programs are recognized nationally as having met standards of the counseling profession. The School of Education is accredited by the National Council for Accreditation of Teacher Education (NCATE) and its School Counseling Program received CACREP accreditation status, effective July 2012. The Clinical Mental Health Counseling Program received CACREP accreditation status, effective July 2015. This accreditation status ensures high quality programming and outcomes and supports future career options of our graduates.
STUDENT PROFESSIONAL GROUPS

Chi Sigma Iota

Chi Sigma Iota is the international honor society for counseling students and practicing counselors. The Lambda chapter of Chi Sigma Iota is the chapter at Johns Hopkins University. Members include graduate students, faculty, alumni, and professionals involved in the counseling profession who have given evidence of distinguished scholarship and professional service. Invitation to join Chi Sigma Iota is provided in the early spring of each academic year to graduate students based on their scholarship. At least a 3.5 GPA must be achieved after completion of twelve semester hours in order to qualify for membership in Chi Sigma Iota. Initiation is typically conducted during the spring semester. Activities of Chi Sigma Iota include social gatherings, seminar presentations, and other professional educational opportunities. To read more about Chi Sigma Iota, go to www.csi-net.org.

Johns Hopkins Student Counseling Association (SCA)

The Student Counseling Association at Johns Hopkins University is the Counseling and Human Development Program’s organization dedicated to fostering socially conscious leadership of clinical and school counseling students by creating opportunities for networking and mentoring across a variety of professional settings. SCA offers activities and programs for meeting fellow students, networking, and having fun.

STUDENT ADVISING

Academic advising for all students is a regular component of a graduate education. Relying on an academic advisor in order to be knowledgeable and aware of ways in which students can pursue career goals maximizes student learning and professional outcomes.

Academic Advisor

One of the most important people in your graduate career is your academic advisor. Your advisor recommends and approves your program plan, monitors your progress, approves course selection, and assists in your job search and subsequent career path. In this regard, academic advising involves a great deal more than simply selecting your courses; it is a crucial aspect of your professional development as a school counselor.
Curricular Structure

The curriculum is structured in a sequential fashion that provides foundational or “core” courses (i.e., those courses with fundamental content for any counselor regardless of their work setting) and specialization courses. Other courses exist as elective options. Your academic advisor is the best person to counsel you regarding required courses and sequencing to ensure timely graduation. The curricular structure and sequence is outlined later in this manual.

Courses for the program are offered in two different formats: face-to-face and online. Since most students come to the program not having taken an online course, it is important to fully understand the nature of courses offered through BlackBoard which is the School of Education’s online platform. There is a common myth that online classes are easier as compared to traditional classes. They are not.

Online courses and face-to-face courses must both meet guidelines by accrediting bodies for the delivery of content and both require the same rigor. However, online courses have distinct formats and deadlines for required elements in order to build synergy in class discussions and to create an online learning community. Typically, online courses require weekly readings and discussions as well as other assigned activities. Participation is measured through the quality of weekly main posts, activities and responses to peer postings. In this regard, online classes are more demanding than face-to-face courses where the student completes assigned weekly readings and verbally participates in discussion within the weekly class time frame, and completes outside activities. Online courses require the student to complete readings and address weekly discussion questions in a formal manner using references and in-text citations; in addition, students must review peer responses in order to engage in a thoughtful conversation around a topic and complete activities. All of these educational elements are completed within specific weekly time frames with papers often incorporated as longer-term projects. With the inclusion of weekly timelines for reading, responding and completing activities, it is easy to understand why the online course appears more demanding and intensive.

Student Conduct Policies

For details regarding student conduct polices and the procedures for academic appeals, remediation, and dismissal, please refer to the Johns Hopkins School of Education Student Handbook. A copy can be found online at:
http://www.students.education.jhu.edu/studentaffairs/policies/
JHU EMAIL INFORMATION

In order to facilitate effective communication among SOE students, staff, and faculty (full-time and faculty associates), it has become clear that we must use a consistent email account to ensure that important information is reaching all parties. As such, the JHU email account has been designated as our official form of communication. All correspondence from professors is sent via JHU email, as well as, weekly School of Education Tuesday Announcements. Students should ensure that they regularly check their JHU email address and set up necessary forwarding to their personal accounts.

How to “POP” JHU Email into Another Email Account

Go to https://jhem.johnshopkins.edu/. Enter your login ID and password. Once in, select “options,” then select “settings.” Under mail forwarding, enter the email that you use more often then select “save changes.”

Counseling Listserv

Important information is disseminated to students via the counseling listserv. Upon entering the program, students are automatically enrolled in this once they register for their first semester. Once enrolled, students can receive announcements through the Counseling Listserv to their Hopkins email addresses.

STUDENT INFORMED CONSENT

To ensure that students understand program requirements and agree to actively pursue and practice professional dispositions needed by counselors, program participants are asked to read and acknowledge agreement of such through a program Informed Consent document. The document becomes part of the student’s permanent file within the program.
Informed Consent
Master’s of Science in Counseling
Johns Hopkins University

The following areas have been discussed with me by the members of the counseling faculty understand the items below and agree to abide by the rules and policies of Johns Hopkins University and the Counseling and Human Development Program.

1. I am aware that the requirements of the Counseling Program are contained in the Johns Hopkins University Advising Manual including information about the path to a degree, clinical study, and the comprehensive examination. Throughout my course of study, I will abide by the Code of Ethics and Standards of Practice set by the American Counseling Association (ACA). As a graduate student at Johns Hopkins University it is my responsibility to know, understand, and abide by the Graduate School Honor Code to include plagiarism and academic honesty. I must maintain at least a 3.0 cumulative GPA. The Department of Counseling and Human Development defines a failing grade as a B- or below (please refer to the department’s policy regarding grading requirements for Counseling laboratory, practicum, and internship courses). For all other Counseling courses, as per the School of Education’s policy on “Unsatisfactory Academic Standing,” a failing grade is defined either as an F grade or a second C+, C, or C- grade. For the Department of Counseling and Human Development, academic probation is not an option for field experience/practicum and internship courses. Counseling students who receive a grade of B- or below in a field experience/practicum or internship course will be dismissed from the program.

2. It is my responsibility to meet with an advisor during my initial semester (i.e., before 6 semester hours) to develop a Program of Study for the master’s degree. The Program of Study form must be submitted for approval. Requests for transfer of credits must be made in writing and be accompanied with supporting documentation (i.e., official transcript, syllabus, graded assignments).

3. In order to successfully complete the Counseling Program at Johns Hopkins University, I will be expected to demonstrate academic competence, counseling skills, technological proficiency, and personal characteristics appropriate for a counselor-in-training, including conducting appropriate interviews and sessions with clients, practicing in a professional and ethical manner, and establishing appropriate relationships with clients to facilitate client progress. Failure to attain such competencies, skills, and characteristics may result in my being required to repeat course work; to obtain personal counseling, available for free at the JHU Counseling Center or at my own expense; or my dismissal from the Program.

4. I understand that my performance in the Counseling Program will be reviewed and evaluated on a continual basis by JHU faculty members. The evaluation will be based on academic knowledge, practitioner competencies, personal characteristics, and professional decorum. I am expected to successfully complete all academic courses, all clinical experiences, the Counselor Preparation Comprehensive Exam (CPCE), and conform to the ethical standards of the American Counseling Association (ACA). I understand that my judgment and character reflect on the Counseling Program, and I will strive to exemplify professional decorum as a counselor-in-training. In addition, my learning and professional activities will be evaluated by characteristics including but not limited to the following:
   a. Display good listening skills.
b. Respect divergent points of view.
c. Express thought/knowledge effectively.
d. Demonstrate realistic expectations of self.
e. Show developed sense of self-awareness regarding skills and talents.
f. Demonstrate an ability to develop and sustain rapport with clients.
g. Use personal power and authority appropriately.
h. Work collaboratively with others.
i. Demonstrate an ability to articulate one’s feelings.
j. Demonstrate an awareness of cultural, gender, and spiritual issues.
k. Demonstrate the ability to receive, give, and integrate feedback.
l. Demonstrate appropriate boundaries: sexual, ethical, and professional.
m. Exhibit ability to take responsibility for one’s actions.
n. Interact appropriately with authority.
o. Demonstrate appropriate in-class behavior.
p. Contribute to a positive classroom environment.
q. Exhibit dependable behaviors with regards to assignments, group activities, and attendance.

5. I understand that the Counseling Program encourages self-growth and requires participation in experientially-based courses. Courses which require a self-growth/experiential component include but may not be limited to the following: Counseling Techniques, Group Counseling, Diversity and Social Justice, Practicum, and Internship. Self-disclosures will not be used as a basis for grading in these courses; however, should I disclose information indicating impairment or the potential for harm to clients, I may be required to repeat course work; to obtain personal counseling, available for free at the JHU Counseling Center or at my own expense; or to terminate my enrollment in the Program.

6. Courses are offered at our three campus locations (MCC, Columbia, and Homewood). To complete a program of study, students will be required to take courses at multiple campuses. Courses offered in the Counseling Program with an 860, 861, or 863 preface are taught by faculty members and/or adjuncts holding a terminal degree (i.e., Ed.D., Ph.D.). Additional degree requirements may be offered through other program areas (e.g., Special Education).

7. I am aware that I must complete a practicum and an internship. During the semester preceding the semester I plan to complete my practicum or internship experience, I will attend a mandatory organizational meeting. In addition, I will complete the field experience application process. Throughout my enrollment in clinical studies, I understand that it is my responsibility to carry liability insurance, which is available at a student rate through professional counseling associations (ACA, ASCA). If I am a Clinical Mental Health Counseling student, I may elect to complete a 600 hour or 1000 hour internship across the fall and spring semesters. I understand that I must commit to my site for the duration of the academic year. If I am a School Counseling student, I must complete a 600 hour internship. This can be completed in one semester or split between two semesters (fall to spring). Supervision is provided by JHU faculty and, in the case of Internship, by an on-site supervisor as well. Requirements for Practicum and Internship (e.g., hours, sites, supervisors, evaluations) are contained in the corresponding program manuals.

8. During the School Counseling Internship, I will not be employed more than 20 hours per week in addition to the internship. If I am a teacher with a local school district, I must satisfy any requirements of the district with regards to combining teaching with the counseling internship. During the Clinical Mental Counseling Internship, I understand that being employed while completing internship may be challenging and I should
plan accordingly on how to manage these loads effectively. Students cannot satisfy Internship requirements at their place of employment. In addition to following JHU requirements for completing internship placements, students must adhere to district/agency policies regarding the completion of the internship while employed.

9. I am aware that the Experiential Learning Coordinator works directly with school districts to secure placements for JHU students. I further understand that School Counseling students are prohibited from securing their own placements or making direct contact with school district personnel about their placements. If I disregard this policy, I realize that I forfeit my opportunity to obtain a Practicum or Internship placement and as a consequence, I will have to wait an additional semester until I can enroll in the field placement experience.

10. Proficiency as a counseling intern is expected for the successful completion of the Counseling Program at JHU. Regular evaluations of my progress will be provided during Practicum and Internship. If I fail to meet performance standards in these courses or behave in an unprofessional or unethical manner, I may be required to repeat course work; to obtain personal counseling, available for free at the University counseling center; or may be dismissed from the Program.

11. I will be expected to successfully complete ED.863.808 (Practicum in School Counseling) or ED.863.870 (Practicum in Clinical Mental Health Counseling) with at least a grade of B- before enrolling in ED.863.820 (Internship in School Counseling) or ED.863.875 (Internship in Clinical Mental Health Counseling). If I do not meet this requirement after two attempts, I will be terminated from the Program. Students must receive a grade of B or better in all laboratory courses and practicum experiences and pass all internship courses (which are graded on a pass/fail basis) to remain in the program. Counseling students who receive a failing grade in the Internship course will be dismissed from the program. Students must also receive successful site evaluations from the site supervisor in order to graduate the program.

12. I understand that I must receive a pass on the Counselor Preparation Comprehensive Exam (CPCE). I will have three opportunities to earn a passing score on the CPCE. I have three opportunities to earn a passing score on the CPCE or risk dismissal from the program.

13. The completion of a master’s degree in Counseling does not guarantee any certification or licensure. I understand that these credentials are confirmed by different agencies (e.g. Maryland Department of Health and Mental Hygiene [http://www.dhmh.state.md.us/bopc/] and School Counseling certification requirements: [http://www.schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements] and may have requirements different from those of the Counseling Program at Johns Hopkins University.

___________________________________  __________________________
Student Signature                    Date

______________________________
Print Name

___________________________________  __________________________
Witness Signature                   Date
The faculty in the Counseling and Human Development Program has the responsibility to assess the progress of each student. The primary purpose of this assessment is to facilitate academic, professional, and personal growth as well as provide feedback to students when there are faculty concerns about the student’s progress. This process is not intended to address issues of student impairment that fall under the purview of the Americans Disabilities Act (ADA). In cases in which an ADA impairment is identified or suspected, the affected student would be directed to the Disability Services Office to document the impairment and implement the appropriate accommodations.

All students in the Counseling and Human Development Program are reviewed bi-yearly to determine adequate progress and retention in their programs of study. The program faculty members hold a program review meeting or staffing in fall and spring semesters for the purpose of such an analysis. At this meeting, faculty utilize the competencies outlined on the Informed Consent document (signed by students during the admissions process) to guide their discussion of students’ progress. This meeting usually takes place at the end of the fall semester and midterm in the spring.

Each student’s performance will be reviewed and students having difficulty will be identified. The faculty may document the nature of any difficulties (e.g., poor performance on class assignments, inappropriate behavior at internship site). Below, is a description of academic and professional problematic behavior.

I. Definition of Academic/Professional Problematic Behavior

The program defines problematic behavior broadly as an interference in academic/professional functioning that is reflected in one or more of the following ways:

A. An inability and/or unwillingness to acquire and integrate academic/professional standards into one’s repertoire of academic/professional behavior.

B. An inability and/or unwillingness to acquire and integrate academic/professional skills in order to reach an acceptable level of competency.

C. An inability and/or unwillingness to adaptively manage personal stress, psychological dysfunction, and/or excessive emotional reactions that interfere with academic/professional functioning.

Evaluative criteria that link this definition of problematic behavior to particular
academic/professional behaviors are incorporated in the specific evaluation for academic/professional courses and through students’ clinical supervision. Evaluations are completed at several intervals (e.g., lab courses, practicum, internship) during each student’s training.

While it is a professional judgment as to when a student’s behavior rises to the level of potential remediation rather than just being problematic (i.e. behaviors, attitudes, or characteristics which, while of concern and requiring remediation, are not perceived to be unexpected or excessive for professionals-in-training), problems typically require remediation when they include one or more of the following characteristics:

A. The student does not acknowledge, understand, or address the problem when it is identified.

B. The problem is not merely a reflection of a skill deficit that can be rectified by academic or didactic training.

C. The quality of services delivered by the student is sufficiently negatively affected.

D. The problem is not restricted to one area of academic/professional functioning.

E. A disproportionate amount of attention by faculty/training personnel is required to address the student’s problems.

F. The student’s behavior does not change as a function of feedback, remedial efforts, and/or time.

G. The problematic behavior has ethical or legal ramifications for the program.

H. The student’s behavior when representing the program negatively affects the public view of the program.

Adapted from:

II. Due Process: General Guidelines

Due process ensures that decisions made about student progress in the program are not arbitrary or personally based and requires that programs identify specific evaluative procedures that are applied to all students. General due process guidelines include:

A. Presenting students, in writing, with the program’s expectations related to academic/professional functioning;

B. Stipulating the procedures for evaluation, including when and how evaluations will be conducted. Such evaluations should occur at prescribed intervals and are constituted by course grades, the content exam, and individual evaluations from practica and internships;

C. Articulating the various procedures and actions involved in making decisions regarding problematic behavior;

D. Communicating, early and often, with students about any suspected difficulties;

E. Instituting a remediation plan for identified inadequacies, including a time frame for expected remediation and consequences of not rectifying the inadequacies within that time;

F. Ensuring that students have sufficient time to respond to any action taken by the program;

G. Using input from multiple professional sources when making decisions or recommendations regarding the student’s performance; and

H. Documenting, in writing to all relevant parties involved, the action taken by the program and its rationale for such action.

III: Procedures for Responding to Inadequate Performance by a Student/Remediation Process

The faculty as a group may suggest the steps outlined below. When problems arise during the semester, any faculty member or faculty associate may also begin the process independent of the bi-yearly student staffing/review meeting. Once a program situation has been identified, an effort will be made to work out a solution with the student.
<table>
<thead>
<tr>
<th>Step</th>
<th>Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Student difficulty noted and documented by faculty member. In the event that a student’s conduct is in direct violation of the School of Education’s policies governing student conduct, the faculty has the option of immediately taking the issue to Betsy Emery, Director of Student Affairs. (See “Policies Governing Student Conduct” in the Academic Catalog, <a href="http://education.jhu.edu/catalog/">http://education.jhu.edu/catalog/</a>.) For problematic behavior that does not fall under the purview of the School’s policies governing student conduct, the process continues to Step 2.</td>
</tr>
<tr>
<td>2</td>
<td>Student/Faculty Conference: Faculty member will initiate and document this meeting. Meeting will include a discussion of remedial steps. If resolution and agreement regarding the student difficulty is reached, documentation is placed in student’s file, with copies to the Area Lead. If not, the process continues to Step 3.</td>
</tr>
<tr>
<td>3</td>
<td>Area Review Meeting: Faculty review committee recommends a course of action and documents it in an initial remediation plan. An acknowledgement notice about the meeting is sent to the student and the Director of Student Affairs.</td>
</tr>
<tr>
<td>4</td>
<td>Academic Advisor/Student Conference: Academic Advisor informs student of faculty review committee recommendations and documents this meeting, including any agreed upon remedial steps. If resolution is reached, program faculty is informed and all documentation is placed in student’s file, with copies to the Area Lead. If no agreement regarding remedial resolution is reached, and the student continues to demonstrate unsatisfactory academic/professional behavior(s) resulting in the award of a failing course grade(^1), the student will be placed on academic probation(^2) per the School of Education’s policy on “Unsatisfactory Academic Standing.” (See the Academic Catalog, <a href="http://education.jhu.edu/catalog/">http://education.jhu.edu/catalog/</a>.) In such cases, the process continues to Step 5.</td>
</tr>
<tr>
<td>5</td>
<td>Area Lead/Student Conference: Area Lead informs student that he/she is “on academic probation” for a period of not less than one semester and the process continues to Step 6.</td>
</tr>
<tr>
<td>6</td>
<td>Academic Probation: As per the steps outlined in the School of Education’s policy on “Unsatisfactory Academic Standing” in the Academic Catalog, the academic advisor (and the Area Lead, if appropriate) meets with the student to develop a new remediation plan for reinstatement to good academic standing. (See also the Counseling and Human Development Program’s specific requirements for academic probation below.) In the event the</td>
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</tbody>
</table>

\(^1\) Note: for laboratory, practicum, and internship courses, the Counseling and Human Development area defines a failing grade as a B- or below (please refer to the program’s policy regarding grading requirements for Counseling laboratory, practicum, and internship courses). For all other Counseling courses, as per the School of Education’s policy on “Unsatisfactory Academic Standing,” a failing grade is defined either as an F grade or a second C+, C, or C- grade.

\(^2\) Note: For Counseling and Human Development area, academic probation is not an option for field experience/practicum and internship courses. Counseling students who receive a grade of B- or below in a field experience/practicum or internship course will be dismissed from the program.
student fails to meet the conditions set for his/her academic probation within the specified time period, as laid out in the remediation plan, and/or the student earns a subsequent failing grade, either during the academic probationary period or following his/her reinstatement to good academic standing, the process continues to Step 7.

7. Recommend Dismissal from the program.

**Academic Probation** defines a relationship such that the program faculty actively and systematically monitors for a specified length of time (for a period of not less than one semester) the degree to which the student addresses, changes, and/or otherwise improves the behavior or difficulty such that the student regains good academic standing (as defined in the School of Education’s policy on “Unsatisfactory Academic Standing”). In addition to the terms laid out in the School’s policy on “Unsatisfactory Academic Standing,” academic probation for students in the Counseling and Human Development Program includes a written statement to the student specifying:

a. the actual behaviors or difficulties that the faculty have identified;
b. the specific recommendations for rectifying the problem;
c. the time frame for the probation during which the problem is expected to be ameliorated;
d. the procedures designed to ascertain whether the problem has been appropriately rectified and the consequences for compliance/noncompliance.

**Appeals:**

A student may choose to challenge the decisions made by the faculty review committee during the initial remediation process (Steps 1 through 4 above). He or she must submit an appeal in writing to the Program Lead. Although a student may appeal the award of a grade within the framework of the School of Education’s “Grade Appeals” policy (see the Academic Catalog, http://education.jhu.edu/catalog/), in the event a student is placed on academic probation (Steps 5 through 7 above) because his/her academic standing is considered unsatisfactory, a student cannot appeal this decision. Nor can a student appeal a decision to dismiss him/her from the program because he/she failed to meet the conditions set for academic probation, as laid out in the remediation plan, and/or the student earned a subsequent failing grade, either during the academic probationary period or following his/her reinstatement to good academic standing. The decision to dismiss a student from a program on the basis of unsatisfactory academic standing is final. (See the School of Education’s policy on “Unsatisfactory Academic Standing, http://education.jhu.edu/catalog/.”)
## CURRICULUM SEQUENCE
### 48 CREDIT HOURS
Full-Time Flexible School Counseling Fall Enrollment

<table>
<thead>
<tr>
<th>Semester</th>
<th>School Counseling</th>
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</table>
| Fall Year 1   | 861.507 Techniques (3)  
861.503 Group (3)  
861.502 Theories (3)  
861.614 Foundations (3) |
| Intercession 1| 861.605 Human Development and Counseling (3)  
861.511 Career (3) |
| Spring Year 1 | 863.607 Diversity & Social Justice(3)  
863.736 School Counselor Leadership (3)  
871.501 SPED or Elective (3)  
863.808 Practicum (3) |
| Sum. Year 2   | 861.612 Appraisal – Online (3)  
863.571 Counseling Adolescents (3)  
863.681 Research – Online (3)  
861.609 Diagnosis (3) |
| Fall Year 2   | 863.820 Internship (3) |
| Intercession 2|                                                                                   |
| Spring Year 2 | 863.820 Internship (3) |

### School Counseling
Techniques, Foundations, Theories are prerequisites for everything except Human Development and Career; Group Counseling course must be completed prior or concurrently with Practicum; Students must have earned 30 credit hours upon completion of Practicum.
### CURRICULUM SEQUENCE
#### 48 CREDIT HOURS
Part-Time Flexible School Counseling Fall Enrollment

<table>
<thead>
<tr>
<th>Semester</th>
<th>School Counseling</th>
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<tbody>
<tr>
<td>Fall Year 1</td>
<td>861.507 Techniques (3)</td>
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<td>861.502 Theories (3)</td>
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<td>863.607 Diversity &amp; Social Justice (3)</td>
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<td>871.501 SPED or Elective (3)</td>
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</tbody>
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**School Counseling**
Techniques, Foundations, Theories are prerequisites for everything except Human Development and Career; Group Counseling course must be completed prior or concurrently with Practicum; Students must have earned 30 credit hours upon completion of Practicum.
### CURRICULUM SEQUENCE

#### 48 CREDIT HOURS

Flexible School Counseling– Summer Enrollment

<table>
<thead>
<tr>
<th>Semester</th>
<th>School Counseling</th>
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<tbody>
<tr>
<td>Summer Year 1</td>
<td>861.507 Techniques (3)</td>
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**School Counseling**

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**School Counseling**

Techniques, Foundations, Theories are prerequisites for everything except Human Development and Career; Group Counseling course must be completed prior or concurrently with Practicum; Students must have earned 30 credit hours upon completion of Practicum.
SCHOOL COUNSELING FELLOWS PROGRAM
CURRICULUM SEQUENCE
48 credit hours

First Summer: Sessions I and II (9 credits)
861.605 Human Development and Counseling (3 cr.)
861.507 Counseling Techniques (Lab) (3 cr.)
861.502 Counseling Theory and Practice (Lab) (3 cr.)

Fall Semester (15 credits)
861.614 Foundations of School Counseling (3 cr.)
863.607 Diversity and Social Justice Issues in Counseling (Lab) (3 cr.)
861.511 Career/Life Development and Planning (3 cr.)
861.503 Group Counseling (Lab) (3 cr.)
863.808 Practicum in School Counseling

Winter Intersession (6 credits)
861.612 Appraisal and Testing for Counselors (3 cr.)
861.609 Diagnosis in Counseling (3 cr.)

Spring Semester (9 credits)
863.820 Internship (6 cr.)
863.736 School Counseling Leadership and Consultation (3 cr.)

Final Summer: Sessions I and II (9 credits)
871.501 Introduction to Children and Youth with Exceptionalities or elective (3 cr.)
863.681 Research and Evaluation for Counselors (3 cr.)
863.571 Counseling Adolescents or 863.527 Counseling the Early Adolescent (3 cr.)
The Counselor Preparation Comprehensive Examination (CPCE) is a nationally administered multiple choice exam designed to evaluate professional knowledge students have obtained during the counselor preparation program at Johns Hopkins University. The examination allows a standardized evaluation of students and, as the content and format is similar to the National Counselor Examination (NCE)—used as the exam for the LCPC in Maryland—it prepares students for the Licensed Professional Counselor examination. The CPCE covers eight core curriculum areas:

- Human Growth and Development
- Social & Cultural Foundations
- Group Dynamics
- Lifestyle and Career Development
- Appraisal and Testing
- Research Methods and Program Evaluation
- Professional Orientation & Ethics
- Helping Relationships

Note: The CPCE is required for all students in the flexible and full time school counseling degree programs.

General Procedures

Students should take the CPCE after completing the following courses:

1. ED.810.605 Human Development and Counseling
2. ED.861.502 Counseling Theory and Practice
3. ED.861.503 Group Counseling and Group Experience
4. ED.861.507 Counseling Techniques
5. ED.861.511 Career/Life Development and Planning
6. ED.861.609 Diagnosis in Counseling
The CPCE is now being offered online. Students should check with their advisor to see if they are eligible to take the exam. Once students receive advisor approval, students should contact the Counseling and Human Development Program’s Academic Program Coordinator (APC) to begin the registration process. The APC will submit the students’ names to the Center for Credentialing and Education (CCE). Within a few days, students will receive a notice from the CCE with directions for registering for the exam. The exam fee is currently $150, but may increase annually. Students must pay for the exam using a personal credit card.

The CPCE will be offered at a variety of approved Pearson VUE facilities. Students can choose their testing site when they register and pay for the exam. Students can take the exam on any day, at any time, as long as there is availability at the testing center.

If a student needs any accommodations for this exam, the disability must be documented with the SOE’s Disability Services Office. Disability Services must notify the CCE with your approved testing accommodations.

The CPCE consists of 160 multiple-choice items with 20 items per area. Students will have four hours to complete the examination. The CPCE national norms are used to determine the minimum passing score. The minimum passing score varies each year and is based on one standard deviation below the national mean.

Students in the School Counseling Fellows Program are not required to take the CPCE.

Examination Results

Once CCE scores the exams, score reports are sent to the Counseling and Human Development Program. The APC will send students a letter with their test scores approximately three weeks after the exam.

Students have three attempts to pass the CPCE. In the event that a student fails the CPCE, the student should contact his/her advisor to discuss next steps. If a student fails and needs to retake the exam, the student should pay and register for the second exam using his/her Pearson VUE account. Students will have three opportunities to earn a passing score on the CPCE or risk dismissal from the program.

If a student plans to graduate in May, the student must pass the CPCE by March 15th. If a student plans to graduate in December, the student must pass the CPCE by October 15th.
Guidelines

Students should be thoroughly familiar with the information presented in all required courses as listed above (in General Procedures section). The examination does not include questions on electives, workshops, or courses not required in the program in which the student is enrolled. Here are a few suggestions for preparing for the examination:

- Consider forming a study group with other students taking the examination
- Consider purchasing a study guide
- Review all textbooks, handouts, class notes, and suggested review materials for all of the courses that will be included on the examination
- Relax. A certain amount of stress is beneficial; too much is detrimental
- Read each item/question on the examination carefully and know what is being asked.
APPLYING FOR GRADUATION

A student who expects to receive a degree or certificate must apply for graduation. All students, regardless of whether or not they plan to attend the ceremonies, need to complete this application for graduation approval. Complete separate applications for each degree and/or certificate.

Apply for Graduation at:  https://sis.jhu.edu/sswf/

- Go to the Registration menu
- Select Program of Study Information
- Click on "Apply for Graduation" next to the program that you are applying to graduate from.
- If you have further questions, please contact the Registrar’s Office at 410-516-9816 or soe.registration@jhu.edu

General Deadlines

- Apply for graduation by the end of May for August conferral
- Apply for graduation by the end of August for December conferral
- Apply for graduation by early January for May conferral

For specific dates visit:
http://www.students.education.jhu.edu/register/graduation.html

Graduation Application Fee

- $175 for graduate and undergraduate degree candidates
- $100 for certificate candidates

Please Note: If you are applying for both a degree and certificate(s) you pay only the fee for the degree OR if you are applying for more than one certificate you pay the fee for the certificate once. This applies only to candidates applying for both a degree and certificate or more than one certificate in the same Academic Year.

Students who are planning to graduate should also complete all coursework on time and should not request or receive the grade of I (Incomplete) during their final semester.

Approximately one month after the semester begins, students who have submitted the application for graduation receive confirming letters from the graduation coordinator. Their names are placed on the tentative graduation list for the semester in which they anticipate completing their degree requirements.
Commencement

The School of Education’s commencement ceremony is held once a year every May. An email will be sent to your JHU address in February with cap and gown ordering information. Around March, you will receive an email with additional graduation ceremony details and will be able to RSVP if you are planning to walk. Since all graduation information is sent via email, it is important to update your email in Outlook live so any correspondence sent to your JHU address gets forwarded to your personal email address. For additional commencement information visit: http://www.jhu.edu/commencement/

Apply for State of Maryland School Counselor Certification after your degree is conferred. Visit http://www.marylandpublicschools.org/Pages/default.aspx for information and instructions or “How to Apply for MD State Certification” file on Blackboard.
School Counseling students are encouraged to learn to apply current and emerging technologies so that they may use them in their professional practice to document school interventions, assist in evaluating and working with students, and to aid in consultative work with stakeholders. Students are encouraged to use one or more types of multi-media technology (i.e., word processing, PowerPoint) to complete assignments. Additionally, students use technology to gather data, document professional activities, and research pertinent information related to practice through an online/web-based environment. Materials for select courses are provided via a web-based community called Blackboard. Students use discussion boards to post comments about topics related to counseling and to upload projects and paper requirements for courses.
ELECTRONIC RECORDING POLICY

Electronic recording capabilities are available to record each counseling session conducted in the Counseling and Human Development Program’s labs (MCC and Homewood). Participants will be informed if there are plans to record a session, and will be provided with consent forms. Signatures of approval will be obtained from participants before any recording is done. In order to protect confidentiality, labels on tapes/DVDs should bear no identifying client/student information. Each recording should be labeled with the counselor’s and supervisor’s (i.e., instructor’s) name. All recordings (video or audio) and DVDs will be kept locked in a cabinet in the recording or Tech room. All recordings should be erased or destroyed before the end of the semester in which the recording was made.

Viewing or listening to electronic recordings of sessions can be done in the labs or in a classroom. If removed from the lab, recordings must be returned to the locked cabinet when listening/viewing is completed. Recordings must be securely stored when not in use and must not be taken from the lab unless permission is obtained from a lab instructor or full-time core, faculty member.

The Tech Rooms

The Tech Room houses the control panel that directs observation and electronic recording functions of the lab. In order to protect confidentiality, access to this room is limited during the lab hours to only staff, faculty, and students who are enrolled in a lab course (unless authorized by faculty or staff). All staff and faculty will be trained in the operations of the Tech Room. Training materials are located in the Tech Room. Tech room materials and equipment may be signed out for use in the counseling rooms. Contact Program Coordinator for equipment check out. Materials and equipment cannot, however, be removed from campus without approval by the Counseling and Human Development Program Lead.
SCHOOL COUNSELING PROGRAM

Practicum and Internship Expectations

Consistent with the mission of the Counseling and Human Development Program, and the goals and expectations of the School Counseling Program at Johns Hopkins University, we acknowledge Practicum and Internship experiences as a critical component in the development of personal and professional dispositions and behaviors of a professional school counselor.

The purpose of the school counseling field experiences is to help students integrate and apply the knowledge and skills gained from earlier didactic study through participation in a series of supervised field placement experiences. The **practicum** is designed to help students develop requisite counseling skills and knowledge of the school setting. The **internship** provides the student with experience in all aspects of professional functioning applicable to school counseling. Through participation in these experiences, students will experience first-hand what defines the school counselor's role and identity not only within a school but as part of a larger school district.

Therefore, to ensure that those participating in Practicum and Internship experiences are fully aware of the behavioral and attitudinal expectations, we ask students to read and agree to carry out their duties as outlined below and we ask Site Supervisors to work with students in ways that promote these attitudes and behaviors.

School Counseling Practicum and Internship Behavioral and Attitudinal Expectations

I understand that my performance in Practicum and Internship will be reviewed and evaluated on a continual basis by JHU faculty members and Site Supervisors. I understand that my judgment and character reflect on the Counseling Program at JHU, and can either positively or negatively impact the continuation of a school as a placement site. I recognize it is my responsibility to strive to exemplify professional decorum as a Practicum or Internship School Counselor-in-training. In addition, my learning and professional activities will be evaluated by dispositions and behaviors including but not limited to the following:

a. Display good listening skills especially when communicating with those whose first language is other than your own

b. Respect divergent points of view as learning opportunities.
c. Express thought/knowledge effectively in all roles and responsibilities in the Practicum and Internship experience.

d. Demonstrate realistic expectations of self within the expected roles and responsibilities at all placement sites.

e. Show developed sense of self-awareness regarding skills and talents as they related to roles and expectations at all placement sites.

f. Demonstrate an ability to develop and sustain rapport with Site Supervisors, students, school personnel, and parents/families during Practicum and Internship.

g. Use personal power and authority appropriately and within the parameters of all roles and responsibilities at all placement sites and the university.

h. Work collaboratively with Site Supervisors, school personnel and University Supervisors and peers.

i. Demonstrate an ability to articulate one’s feelings in ways appropriate to the Practicum and Internship placement site setting.

j. Demonstrate an awareness of cultural, gender, spiritual, and sociopolitical and historical issues and events that have occurred in the school relevant to the Practicum and Internship experience.

k. Demonstrate the ability to receive, give, and integrate feedback in communication with Site Supervisors, University Supervisors, school personnel, and with peers in Practicum and Internship class.

l. Demonstrate appropriate boundaries: (sexual, ethical, and professional) in all Practicum and Internship experiences including all related experiences such as after school activities.

m. Exhibit ability to take responsibility for one’s actions in all Practicum and Internship roles and responsibilities both at the placement site placement and the university.

n. Interact appropriately with authority- (Site Supervisors, school personnel and University Supervisors).

o. Demonstrate appropriate behavior in all settings that encompass the Practicum and Internship experience.

p. Contribute to a positive Practicum an Internship environment both at the placement site and the University.

q. Exhibit dependable behaviors with regards to all responsibilities such as assignments, group activities, attendance, and punctuality both at the placement site and the University.

I  _______________________________________________________

Student name and date

have read and understand my responsibilities as outline above.

I  _______________________________________________________

Site Supervisor name and date

have read and understand the responsibilities of my Practicum/Internship student.
SUPERVISED FIELD EXPERIENCES

There are distinctive differences between the practicum (863.808) and the internship (863.820) experiences. The supervised practicum experience is a 3-credit course that provides for the development of counseling and consulting skills under supervision, while the internship experience focuses on more advanced issues and skills. The 100-hour practicum experience is designed to orient the student to the role and responsibilities of the professional school counselor. Practicum activities typically include: individual counseling, classroom guidance, observations of students, attendance and participation in parent meetings, and group counseling.

The internship, on the other hand, is a 6-credit, arranged, supervised opportunity (1 or 2 semesters) for the student to perform all the activities that a regularly employed professional school counselor would be expected to perform. A two semester internship requires enrollment in the Fall 300 hour internship course and Spring 300 hour Internship course respectively. A one semester, 600 hour internship course requires enrollment in a 6 credit 600 hour Internship course in Fall or Spring. Internship students enroll for the internship during the last two semesters of their programs. The internship includes a minimum of 600 clock hours (240 direct service, 360 indirect service), after successful completion of a practicum. See the requirements of the field experiences below.

It is important to note that a substantial amount of time is spent in fieldwork to meet internship requirements. The internship requirements are the equivalent of at least 2 workdays per week spent in a public school setting. If the student is completing their internship in one semester, they are required to be on-site 5 full days a week. The student must plan for this fieldwork to be during the regular academic year, during the day (rather than during evening hours), as the field experiences must be completed in a public, elementary, middle school or secondary school setting. School Counseling students are prohibited from securing their own placements or making direct contact with school district personnel about their placements. If a student disregards this policy, they may forfeit an opportunity to obtain a practicum or internship placement and as a consequence, may have to wait an additional semester until they can enroll in the field placement experience. The Field Experience Coordinator coordinates all placement procedures. Note: All necessary information will be explained at the mandatory Field Experience Orientation meeting.
Practicum and Internship Requirements

<table>
<thead>
<tr>
<th>Practicum (863.808)</th>
<th>Internship (863.820)</th>
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</thead>
<tbody>
<tr>
<td><strong>100 hours</strong></td>
<td><strong>600 hours</strong></td>
</tr>
<tr>
<td>A minimum of 40 hours of direct service* to students, teachers, and parents. The remaining 60 hours can be indirect service activities (e.g., observations, planning, supervision).</td>
<td>A minimum of 240 hours of direct service* with students, including group work. The student will spend approximately 16 hours per week in a school setting and begin to perform duties in the role of a professional school counselor. Students MAY NOT complete internships where they are employed.</td>
</tr>
<tr>
<td>A minimum of one hour per week of supervision (individual or triadic) with a university or site supervisor.</td>
<td>A minimum of one hour per week of individual supervision at the site.</td>
</tr>
<tr>
<td>An average of one and one half (1 ½) hours per week of group supervision that is provided on a regular basis over the course of the student’s practicum by a university supervisor.</td>
<td>An average of one and one half (1 ½) hours per week of group supervision that is provided on a regular basis over the course of the student’s internship by a university supervisor.</td>
</tr>
<tr>
<td>Final evaluation of student performance.</td>
<td>Mid and final evaluation of student performance.</td>
</tr>
<tr>
<td>Submission of at least one audio/visual recording of work with student/s at site</td>
<td>Submission of two audio/visual recordings of work with students at site.</td>
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<tr>
<td><strong>--</strong></td>
<td>Completion of Advocacy/Data Collection Project</td>
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<tr>
<td><strong>--</strong></td>
<td>Completion of School Counselor Electronic Portfolio (collection of evidenced-based materials and reflections that demonstrate various elements of a counselors’ work. See pg. 47)</td>
</tr>
</tbody>
</table>

*Direct Service is defined by seeing a client/student/parent face-to-face in individual, family, or group counseling. For more examples of direct service, please see below. If a student has any questions about what services constitute as direct or indirect service, talk to your university supervisor.

**Direct Services**
- individual and group counseling sessions
- psychoeducational group

**Indirect Services**
- Non-interactive classroom guidance
- observing a counseling session
Requirements Prior to Enrolling in Internship

School counseling graduate students typically enroll in internship during the last two semesters of their program. In order to enroll in the first semester of internship, students must have completed at least 36 semester hours of study. **Students must successfully complete the Practicum in Counseling and all other lab classes before enrolling in internship.** Please note: for laboratory, practicum, and internship courses, the Counseling and Human Development Program defines a failing grade as a B- or below (please refer to the policy regarding grading requirements for counseling laboratory, practicum, and internship courses). For all other counseling courses, as per the School of Education’s policy on “Unsatisfactory Academic Standing,” a failing grade is defined either as an F grade or a second C+, C, or C- grade. Additionally, for the Counseling and Human Development Program, academic probation is not an option for field experience/practicum and internship courses. Counseling students who receive a grade of B- or below in a field experience/practicum or internship course will be dismissed from the program.

Scheduling Time at the Internship and Practicum Site

Students are permitted to begin at their practicum/internship site after their first practicum/internship class meeting. If students would like to begin accruing indirect hours one week prior to the start of the JHU semester, they must obtain permission from their university supervisor prior to making any arrangements with their site supervisor.

The practicum student and intern are responsible for establishing a schedule at the placement site that is compatible with the site supervisor’s schedule and assures that the counselor in training will be able to acquire the 100 hours required for practicum and the 600 hours required for internship. **Interns are required to spend at least two and a half days per week at the placement site over the course of both semesters if students are choosing to complete their internship in 300 hours per semester increments.**

Frequently, the first few visits to a school are spent acquainting oneself with staff, organizing schedules, identifying potential clients, and securing parental permission for video or audiotape recording. This relationship-building time is a critical part of establishing oneself as part of the school and time consuming.
initially for both the trainee and the on-site supervisor. Arranging release time from work is the responsibility of the trainee. Trainees currently employed by the potential host school system should begin discussing the need for release time with their school administrator and human resources at least a year before their internship. Students may not work more than 20 hours per week during a Fall 300 hour and 300 Spring internship. Students are NOT permitted to work during a 600 hour internship. A letter from your employer on company letterhead verifying your weekly hours must be submitted with the field experience application in order to be eligible for placement. Due to ethical reasons (professional conflict of interest and dual relationships), it is required that trainees complete their internship in a school that is different from the school where they work.

This policy has been put in place in adherence with the ethical responsibility to balance professional and personal obligations that are in the best interest of clients. According to ASCA Ethical Guidelines, E.1, Professional Competence, Sections b and c, “Professional School Counselors monitor emotional and physical health and practice wellness to ensure optimal effectiveness. Seek physical or mental health referrals when needed to ensure competence at all times.” In addition, ASCA Ethical Guidelines section A.1, Responsibility to Students states, “The professional school counselor has a primary obligation to the student, who is to be treated with respect as a unique individual.” The ability to provide competent service is compromised when counselors are working a full-time job while simultaneously trying to satisfy the requirements of internship.

**Practicum/Internship Course Registration**

Students will be cleared for registration in practicum or internship after advisor approval. All students who are completing a practicum or internship must also attend a corresponding Practicum (ED 863.808) or Internship (ED 863.820) course. Once the student’s placement has been confirmed by a school system, the field experience coordinator will email the student with necessary placement information, including course registration information. The student must register for the section to which she/he is assigned. All sections will be wait-listed and students will be cleared for registration on an individual basis. Campus requests from the Tk20 application are considered to the best of our ability, but not guaranteed. Once students are enrolled in a section and begin the semester, they may not transfer to a different section. Students who transfer to another section risk forfeiting their practicum/internship for that semester. You must be registered for a Practicum/Internship section and be attending the course in order to participate in a field experience. You may not participate in any practicum/internship activities if you are not registered for a Practicum/Internship course.
FIELD EXPERIENCE APPLICATION PROCESS

A mandatory meeting is conducted in the fall for any student intending to conduct their internship or practicum placements. This meeting is a requirement of all students who are applying for a field experience (internship or practicum) during the next academic semester. If a student does not adhere to deadlines in the application process, they may be unable to enroll or register for internship and practicum.

The necessary application forms will be distributed online (via Blackboard) and explained at the application meeting. Applications should be submitted to the Field Experience Coordinator via TK20. Students should use the following lists to ensure that they have completed all requirements in preparation for their field experiences and graduation:

Field Experience Application Checklist

- Submit an intent to participate form on the Field Experience Office website [http://www.students.education.jhu.edu/academic/FieldExperience/form.html](http://www.students.education.jhu.edu/academic/FieldExperience/form.html) and attend the Field Experience Orientation.
- Visit the Counseling Blackboard site for access to all resources including the School Counseling Program Manual
- Login to Tk20 and complete the appropriate application (School Counseling Practicum or Internship Application). Complete applications should include:
  - Top 3 school system preferences: preferences are sought to the best of our ability, but they are not guaranteed. Some students may be required to have a lengthy commute as part of this placement process. We request placements from districts, but decisions are ultimately up to the districts.
  - Campus preference for the Practicum or Internship course: Preferences are considered, but not guaranteed. Once a student’s placement has been confirmed by the district, the field experience coordinator will let students know their school placement and the Practicum or Internship course for which they should register. **Students are only able to register for the sections in which they were placed.**
  - Cover letter to be submitted to school districts (see cover letter and resume tips located in Blackboard).
  - Resume to be submitted to school districts.
  - Complete a TB test (DCPS and VA APPLICANTS ONLY) Obtain a note from a physician that states you are free from TB. Be sure your
TB test results are no older than one year from the start of your placement.

- Schedule a fingerprinting appointment with CJIS for a full state and FBI background check for childcare professionals. Provide JHU School of Education’s agency authorization code: 9500019852 so that a copy of your background check results will be sent directly to JHU once processed. Be sure your prints are submitted no earlier than 180 days (6 months) from the start of your placement. For more details, visit the CJIS website: http://www.dpscs.state.md.us/publicservs/bgchecks.shtml

- Complete and submit the above items to Tk20 by March 15th for Fall placements and October 1st for Spring placements.
- It is EXTREMELY important that you meet the March 15th or Oct. 1st deadline so that the field experience coordinator can adhere to district deadlines for placement requests.
Internship and Practicum Application Quick Guide

To create and submit an application in Tk20, please follow the directions below. Additional directions with screenshots are available on Blackboard.

1) Log into the Tk20 system via the JHU portal-  http://portal.jhu.edu
2) Enter your JHED ID and password (this is the same login and password you use to access SIS).
3) Click on the "Education” icon on the left-hand side of the screen, and then select the Tk20 icon.
4) Select the Applications tab.
5) Click create.
6) Select the appropriate application form from the drop-down menu.
7) Fill out the application, being sure to complete all required fields.
8) Once you have completed the application, click Submit. There is a Save option that allows you to complete parts of the application over time; however, you need to click Submit to officially turn in your application for review.
9) If you need to make a change to an application after submitting, select the application and click Recall. Make any necessary changes and click Submit.

If you have any questions or need assistance, please contact the Johns Hopkins University School of Education’s Tk20 Unit Administrator(s):

Administrator: Kathryn Whitelock
Email: kwhitelock@jhu.edu
Phone: 410-516-3391
PRACTICUM AND INTERNSHIP COURSE FORMS

All students in field experiences must complete the required forms throughout their experiences. All forms can be found on the Practicum or School Counseling Internship Blackboard course site. Students will complete forms online via the TK20 system.

Students are also required to keep a log of the direct and indirect clock hours acquired during their field experiences. See Appendix A for an example of the log form. Copies of the log must be submitted online weekly for university and site supervisor’s approval. We strongly encourage students to keep copies of their logs for future use (e.g. licensure and certification applications).

Practicum & Internship Forms

<table>
<thead>
<tr>
<th>Date Forms Are Due</th>
<th>Form</th>
<th>Completed By:</th>
<th>Turn Form In To:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to Beginning Practicum</td>
<td>Proof of Professional Liability Insurance</td>
<td>Practicum Student</td>
<td>TK20</td>
</tr>
<tr>
<td>Weekly Throughout the Semester</td>
<td>Weekly Time Log</td>
<td>Practicum Student</td>
<td>TK20</td>
</tr>
<tr>
<td>2nd Week of Semester</td>
<td>Internship and Practicum Instructional Agreement</td>
<td>Practicum Student</td>
<td>University Supervisor &amp; TK20</td>
</tr>
<tr>
<td></td>
<td>Field Experience Prospectus</td>
<td>Practicum Student</td>
<td>Tk20</td>
</tr>
<tr>
<td>Mid-Semester (8 weeks in)</td>
<td>School Counseling Student Evaluation-Site Supervisor (Mid-Point) 600 hour INTERSHIP STUDENTS ONLY</td>
<td>Site Host/Supervisor</td>
<td>Tk20</td>
</tr>
<tr>
<td>End-of-Semester</td>
<td>Field Experience Summary</td>
<td>Practicum Student</td>
<td>TK20</td>
</tr>
<tr>
<td>End-of-Semester</td>
<td>Internship or Practicum Site Supervisor and University Supervisor Survey</td>
<td>Practicum Student</td>
<td>Tk20</td>
</tr>
<tr>
<td>End-of-Semester</td>
<td>School Counseling Student Evaluation-Site Supervisor (End-Point) PRACTICUM &amp; INTERNSHIP STUDENTS</td>
<td>Site Host/Supervisor</td>
<td>Tk20</td>
</tr>
</tbody>
</table>
Field Experience Evaluation (Completion by the Student) Quick Guide

Additional TK20 field experience binder directions are posted on Blackboard.

1) Log into the Tk20 system via My Johns Hopkins- http://my.johnshopkins.edu
2) Enter your JHED ID and password (this is the same login and password you use to access SIS). If you are unsure of your JHED ID and password or are having trouble logging into My Johns Hopkins, please call 410-516-help.
3) Click on the “my SOE” icon on the left-hand side of the screen, and then select the Tk20 icon.

To view field experience evaluation(s) completed by others in Tk20:
- Click on the Field Experience tab.
- Click on the name of your field experience.
- Click on the Assessment tab.
- Click on the name of one of the assessment/evaluation forms.
- View the form. Click Close when finished. If applicable, you can then view additional forms.

To complete and submit a student field experience evaluation in Tk20 follow these steps. (Please note that once you submit this form, you cannot go back to edit it. You can only delete and restart with a blank form. Therefore, we recommend that you keep a separate word document and copy and paste your answers into the form when ready.):
- Click on the Field Experience tab.
- Click “Term Year (YYYY) School Counseling.” (e.g. Fall 2013 School Counseling)
- Click on the “Artifact Wizard.”
- In the Title section, click on “Click here to Attach.”
- A small box will open. Click Continue.
- Ignore the upload box at the top and scroll down. You may need to resize the box by making it larger so it’s easier to fill out the evaluation.
- Type in the name of the evaluation in the title field. Skip the description field. Proceed from there to complete the remaining fields on the evaluation and click Save.
- The pop-up window will close and you will be on the outside/main screen. Click save again.
- When you are ready to submit both forms click the “Complete” button.

If you have any questions or need assistance, please contact the Johns Hopkins University School of Education’s Tk20 Unit Administrator(s):

Administrator: Kathryn Whitelock
Email: kwhitelock@jhu.edu
Phone: 410-516-3391
PROFESSIONAL SCHOOL COUNSELOR ELECTRONIC PORTFOLIO

An electronic professional school counselor portfolio is a collection of experience-based materials and reflective information that demonstrates various dimensions of the counselor’s work, philosophy, abilities, and attitudes. The goal is to demonstrate how diverse activities and insights have contributed to the pre-service school counselor’s development. A portfolio is as much a process as a product. Reflective learning requires opportunities to summarize, analyze, and synthesize one’s learning in a meaningful and an integrated context. Electronic Portfolio can be accessed online via Blackboard. This will allow you to organize your information in folders on a web-based site. Once created, you will be able to send it via email and share it with others.

The development of the professional school counselor portfolio begins when the graduate student enters the counseling program, and continues through his/her program of study. Students will be introduced to the E-portfolio requirements during orientation. Students are advised to save all pertinent work from their courses so that students will have all their relevant artifacts ready to upload. Students will have an opportunity to share their portfolios with their peers and faculty in their last semester of internship.

Successful completion of the assessment components of the portfolio process serves as benchmarks in students’ course of graduate study. The portfolio provides program faculty, university administration, and accrediting bodies with student information regarding program quality and learning processes. More importantly, the portfolio assists with the professional school counselor’s job search process. A completed portfolio demonstrates proficiency and mastery and can be used as an employment tool.

The school counselor portfolio should be a well-organized, attractive electronic presentation of professional materials.

**Electronic Portfolio Structure**

A guiding principle in deciding on artifacts is to ask, “What will contribute to the description of my knowledge, skills, and character by adding this entry?” A second guideline is to think about the primary message you want to convey via your portfolio and to ask, “Have I selected the artifacts which most accurately and completely demonstrate my competence?” Be sure to include experiences and learning that occur outside the formal academic program, such as participation in volunteer activities.
Each artifact should be accompanied by a reflective statement, or artifact rationale, which might consist of a paragraph. Reflective statements explain why each artifact is included and how it represents you as a counseling professional. In writing reflective statements, ask “What did I do? What does it mean? How did I come to be this way? How might I do things differently? What have I learned? How does this contribute to my emerging identity as a professional school counselor?” The artifact is then made meaningful and placed in the context within which a student wants it to be understood.

Sections of the Electronic Portfolio That Must Be Present:

1. Welcome Page Message and Photo

2. Bio: Share information relevant to yourself and your background not included in your personal statement.

3. Personal Statement of Background and Goals as a Counseling Professional
   a. INCLUDE STATEMENT/S ABOUT HOW SCHOOL COUNSELORS ADDRESS EQUITY AND ACCESS IN SCHOOLS; ADDRESS ACHIEVEMENT GAP

4. Professional Resume or Curriculum vitae (CV)

5. Eight Core Curricular Areas – In this section, you should upload the listed assignment for each of the eight CACREP core areas and any additional presentations you did in these courses, but you must have all the assignments listed here.
   1. Appraisal (Assessment Analysis)
   2. Career Development (Career Analysis or Professional Development Plan)
   3. Counseling Theories (Self Awareness Paper)
   4. Diversity and Social Justice (My Culture Paper)
   5. Group Counseling (Integrative Paper)
   6. Human Development (Theories of Human Development)
   7. Legal/Ethical Issues (Ethical Case Analysis)


7. Evidence of Academic Growth
   a. Program of Study
   b. Personal bibliography (books and articles read by the student throughout graduate program)
   c. Evaluations
      - Practicum in School Counseling
8. Evidence of Professional Growth and Development
   a. Personal Philosophy of Counseling
   b. Documentation of Demonstration of Professional Activities
      - Professional organization membership
      - Attendance at professional meetings, conferences
      - Presentations at professional meetings, conferences
      - Recognition and awards
      - Volunteer activities

**Electronic Portfolio Grading Rubric:**

Included below is a template that outlines the criteria that will be used to grade students’ Electronic Portfolios:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
<th>Highly Proficient</th>
<th>Proficient</th>
<th>Insufficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear, Organized, Professional</td>
<td>Title Page-table of contents – bookmarks-material accessible and easy to read</td>
<td>Clear, consistent and convincing evidence; detailed instructions</td>
<td>Requirements present with limited depth or scope</td>
<td>Lack of evidence; Incomplete documentation</td>
</tr>
<tr>
<td>Format</td>
<td></td>
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</tr>
<tr>
<td>Personal Statement</td>
<td>Statements about how school counselors address equity and access in schools; address achievement gap</td>
<td>Philosophy is clear &amp; compelling; addresses achievement gap</td>
<td>Philosophy is adequately developed &amp; addresses achievement gap</td>
<td>Philosophy is poorly developed or missing information</td>
</tr>
<tr>
<td>Professional Resume or Curriculum</td>
<td>Outlines education and professional experience</td>
<td>Contains key elements</td>
<td>General information provided; lacks detail</td>
<td>Vita contains grammatical errors; misspellings</td>
</tr>
<tr>
<td>Vita</td>
<td></td>
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</tbody>
</table>
### Electronic Portfolio Performance Indicators

In addition to the criteria outlined in previous pages, students will demonstrate their proficiency in the eight major counseling content areas: social and cultural diversity, human growth and development, career development, group work, assessment, helping relationships, research and program evaluation, professional orientation and ethics, as outlined in the performance indicators listed in the rubric below.

<table>
<thead>
<tr>
<th>SOCIAL AND CULTURAL DIVERSITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>The prospective school counselor knows and understands aspects of counseling clients from diverse ethnic, racial, and socioeconomic backgrounds. Through didactic and experiential learning techniques, the prospective school counselor considers counseling strategies for enhancing cross-cultural interventions.</td>
</tr>
</tbody>
</table>

#### Please use the rubric to evaluate the candidate's evidence for Social and Cultural Diversity.

<table>
<thead>
<tr>
<th>Evidence</th>
<th>Emergent</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Exemplary</th>
<th>Score</th>
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<tr>
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</tbody>
</table>
Encourages behaviors that promote optimal wellness and growth of the human spirit, mind, or body
☐ NA

Educates students and other stakeholders about the impact social justice has on learning, growth, and relationships
☐ NA

Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and excellence in terms of student learning
☐ NA

Identifies community, environmental, and institutional opportunities that enhance, as well as barriers that impede the academic, career, and personal/social development of students
☐ NA

Demstrates knowledge and understanding of educational policies, programs, and practices and the equitable impact on students and their families
☐ NA
Articulates understanding of multicultural counseling issues, as well as the impact of ability levels, stereotyping, family, socioeconomic status, gender, and sexual identity, and their effects on student achievement

[ ] NA

<table>
<thead>
<tr>
<th>Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] NA</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Uses technology to improve cultural competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>[ ] NA</td>
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</tbody>
</table>

Human Growth and Development

The prospective school counselor examined developmental aspects and stages of human beings across the life span with special regard to counseling and therapy. Several lifespan developmental theories are demonstrated along with practical strategies for utilizing the knowledge of human development to enhance the practice of counseling.

Please use the rubric to evaluate the candidate's evidence of Human Growth and Development

<table>
<thead>
<tr>
<th>Demonstrates knowledge of learning, individual, and family development theories across the life span</th>
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</thead>
<tbody>
<tr>
<td>[ ] NA</td>
</tr>
<tr>
<td>Rubric Description</td>
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<tr>
<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>Articulates understanding of the effects of (a) atypical growth and development,</td>
</tr>
<tr>
<td>(b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and factors of resiliency on student learning and development</td>
</tr>
<tr>
<td>Initiated programs to help students of all ages cope with the effects of crises, disasters, and other trauma-causing events</td>
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<tr>
<td>Demonstrates understanding of human behavior including an understanding of developmental crises, disability, psychopathology and situational and environmental factors that affect both normal and abnormal behavior</td>
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<tr>
<td>Develops a framework to execute differentiated interventions</td>
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<tr>
<td>Evidence of Career Development</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Demonstrates knowledge of career development theories and decision making models</td>
</tr>
<tr>
<td>Utilizes career, vocational, educational, and workforce resources, and career information systems to enhance post-secondary options for all students</td>
</tr>
<tr>
<td>Plans and implements career development and life span programs</td>
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<tr>
<td>Interprets assessment instruments relevant to career planning and decision making</td>
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<tr>
<td>Designs and evaluates career transition programs, including school-to-work, post-secondary planning, and college admissions counseling</td>
</tr>
</tbody>
</table>
GROUP WORK

The prospective school counselor investigates practical and theoretical concepts of group dynamics and group counseling to acquire skills in facilitating various kinds of group interaction.

Please use the rubric to evaluate the candidate’s evidence of Group Work.

### Rubric: Employ personal communication styles, fundamental group counseling strategies, and group facilitation through field experiences

<table>
<thead>
<tr>
<th></th>
<th>Emergent</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Exemplary</th>
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### Rubric: Demonstrates knowledge of the principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work

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<td>Statement</td>
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<tr>
<td>Demonstrates knowledge of group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of evaluation of effectiveness.</td>
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<tr>
<td>Facilitates psycho-educational small groups and classroom guidance lessons to enable students to overcome barriers that impede learning.</td>
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<td>Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</td>
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<td>Uses ethical standards to facilitate group counseling sessions.</td>
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</tbody>
</table>
The prospective school counselor explores individual and group approaches to assessment and evaluation through the use of standardized test instruments and rating scales. Principles of test construction, reliability and validity, psychometric properties, and strategies for the selection, administration, and interpretation are expected and used.

<table>
<thead>
<tr>
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<th>Emergent</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates knowledge of basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, performance assessment, individual and group inventories, psychological testing, and behavioral observations</td>
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<td>Demonstrates understanding of reliability (i.e., theory of measurement error, &amp; models of reliability) and validity (i.e., evidence of validity, types of validity), and the relationship between reliability and validity</td>
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<tr>
<td>Demonstrates understanding of statistical concepts, including scales of measurement, measures of central tendency, indices of variability, shapes and types of distributions, and connotations</td>
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<th>4</th>
<th>5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates understanding of social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations</td>
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<td>X</td>
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<tr>
<td>Identifies various forms of needs assessments for academic, career and personal/social development</td>
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</table>
Analyses assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs.

Assesses barriers that impede students’ academic, career, and personal/social development.

Follows ethical and legal assessment and testing guidelines.

Uses advocacy skills to promote the school counseling profession.

Demonstrates appropriate self-care strategies appropriate to the role of the school counselor.
RESEARCH AND PROGRAM EVALUATION

The prospective school counselor understands how to critically evaluate research relevant to the school counseling profession.

Please use the rubric to evaluate the candidate’s evidence of Research and Program Evaluation

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<th></th>
<th>Emergent</th>
<th>Approaching Proficient</th>
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<tbody>
<tr>
<td>Develops measurable outcomes for school counseling programs, activities, interventions, and experiences</td>
<td>1</td>
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<tr>
<td>Uses models of program evaluation for school counseling programs</td>
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Note: NA indicates not applicable.
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**Uses data and applies relevant research findings to address the achievement gap and reduce barriers that impede learning for all students.**

- NA

**Demonstrates knowledge of outcome research data and best practices identified in the school exams, relying on research literature.**

- NA

**Uses technology to evaluate program effectiveness.**

- NA
The prospective school counselor demonstrates high ethical and legal professional standards.

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<tr>
<th>Evidence of Professional Orientation and Ethical Practice</th>
<th>Emergent</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Exemplary</th>
<th>Score</th>
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<tbody>
<tr>
<td>Reduces institutional and social barriers that impede access, equity, and success for all students</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>Score</td>
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<tr>
<td>Abilities by ethical standards of professional organizations and credentialing bodies</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>Score</td>
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<tr>
<td>Demonstrates ethical and legal performance when working with students and parents</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>Score</td>
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<tr>
<td>Participates in local, state, and national organizations that promote ethical professionalism</td>
<td>☐ 1</td>
<td>☐ 2</td>
<td>☐ 3</td>
<td>☐ 4</td>
<td>☐ 5</td>
<td>Score</td>
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<tr>
<td>Uses appropriate consultation practices when faced with ethical dilemmas</td>
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<tr>
<td>Demonstrates commitment to develop and implement a comprehensive school counseling program that serves all students</td>
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64
### Personal Statement Rating

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Does the personal statement address how school counselors address equity and access in schools? Does the personal statement address closing the achievement gap?  
☐ NA

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### Resume and Biography

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Resume and Biography outline related educational and professional experience  
☐ NA

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### Academic Growth

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Includes Program of study, personal bibliography, evaluations from field experiences, transcripts  
☐ NA
### Professional Growth

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**Rubric**

**Score**

**Overall ePortfolio Comments**

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66
Additional directions for completing your portfolio are posted on Blackboard. To view a portfolio evaluation in Tk20 as a student, please follow the directions below:

1) Log into the Tk20 system via the JHU Portal- [http://portal.jhu.edu](http://portal.jhu.edu)

2) Enter your JHED ID and password (this is the same login and password you use to access SIS). If you are unsure of your JHED ID and password or are having trouble logging into the JHU Portal, please call 410-516-help.

3) Click on the "my SOE” icon on the left-hand side of the screen, and then select the Tk20 icon.

4) Click on the Portfolios tab.

5) Click on the name of your portfolio.

6) Click on the Assessment tab.

7) Click on the name of the assessment tool being used to score your portfolio. It’s a blue hyperlink underneath Assessment Tool(s).

8) Your portfolio evaluation will open. There is a print button in the upper, right-hand corner, if you would like a hardcopy.

If you have any questions or need assistance, please contact the Johns Hopkins University School of Education’s Tk20 Unit Administrator(s).

**Administrator:** Kathryn Whitelock  
**Email:** kwhitelock@jhu.edu  
**Phone:** 410-516-3391

Visit us on the web: [http://education.jhu.edu/FieldExperience](http://education.jhu.edu/FieldExperience)
SAMPLE OF INTERNSHIP ACTIVITIES THAT INVOLVE ADVOCACY AND DATA-DRIVEN PROGRAMMING

Interns MUST participate in these types of activities (or similar activities):

**Family and Community Partnerships**
- Assist a teacher in organizing, implementing, and evaluating conferences with students and parents.
- Organize, implement and evaluate a parent education program aimed at helping parents learn how to support their children to succeed in school.
- Organize, implement, and evaluate a homework support program for a selected group of students.
- Counsel parents of two or more students to address issues related to and in support of student learning and academic achievement.

**Program Organization and Administration**
- Interview leader of the school counseling program and explore the organization and administration of the school counseling program including programs for personal, social, academic, career and college counseling.
- Interview members of the school counseling team and other support staff regarding their responsibilities and duties.

**Advocacy**
- Identify a situation with one or more K-12 students that call for advocacy to promote learning and high academic achievement and prepare a report describing actual or planned advocacy interventions.

**Leadership**
- Assume a leadership role in an existing intervention program or initiate leadership in a new program aimed at increasing student learning and achievement.
- Practice communication to influence change in the school. Report your efforts to site supervisor for feedback, comments and suggestions. Site supervisor should observe intern in leader/influencer role.

**Special Education**
- Observe classrooms containing students with exceptionalities/disabilities. Discuss issues regarding disabilities to gain understanding of educational implications.
- Observe an Individualized Educational Planning meeting focused on a child with a disability.

**College and Career Readiness**
• Develop or participate in a college and career readiness program that addresses
career-to-work frameworks and the relevance of education to career
development.
• Provide career guidance information to at least 2 students and/or classroom/s of
  K-12 students.
• Administer a battery of career-related tests and assessments to at least 2
  students. Prepare a report of findings and discuss findings with students to
  assist them in developing academic and career goals.

Personal and Social Development Counseling
• Identify students who may be at risk for aggressive or violent behavior,
victimization, or perpetration. Discuss and implement approaches for
working/counseling with one or more these students to eliminate the risk of
problem behavior.
• Identify one or more students with low self-esteem and provide counseling to
increase self-esteem, resiliency, and self-confidence.
• Work with two parties in conflict (e.g., parent and teacher, student and teacher,
  2 students) assisting them to work through their conflict/problem. Use
  mediation skills and prepare a written report of the work identifying and
  evaluating outcomes.
• Design and implement a program promoting an awareness and respect for
diversity and individual difference.
• Counsel at least 5 students that differ in cultural, racial, and/or ethnic
  background.

Group Counseling and Team Building
• Organize a group of students and apply group counseling leadership skills to
address the goals and purposes of the group.
• Facilitate or co-facilitate one or more meetings of school staff, parents, and/or
  students in working on an education related task.
• Organize and lead a psychoeducational group for students aimed at increasing
  student learning and academic achievement.
• Organize a group of school stakeholders and conduct activities with the group
  and use facilitation skills to build the group into an effective team focused on
  an identified goal OR assist a currently functioning team with team building
  exercises and activities.

Consultation
• Establish a consultative relationship with at least 2 school staff members and/or
  parents providing understanding and conceptualization of student
  problems/issues, intervention strategies, skill development, and/or training
  designed to improve effectiveness with one or more students.
• Establish a team of parents, teachers, and/or other school staff aimed at
increasing student learning and academic achievement AND/OR work with an existing school related team.

- Develop, organize, and implement an in-service education program for school staff, and/or parents, and community agency personnel focused on counseling and guidance related topics and issues.

Research and Program Evaluation

- Establish or identify an intervention program aimed at promoting student learning and achievement. Perform needs assessment, identify program goals, develop and implement program activity components and gather descriptive and numerical data on program outcomes including the impact on student learning.
- Gather data on a school program involving student support services, teaching and learning, tutoring, school attendance, etc. or examine existing data on such a program.
- Become familiar with testing and assessment procedures at school site.
- Work with at least 2 K-12 students in analyzing their test and assessment data to assist in educational advisement and planning.

Assessment and Use of Data

- Advise K-12 students regarding courses and educational programs using student achievement records to establish high academic achievement goals and expectations.
- Observe and collaborate with the administration of academic performance tests, mental health, and career assessment.
- Develop a counseling activity based upon existing data related to academic achievement.
INTERNSHIP SUPERVISION

The intern is required to attend individual and group supervision by the site supervisor and the university supervisor. The site supervisor is expected to meet with the intern for a minimum of one hour of individual supervision per week of the internship. Any additional individual or group supervision is at the site supervisor’s discretion. The site supervisor also is expected to assist the intern in completing the Field Experience Prospectus (in TK20), acquaint the intern with the school site and its personnel, complete evaluations of the intern at mid-semester and end of the semester, allow the intern to audio or video tape direct service work with the clients, provide a minimum of 300 clock hours of supervised professional experience within a semester (of which a minimum of 120 clock hours are direct service), and consult with the university supervisor about the student’s progress.

It is also a requirement that the site supervisor is a certified school counselor employed by the school in which your internship will be completed, AND works under the same roof (i.e., in the same building) that you will be working in as an intern. In essence, the site supervisor must meet the following requirements:

- Employed by the site and currently working in the same building
- Have a minimum of 2 years post-degree clinical experience in counseling or a closely related mental health field (for Practicum supervision only)
- Hold the appropriate certifications (e.g., maintain active certification as a school counselor)

The university supervisor is expected to meet with the intern a minimum of 7 supervision sessions (e.g., class periods--2 hours per week). Additional supervision sessions may be required at the discretion of the university supervisor. The university supervisor is expected to orient the intern to the internship process and requirements; facilitate all university supervision/class sessions; complete all required forms; contact the site supervisor at the beginning of the semester and make a site visit mid-semester to discuss intern’s progress; consult with the site supervisor regarding any problems, questions or concerns the site, university, or intern might have; ensure that the intern completes all internship requirements; contact the Field Experience Coordinator with any concerns; submit grades at the end of the semester. Keep in mind that it is your university supervisor that provides your internship grade, not your site supervisor. However, your site supervisor and university supervisor may consult about your skill level and professional and ethical behavior.
RECORDING POLICY

Interns and practicum students will be required to video (or audio) record individual and/or group counseling sessions for supervision purposes. Interns working with minor children are required to obtain written parental/legal guardian permission before recording counseling sessions. Interns should consult with the site supervisor regarding policies and procedures for securing this permission.

Check with school personnel for a copy of their recording consent form. If they have a form, please use their designated form as long as it is a form designed for interns. If they do not have a form, or do not have one designed for interns, you will need to create a form for each student’s parent/legal guardian. An example is included below to illustrate what you might include in the informed consent form. The recording consent form should be presented with an oral explanation. The oral explanation of recording should include the following:

- Counseling sessions will be audio or video recorded
- Reasons for recording
  - For your development as counselor
  - To ensure that student/client is receiving best care possible
  - For supervisors to listen to you, as counselor, and help you to improve your work
- How recording will be used
  - In supervision sessions with site and university supervisors
  - In small group supervision sessions with peers
- That they (students/clients) have a right to refuse recording
- Confidentiality of the sessions will still be maintained, as in any other counseling experience.
- The individuals which may listen to the recordings, along with yourself, would include your university and/or site supervisor and possibly anywhere from 4-6 students who are also counselors-in-training. All of these individuals are also bound by the rules of confidentiality.
• Also, their full name will not be written on the recording, nor will it be used when discussing the case.

Methods for recording. Before purchasing the modality in which you will be recording, make sure that you speak to the internship site to determine if the site has special requirements or legal limitations. The modality that has been the most frequently used is the video.

Confidentiality and storing of recordings. Your university supervisor will specify in the syllabus the protocol and the minimum number of recordings you are to turn in for supervision. Your university supervisor will request a minimum of 2 recordings during the course of your internship experience and one recording during Practicum experience. Your site supervisor may request to listen to recordings; this is a discussion that you should have with your site supervisor.

To ensure confidentiality of students, label recordings and digital audio-files with either client initials or codes you create, never a student/client’s full name. It should be noted that digital files on a computer, smart phone or tablet should be pass-coded and then erased from the digital recorder. This will help ensure confidentiality if the device lost and others can access it.

Consent for groups. Interns will need to receive a signed consent form from all students/clients who are in a group session to be recorded. If you are working with an open group format (i.e., clients/students tend to come and out of the group weekly) you will need to have informed consent forms available each week for any new students who may join the group. If one person within the counseling session refuses to be recorded, you cannot record that particular session.
EXAMPLE
Consent to Audio/Video Record

I, (parent/guardian name), give my consent for my son/daughter (enter name of student)’s counseling sessions to be recorded for supervisory and educational purposes. I understand the recordings may be reviewed in individual and/or small peer group supervision sessions. The policies of the recording procedure, supervision, and confidentiality have been explained to me. The recordings will be erased upon completion of counseling (or place here the length of time agreed upon by your university supervisor).

__________________________________    ______________________
Parent/Guardian Signature      Date

_________________________________
Counselor Name

_________________________________
Student’s Name
INTERNERNSHIP GRADING

There are two grades given for internship, “P” (satisfactory progress; pass) or “F” (unsatisfactory progress; fail). A grade of “P” indicates completion of all site and university requirements at an acceptable level. A grade of “F” will be awarded when site or university requirements have not been accomplished in an acceptable manner. Students in the second semester of internship are expected to demonstrate higher level skills than those in the first semester. No grades are assigned until all paperwork/forms have been completed and submitted. The final grade is determined by the university supervisor. If a grade of “F” is obtained, the intern must re-take that semester of internship under the guidance of his/her advisor and university supervisor.

LIABILITY INSURANCE

All interns and practicum students MUST have personal professional liability insurance in place before beginning practicum and internship, and must keep coverage current throughout the course of their field work. It is required for the student to upload a copy of their policy confirmation to TK20 as a part of their field experience application process. Prior to the beginning of each semester, students must demonstrate that liability insurance will remain current throughout the entire semester. Students who do not meet this requirement will have their registration flagged and will not be allowed to register for internship unless this documentation is submitted.

Liability insurance is also included with membership to the American School Counselor Association (ASCA). Information about how to sign up for student liability insurance through ASCA can be found by visiting their website: http://www.schoolcounselor.org/school-counselors-members/member-benefits-info/liability-insurance

Liability insurance is included with membership in the American Counseling Association (ACA). Information about liability insurance and student membership in ACA can be found online at the ACA website: www.counseling.org or at the ACA Insurance Trust website: http://www.counseling.org/membership/aca-and-you/students

PROFESSIONAL ETHICAL STANDARDS

All field experience students are required to be familiar with and conduct themselves according to the ethical standards of the American Counseling Association, American School Counselor Association, and any other professional association applicable to the student’s site. Failure to do so may result in disciplinary action and possibly removal from the program.
ACA Ethical Guidelines for Counselors, Supervisors, and Researchers:


ASCA Ethical Standards for School Counselors:


STATE CERTIFICATION

School Counselor Certification is required for employment as a school counselor in all Maryland public schools. For more information and to access the application for school counselor certification please visit the Maryland State Department of Education certification website:

www.mdcert.org

Likewise school counselor certification is required in public schools throughout the nation. Students applying for certification in states other than Maryland can consult the American School Counselor Association Website for requirements:
http://schoolcounselor.org/school-counselors-members/careers-roles/state-certification-requirements

The JHU School Counseling Program is accredited by the Maryland State Department of Education and offers a Master of Science (M.S.) degree. Before students can apply for Maryland state certification, their JHU transcript must be stamped by the registrar to show that the degree was conferred. Therefore, students may apply for state school counselor certification after graduation.
NATIONAL CERTIFICATION

School Counseling students may also apply for national counselor certification via the National Board for Certified Counselors (NBCC). The basic certification offered by NBCC is called the NCC or Nationally Certified Counselor. School Counselors may also apply for the National Certified School Counselor or NCSC, which is a specialty credential that recognizes the unique expertise that school counselors have gained by working with children and adolescents in a school setting. National Certification is not a license requirement to practice. States grant licensure through a separate process. In some states, holding a national certification can assist the counselor in obtaining a state license. For information on licensure visit: http://www.nbcc.org/stateLicensure/Default.aspx

By obtaining the NCC or NCSC certification, students demonstrate to the public and employers that they have met the national standards set by the counseling profession. It also serves as a point of professional pride and career enhancement as one develops as a counselor. In addition, the NBCC provides an array of benefits to those who are certified including: recognition as a certified counselor in the NBCC’s national registry, client referrals through CounselorFind, subscription to NBCC’s newsletter, liability insurance at bargain rates, and flexibility as the certification travels with you if you move in or out of the U.S.

To apply for NCC certification, students must meet degree, coursework, work experience, and supervision requirements. Next, they must pass the NCE (National Counselor Examination) to obtain the NCC certification or the NCSCE (National Certified School Counselor Examination) to receive the NCSC certification. Students have the option to register through the Counseling and Human Development Program and take the NCE at JHU during their last year of the program. The test is offered in April or October. Information on how to register will be emailed to all students enrolled in internship in early fall and spring.

The NCC and NCSC certifications are good for 5 years with an annual maintenance fee. 100 hours of continuing education must be completed to maintain certification at the end of the 5 year period, otherwise the counselor must pass the NCE or NCSC again. Eligibility requirements can be found in the certification section of the NBCC website: http://www.nbcc.org/certifications/Default.aspx
PROFESSIONAL COUNSELOR LICENSURE

Students may choose to seek professional counselor licensure through the state that they wish to practice in. This requires additional course requirements, successful completion of the approved licensure examination (usually the NCE) and additional supervised field experience hours. The Johns Hopkins University School of Education offers a post-master’s certificate in mental health counseling that will fulfill the course requirements for licensure in the state of Maryland. Students should visit the School of Education Counseling Program website for more information and consult the certificate program’s advisor. 
http://education.jhu.edu/counseling/counseling-certificates/Mental-health-counseling.html

Additionally, students are encouraged to research the most up-to-date counselor licensure requirements on the Maryland State Department of Health and Mental Hygiene’s website: http://www.dhmh.state.md.us/bopc/
PROFESSIONAL ASSOCIATIONS

School counseling students are encouraged to seek membership in the professional associations of their choice. There are several associations that are appropriate for master’s counseling students: the American Counseling Association (ACA), the American Mental Health Counselors Association (AMHCA), the American School Counselor Association (ASCA), Counselors for Social Justice (CSJ), Counseling and Values, and the Journal of Multicultural Counseling and Development. The Maryland School Counselor Association (MSCA) is also a recommended association for students to join.

There are many reasons why membership in one of these organizations is important. First, membership establishes your identity within a professional field of study. Second, membership facilitates professional development through workshops, seminars, conferences, and professional publications. Third, membership helps professionals network and communicate with one another. Fourth, members benefit from money-saving discounts on things like publications and professional liability insurance. Finally, membership is a statement that you subscribe to the highest ethical standards and practices in your profession. Membership is optional and voluntary, however, it is encouraged. Discounted student memberships are available in most associations.
Q - When can I start accruing hours at my Internship site?

A student may start at his or her site one week prior to the start of the Johns Hopkins University academic calendar with the permission of their site and university supervisor. The only hours that may be completed during this time period are indirect hours (i.e. no direct student contact). Thus, they may engage in activities designed to help familiarize themselves with their site and to conduct planning activities for the up-coming semester with their site supervisor. All activities conducted during this time period must be documented in the log and uploaded to TK20.

Q - When must I be finished at my site?

All work at the site must be completed by the day grades are due for that Johns Hopkins University academic semester. Incompletes will only be granted in special situations in which there are extenuating circumstances.

Q - Do my Internship class hours count toward my 600 hours?

Yes. Class hours count as group supervision time. You should also include in your hours any individual supervision time you spend with your university supervisor. These hours count as direct hours.

Q - What if I complete all of the required hours prior to the end of the semester?

All students must continue at their site through the entire semester unless they are working at multiple sites and have had an alternative schedule approved.

Q – Do I find my own placement for practicum and internship?

Each district has its own requirement for securing placement for field experience. Most districts have asked that we consolidate our requests and have only one person from the University (Field Experience Coordinator) contact one person in the district office to coordinate the placements. School Counseling students are prohibited from securing their own placements or making direct contact with school district personnel about their placements. Submit your preference to the Field Experience Coordinator, who will then forward your requests to the districts. Although it is very difficult for some of you to wait to know for sure where you
will be, we have yet to have a student without suitable placement.

Q- I’ve already submitted my internship application, but I want to change the county and grade level I want to do my placement in.

Once applications are submitted, no changes can be made in regards to your first, second, or third choice of counties or your preferred grade level. Constant changes to our placement requests would not be acceptable to the counties especially after they have already received and begun working on our requests. You must think carefully about where you want to complete internship and make a final decision before you submit your application.

Q- On my application, I indicated that I was planning to complete my internship in two semesters, but I need to do it in one. (Alternatively: I was going to complete my internship in one semester, but now I need to do it over two semesters.) Who do I need to contact?

If applications have not yet been submitted to the counties, just let the Field Experience Coordinator know as soon as possible. If applications have already been submitted, you need to contact your advisor for approval. Occasionally, special circumstances with your work schedule (i.e. approval for leave) may require you to change how many semesters, or in which semester you will complete internship. Once you have received approval from your advisor, you must contact the Field Experience Coordinator right away so that the county can be informed of the change and provide their approval. There is no guarantee that you will receive your preferred placement if the county is unable to accommodate the change.

Q-I am not happy with my placement may I change it?

Placement changes are not permitted, except for health or disability concerns.

Q-I have started my internship/practicum and I am having problems with my site, who should I contact?

Inform and consult with your university supervisor about the situation.

Q- How are my requirements different if I’m completing all 600 hours of internship in one semester versus two semesters?

Interns that are completing their internship in one semester must complete the same requirements expected as if you were doing two semesters. For example, you would complete 2 advocacy projects, submit 2 supervision tapes, etc. Also,
because you are completing the same amount of hours in a much smaller time-frame, you are expected to be at your site 5 full days a week.
Field Experience Course Forms
Beginning of Semester Checklist

Student: ___________________________________________________________

University Supervisor: _______________________________________________

(Check One):  Internship _____   Practicum _____

Semester (circle one): Fall 20_____/ Spring 20_____

Items Submitted:  _____ Proof of Professional Liability Insurance
                   _____ Internship and Practicum Instructional Agreement
                   _____ Field Experience Prospectus

Additional Notes:
Reminder: School Counseling Student Evaluation- Site Supervisor (Mid-Point) must be completed via Tk20 by the site supervisor in the 7th week of class.
Field Experience Course Forms
End of Semester Checklist

Student: ______________________________________________________________________
University Supervisor: ______________________________________________________________________

(Check One):  Internship _____  Practicum _____

Semester (circle one):  Fall 20____ /  Spring 20____

Total Hours Completed for this Semester: ______________

Direct Hours (Minimum 40%): _____  Indirect Hours (60%): _____

Grade Entered in SIS (circle one):  P  F  I
(Note: Grades should be submitted within 72 hours of your last class. For students graduating in that semester, grades must be submitted within 48 hours after the last class. For students continuing on after the last day of class, please be sure to fax a grade change form in to the Registrar's Office by the appropriate deadline.)

Items Submitted:

_____ Field Experience Summary

_____ Internship or Practicum Site - Site Supervisor and University Supervisor Survey

_____ School Counseling Student Evaluation- Site Supervisor (End Point)

_____ Weekly Time Logs

Additional Notes for University Supervisor:

_____ Completed Case Presentation(s) with Audio or Visual Recording(s)

_____ Reviewed Site Supervisor’s End-of-Semester Evaluation on TK20

_____ Advocacy Project Submitted (If this is final semester of Internship)

_____ Final link to Digital Portfolio Received (If this is final semester of Internship)
Internship and Practicum Instructional Agreement
between
The Johns Hopkins University School Counseling Graduate Program
And

______________________________________________
Host School

___________________________________________
Host School Address

____________________________________________
Host City, State, and Zip Code

• General Provisions

This agreement, dated _____________________, confirms the arrangements mutually agreed upon between ________________________________ and the Johns Hopkins University School Counseling Program, through representatives of the Counseling and Human Development at the School of Education.

• Purpose

The parties specified in this Agreement have determined that they have a mutual interest in providing student learning experiences for graduate students in the school which are consistent with the goals and objectives of the curriculum of the School Counseling Program. The University has determined that student placements are consistent with the goals and objectives of the curriculum and will enhance the program of study. The purpose of this Agreement is to provide these learning experiences in the school for the specified number of graduate students who are enrolled during the academic year in Practicum or Internship at the University.

I. Term

A. Effective date for this Agreement shall be the date indicated above. It shall run continuously without necessity for renewal.

B. This Agreement may be terminated by either party upon written notice of at least ninety days, provided that such termination cannot occur during the middle of a regular semester and provided further that in the determination of the University, termination will not negatively affect students currently placed in the school.

II. Compliance with University and Agency Policies

Students working in schools will be subject to University’s Academic Policies and the Student Disciplinary Code. If alleged violations occur, the school should notify the Field Experience Coordinator. Schools will require student participating in school activities to comply with its own operational policies and procedures. In the case of inconsistencies, however, University
policies will supersede unless the Field Experience Coordinator and the school agree on alternate provisions. The school will provide copies of such policies and procedures to the Field Experience Coordinator and to students assigned to work in the school.

III. General Responsibilities of the Parties

A. The University will have the following responsibilities:

1. Notify students of appropriate placement activities for the internship/practicum
2. Approve placement site and learning objective
3. Award university credit to students, where appropriate, at the end of the placement.
4. Participate in planning and evaluation regarding learning activities.
5. Inform school of the University calendar and initiate discussions of students’ obligations to report to school whenever classes are not in session.
6. Provide a university supervisor to assist the student in completing the “Field Experience Prospectus.”
7. Conduct individual and group supervision.
8. Critique audio and videotapes of the student’s counseling experiences.
9. Consult with the site supervisor about the student’s progress.
10. Assure that all required field experience forms are submitted,
11. Assure that all internship requirements are completed.
12. Submit a grade for the student.
14. Provide school with evaluation forms and deadlines.
15. Confer with site supervisor if student experiences need to be changed or altered.

B. Schools shall have the following general responsibilities:

1. Provide opportunity for student observation and/or participation on school premises.
2. Provide a safe environment in compliance with all federal and state laws and inform University and student hazardous conditions and
3. Unusual circumstances that may create unsafe conditions.
4. Provide to Field Experience Coordinator and students written policies and operational procedures to which students are expected to adhere while they are in school setting.
5. Participate in planning or evaluation sessions with students and, where appropriate, with University faculty.
6. Identify for Field Experience Coordinator the school personnel primarily responsible for supervising learning activity in school.
7. Provide timely final evaluation of student performance in the manner specified by University.
8. Conduct exit interviews with students that will include discussion of school’s final evaluation.
9. Notify Field Experience Coordinator of unsatisfactory performance or misconduct of a student and provide documentation of any change to Field Experience Coordinator for handling under University policies regulation student behavior and/or academic conduct. If the notice of an incident involving a student suggests that a student may be an imminent danger to the safety or property of others, the school may dismiss the student.
with immediate notice to the Field Experience Coordinator. An appropriate hearing will be held for the student as soon as practical.

10. Orient the student to the mission, goals, and objectives of the school, as well as to internal operating procedures.

11. Allow the student to obtain audio and video tapes for use in supervision of the student’s interactions with clientele.

12. Provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, computers, print and non-print media and professional literature and research.

13. Assist the student in completing the final “Internship Prospectus.”

14. Facilitate the student’s accomplishment of the prospectus.

15. Meet with the student weekly to discuss progress.

16. Participate in a midterm and final evaluation of the student.

17. Consult with the University Supervisor about the student’s progress.

18. Provide adequate work space, access to telephone, and necessary supplies and equipment for the students.

19. School retains the primary responsibility for the care of all clients to the extent provided by law. Each party is responsible for the negligent and/or intentional acts of only its own employees.

C. The Student will have the following responsibilities:

1. Attend orientation sessions regarding the internship/practicum.

2. Adhere to the policies and operational procedures of the School.

3. Negotiate a set of learning objectives with the School and University and provide to each a written statement of objectives (Field Experience Prospectus).

4. Give prior notice of necessary absence to appropriate University and School personnel.

5. Participate in all individual and group meetings associated with the internship or practicum.

6. Provide personal transportation to and from the internship or practicum.

7. Complete a minimum of 600 clock hours of supervised experience (300 hours each of two semesters) including a minimum of 240 hours in direct service work and 360 hours in other activities compatible with a professional’s role for an internship. Or in the case of practicum, complete a minimum of 100 clock hours of supervised experience including a minimum of 40 hours in direct service work and 60 hours in other activities compatible with a professional’s role for practicum.

8. Complete a “Field Experience Prospectus” by the first week of the semester.

9. Keep a log describing field experiences, the date of the experience, the amount of time spent at it and the student’s reactions to the experience.

10. Complete a “Field Experience Prospectus” form, a “Field Experience Site Evaluation form,” and a “Field Experience Supervisor Evaluation” form by the start of final examination week.

11. Attend individual and group supervisory meetings with the University Supervisor.

12. Attend meetings with the Site Supervisor.

13. Arrange a schedule of field experience hours with a designated School staff member.

14. Comply with School and University supervision requirements.

15. Maintain professional standards of confidentiality of client and school information.

16. Maintain professional liability insurance.
17. Seek prior written approval for research of any kind to be performed.

**Nondiscrimination**

Both parties give mutual assurance that in performing their duties under this Agreement, they will not discriminate on the basis of race, sex, religion, national origin, age, and handicap. Reasonable accommodation for participation by disabled persons will be made in compliance with Section 504 of the Rehabilitation Act of 1973 and the Americans Disabilities Act of 1990.

In witness whereof, the parties have caused this Agreement to be signed by their respective administrative officers:

For and on behalf of The Johns Hopkins University:

__________________________  _____________
Field Experience Coordinator      (Date)
Counseling and Human Development

**School Site Approval Section**

For and on behalf of ______________________________     ________________
(School)          (Date)

__________________________
(Site Supervisor’s Signature)

**Proposed Field Experience Agreement**

This is an agreement between _________________________________________,
(Student’s Name)
a student in the School Counseling Program at the Johns Hopkins University. I have read the contractual agreement between the Johns Hopkins University and ____________________________, and agree to abide by the Student Responsibilities (School Name) section.

__________________________
(Student’s Signature)

__________________________
(University Supervisor’s Signature)
SCHOOL COUNSELING: FIELD EXPERIENCE PROSPECTUS
(COMPLETED IN TK20)

Please note that once you submit this form, you cannot go back to edit it. You can only delete and restart with a blank form. Therefore, we recommend that you keep a separate word document and copy and paste your answers into the form when ready. In the field below, click the site of the form you wish to complete. Upload and click save. On the next screen, click continue to allow the electronic form to load. Then, enter your data and click save. This should be completed by the end of the second week of your placement. This will be verified by your course instructor.

Title:

Description:

SCHOOL COUNSELING: FIELD EXPERIENCE PROSPECTUS

School Site: Enter a School Site:

Semester (Select One):

- Fall
- Spring
- Summer

Semester Year (YYYY):

Enter a Semester Year (YYYY):

Site Supervisor or Host Name:

Enter a Site Supervisor or Host Name:
Site Supervisor/Host's Highest Degree (e.g., MA, MS, EdD, PhD):

Enter a Site Supervisor/Host's Highest Degree (e.g., MA, MS, EdD, PhD):

Site Supervisor/Host's Field of Study:

Enter a Site Supervisor/Host's Field of Study:

Nationally Certified Counselor (NCC)?

- Yes
- No

Nationally Certified School Counselor (NCSC)?

- Yes
- No

Site Supervisor/Host's total years of experience as a school counselor including this academic year?

Concisely outline the proposed field experience. The prospective should make clear the chief responsibilities of the student and the approximate allocation of time. You may take advantage, however, of new opportunities, when they arise, after consulting with your site supervisor and university supervisor. Time: Indicate dates (months, years) and hours per week.

Site Supervisor/Host: Indicate name, position, and a brief background of the school counselor involved in the supervision and the approximate weekly time to be devoted to supervision.

Experience: List the various duties you will perform. Indicate approximate time devoted to each. An intern should engage in all the activities performed by a full-time school counselor.

Personal Objectives: List at least 3 learning objectives that you would like to work on during the semester.
School Counseling Student Evaluation - Site Supervisor
(Completed in Tk20 at the Mid-Point for Interns only and End Point for all students)

This form will be completed at the end of each term of a candidate's field experience. If a candidate is completing 600 hours in one semester, this form will be completed at the mid-point of the semester and at the end of the semester. If a candidate is completing 600 hours across two semesters, this form will be completed at the end of the fall semester and again at the end of the spring semester. If you are hosting a practicum student, you will only need to complete this form at the end of the candidate's practicum experience.

Field experience is a learning process. The candidate may not have had the opportunity to experience every criterion on this form and we ask that you choose N/A to convey that this criterion did not apply to your setting. Checking the N/A box does not skew the calculation of scores. Ideally, the profession experiences and opportunities offered to our candidates will grow as the field placement continues.

The grade field is a default setting in Tk20 where N/A should be entered. Tk20 may block the official submission of an evaluation form with a blank grade field.

This form is intended to promote professional growth through feedback. You are encouraged to share this evaluation with your intern. This form is not punitive. Growth of our candidates is the goal and your feedback is valued.

Thank you for supervising a school counseling intern this semester!

EVALUATION OF SCHOOL COUNSELING INTERN/PRACTICUM STUDENT

Please evaluate the candidate using the criterion and rubric below.

Please check N/A if an intern was not able to display the criterion due to constraints or due to the intern's role within the school. If you select N/A or Emergent for any of the criterion, please explain in the comments section.

### EVALUATION OF SCHOOL COUNSELING INTERN/PRACTICUM STUDENT

Please evaluate the candidate using the criterion and rubric below.

Please check N/A if an intern was not able to display the criterion due to constraints or due to the intern's role within the school. If you select N/A or Emergent for any of the criterion, please explain in the comments section.

<table>
<thead>
<tr>
<th>Skilled Counseling Practitioner</th>
<th>Emergent</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Exemplary</th>
<th>Score</th>
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<tbody>
<tr>
<td>Skilled Counseling Practitioner: Individual Counseling</td>
<td>☐ 1</td>
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<td>Skilled Counseling Practitioner: Group Counseling</td>
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<td>Skilled Counseling Practitioner: Career Counseling</td>
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<td>Skilled Counseling Practitioner: Crisis Intervention</td>
<td>☐ NA</td>
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<tr>
<td>Skilled Counseling Practitioner: Classroom Guidance</td>
<td>☐ NA</td>
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<tr>
<td>Skilled Counseling Practitioner: Advocacy</td>
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<tr>
<td>Skilled Counseling Practitioner: Consultation</td>
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<tr>
<td>Skilled Counseling Practitioner: Coordination</td>
<td>☐ NA</td>
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### Skilled Action Researcher

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<tr>
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<tr>
<td>Skilled Action</td>
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<tr>
<td>Researcher: Ability to use data to determine counseling interventions</td>
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|                       | 1        | 2                      | 3          | 4                     | 5         |       |
| Skilled Action        | 1        | 2                      | 3          | 4                     | 5         |       |
| Researcher: Ability to evaluate counseling strategies, interventions, etc. |           |                        |            |                       |           |       |
|                       |          |                        |            |                       |           |       |
|                       |          |                        |            |                       |           |       |
|                       |          |                        |            |                       |           |       |
| NA                    |          |                        |            |                       |           |       |

|                       | 1        | 2                      | 3          | 4                     | 5         |       |
| Skilled Action        | 1        | 2                      | 3          | 4                     | 5         |       |
| Researcher: Ability to evaluate student behavior via classroom observations |           |                        |            |                       |           |       |
|                       |          |                        |            |                       |           |       |
|                       |          |                        |            |                       |           |       |
| NA                    |          |                        |            |                       |           |       |

|                       | 1        | 2                      | 3          | 4                     | 5         |       |
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| NA                    |          |                        |            |                       |           |       |

### Rubric

- Score

### Mean
<table>
<thead>
<tr>
<th>Professional and Ethical Practitioners</th>
<th>Emergent</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Exemplary</th>
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<tbody>
<tr>
<td>Professional and Ethical Practitioners: Knowledge of general ethical guidelines</td>
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<td>2</td>
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<td>Score</td>
</tr>
<tr>
<td>Professional and Ethical Practitioners: Demonstrates awareness and sensitivity to ethical issues</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Professional and Ethical Practitioners: Personal behavior is consistent with ethical guidelines</td>
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<td>2</td>
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<tr>
<td>Professional and Ethical Practitioners: Consults with others about ethical issues, if necessary</td>
<td>1</td>
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<td>Score</td>
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<tr>
<td>Cultural Competence and Sensitivity to Issues of Diversity</td>
<td>Emergent</td>
<td>Approaching Proficient</td>
<td>Proficient</td>
<td>Approaching Exemplary</td>
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<tr>
<td>Cultural Competence and Sensitivity to Issues of Diversity: Integrates cultural knowledge when conceptualizing student problems</td>
<td>☐ 1</td>
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<tr>
<td>Cultural Competence and Sensitivity to Issues of Diversity: Demonstrates cultural self-awareness</td>
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<td>Score</td>
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<tr>
<td>Cultural Competence and Sensitivity to Issues of Diversity: Demonstrates cultural sensitivity when counseling students and parents</td>
<td>☐ 1</td>
<td>☐ 2</td>
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<tr>
<td>Cultural Competence and Sensitivity to Issues of Diversity: Advocates for students of differing cultural backgrounds</td>
<td>☐ 1</td>
<td>☐ 2</td>
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<td>☐ 4</td>
<td>☐ 5</td>
<td>Score</td>
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</tbody>
</table>
### Cultural Competence and Sensitivity to Issues of Diversity:

1. comfortable working with ethnically and culturally diverse students
   
   □ NA

2. Addresses issues of equity and social justice when counseling and consulting with students and parents
   
   □ NA

### Development of Professional Identity as a School Counselor:

<table>
<thead>
<tr>
<th>Development of Professional Identity</th>
<th>Score</th>
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<tbody>
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<td>□ NA</td>
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- Emergent
- Approaching Proficient
- Proficient
- Approaching Exemplary
- Exemplary

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</table>
### Development of Professional Identity as a School Counselor

Demonstrates the potential to be an innovative leader

- **NA**

### Personal Effectiveness

#### Relates effectively with others

- **NA**

#### Functions in an organized manner

- **NA**

#### Score

- **0**

#### NA
<table>
<thead>
<tr>
<th>Personal Effectiveness:</th>
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<th>3</th>
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<tr>
<td>Respects students,</td>
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<tr>
<td>parents, teachers, and</td>
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<td>other school personnel</td>
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<tbody>
<tr>
<td>Completes duties in a</td>
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<td>4</td>
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<tr>
<td>timely manner</td>
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<th>Personal Effectiveness:</th>
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<th>Score</th>
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<td>Seeks and accepts</td>
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<td>supervisory feedback</td>
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<td>□ NA</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Personal Effectiveness:</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has developed a</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>consistent theoretical</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>approach for</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>understanding behavior</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ NA</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
### Personal Effectiveness

#### Use technology effectively

- [ ] NA

#### Exhibits sensitivity to diversity

- [ ] NA

---

### Effectiveness with Students

<table>
<thead>
<tr>
<th>Effectiveness with Students</th>
<th>Exemplary</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is sensitive to students' feelings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has good rapport with students</td>
<td></td>
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</tr>
</tbody>
</table>

- [ ] NA
<table>
<thead>
<tr>
<th>Effectiveness with</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students: Identifies strengths of students</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Students: Helps establish positive learning environments</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students: Demonstrates dispositions that convey a belief that all students can learn</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Students: Initiates interactions with students</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Students: Understands curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching counseling and guidance related material</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness with Students: Articulates learning needs and differentiated instruction appropriately to account for differences in student backgrounds (special education, gifted and talented, ELL students, poverty, gender)</td>
<td>Score</td>
<td></td>
<td></td>
<td></td>
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<td>-------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Rubric Score:</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness with Parents</th>
<th>Emergent</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness with Parents: Respects parents</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Score</td>
</tr>
<tr>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness with Parents: Conducts effective parent consultation</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Score</td>
</tr>
<tr>
<td>NA</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness with Parents: Conducts parent workshops</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Score</td>
</tr>
<tr>
<td>NA</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Effectiveness with Parents: Respects parents’ diverse needs and cultural backgrounds</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Score</td>
</tr>
<tr>
<td>--------------------------------------------------</td>
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<td>---</td>
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</tr>
<tr>
<td>Rubric Score:</td>
<td>0</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Rubric Mean:</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness with Teachers and Other School Personnel</th>
<th>Emergent</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effectiveness with Teachers and Other School Personnel is sensitive to the role of teachers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>Score</td>
</tr>
<tr>
<td>Rubric Score:</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubric Mean:</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Effectiveness with Teachers and Other School Personnel</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric Score:</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rubric Mean:</td>
<td>NA</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Professional Competence

#### Effectiveness with Teachers and Other School Personnel
1. Responds appropriately to administration referrals
   - [ ] NA

2. Participates in school improvement planning process
   - [ ] NA

#### Professional Competence

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understands policies, procedures, and general operation of the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   - [ ] NA

<table>
<thead>
<tr>
<th>Emergent</th>
<th>Approaching Proficient</th>
<th>Proficient</th>
<th>Approaching Exemplary</th>
<th>Exemplary</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Competence</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Exhibits knowledge of child abuse (e.g., mandated reporting, prevention programs, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
   - [ ] NA

**Rubric Score:** 0

**Mean:** NA
Overall, what would you identify as a strength of this student?

What would you identify as areas in which the student should improve?

Would you recommend this student for school counselor certification?
- Yes
- Yes with reservation
- No

If you selected yes with reservation or no, please explain.

GRADE

Total Score: 

Total Mean: N/A
School Counseling: Internship or Practicum Site, Site Supervisor and University Supervisor Survey- Student (Completed in Tk20)

Please note that once you submit this form, you cannot go back to edit it. You can only delete and restart with a blank form. Therefore, we recommend that you keep a separate word document and copy and paste any comments into this form when ready. This form is not visible to your site supervisor, however, general feedback could be shared with sites to drive improvement in the field experience process. Your name, ratings, and specific comments will not be shared. Honest and professional feedback is appreciated.

Title:

Description:

<table>
<thead>
<tr>
<th>SCHOOL COUNSELING: STUDENT EVALUATION OF SITE AND SITE SUPERVISOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester (Select One):</td>
</tr>
<tr>
<td>Fall</td>
</tr>
<tr>
<td>Spring</td>
</tr>
<tr>
<td>Semester Year (YYYY):</td>
</tr>
<tr>
<td>Enter a Semester Year (YYYY)</td>
</tr>
<tr>
<td>On-Site Supervisor's Name</td>
</tr>
<tr>
<td>Enter a On-Site Supervisor's Name</td>
</tr>
<tr>
<td>School Name</td>
</tr>
<tr>
<td>Enter a School Name</td>
</tr>
<tr>
<td>School District Name</td>
</tr>
<tr>
<td>Enter a School District Name</td>
</tr>
</tbody>
</table>

Please rate your practicum/internship experience using the following scale:

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The on-site supervisor helped me to become familiar with the school, the school counseling program and applicable policies and procedures.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The on-site supervisor helped introduce me as a counselor-trainee to students, staff, and parents.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The on-site supervisor was available and accessible for supervisory feedback and support.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The on-site supervisor helped me to organize the experiences necessary to satisfy my course requirements.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The on-site supervisor observed me an adequate amount of time (more than once) engaged in individual counseling sessions with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>The on-site supervisor observed me an adequate amount of time (more than once) engaged in group counseling sessions with clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>This placement site allowed for an adequate and appropriate selection of diverse clients.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>
This placement site provided an appropriate facility for counseling with clients.  
☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ NA

This placement site allowed for my involvement in a variety of guidance activities.  
☐ 1  ☐ 2  ☐ 3  ☐ 4  ☐ NA

What worked well with this site? What suggestions would you make for improvement?

What do you feel you gained as a result of working with your Site Supervisor?

What could have been done differently by your Site Supervisor to make your experience more profitable?

How would you grade your overall on-site supervisory experience?

Rubric Score:

Rubric Mean:
<table>
<thead>
<tr>
<th>TOTAL</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Score:</td>
<td>0.9</td>
</tr>
<tr>
<td>Total Mean:</td>
<td>0.9</td>
</tr>
</tbody>
</table>
# SCHOOL COUNSELING INTERNSHIP/PRACTICUM TIME LOG

| Name: |  
| Site: |  

| Month/Week: |  
| This month | Total Hours: 1.75  
|            | Direct Hours: 1.75  
|            | Indirect Hours: 0.00  
|            | Site Supervision Hours: 1.00  
| Semester to date | Total Hours:  
|            | Direct Hours:  
|            | Indirect Hours:  
|            | Site Supervision Hours:  

<table>
<thead>
<tr>
<th>Date</th>
<th>Direct Hours</th>
<th>Indirect Hours</th>
<th>Site Supervision Hours</th>
<th>Activity</th>
<th>Comments</th>
<th>New Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ex: Sept. 2012</td>
<td>1.00</td>
<td>1.00</td>
<td></td>
<td>Supervision</td>
<td>Strategized with Mr. Smith on how to remind students to attend our workshop next week. Went over my internship paperwork (weekly log and evaluations).</td>
<td>6</td>
</tr>
<tr>
<td>0.75</td>
<td></td>
<td></td>
<td></td>
<td>Group Counseling</td>
<td>Established group rules and procedures. Completed a getting acquainted exercise.</td>
<td></td>
</tr>
</tbody>
</table>
### Basic Information

<table>
<thead>
<tr>
<th>Title</th>
<th>Description</th>
</tr>
</thead>
</table>

### School Counseling Field Experience Summary (Appendix C)

#### Student and Placement Information

- **School Counseling Field Experience (Choose one):** Practicum, Internship (300 hours per term), Internship (600 hours per term)
- **Name of Site:**
- **Name of Site Supervisor:**
- **Enter placement start date:** Choose date
- **Enter placement end date:** Choose date
- **Hours per week:**

#### Setting

**Please provide a brief response to each of the following questions. Include all salient points.**

**Type of student issues and concerns addressed:**

![Rich Text Formatting](image-url)
<table>
<thead>
<tr>
<th>Specify your duties and responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals for the semester</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Counseling Interaction information is entered at placement end</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of students seen</td>
</tr>
<tr>
<td>Number of entries made in the log</td>
</tr>
</tbody>
</table>
Experiences and Contributions

Remember to click save as you return to this form to add details. When all information is uploaded at the end of the term, click submit.

Describe professional programs attended or developed.

Describe other activities for which you were responsible but are not mentioned above.

Electronic Signatures

Signatures are required to confirm review of this form. Supervisors will confirm their review on a separate form via electronic check box, and students are encouraged to prompt them to do so when the form is complete.

Please verify student signature by checking the box below and selecting the date.

<table>
<thead>
<tr>
<th>This check indicates student signature</th>
<th>Student</th>
<th>Choose date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student signature date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>