

ARIZONA'S FIRST

# College of Education

THE UNIVERSITY OF ARIZONA®

Department of Disability & Psychoeducational Studies  
Counseling Program  
P. O. Box 210069  
Tucson, AZ 85721-0069

2020-2021

## Clinical Practice Manual

## For Students & Faculty

Rehabilitation & Mental Health Counseling  
School Counseling

Practicum SERP 594

Internship SERP 593



## Special Notes

Welcome to the University of Arizona Counseling Program.

The annual Clinical Practice Manual for Students & Faculty addresses multiple components of your mandatory field experiences. Please note the following key points:

1. COVID-19 has changed how U. S. academic programs provide quality educational experiences. Face-to-face instruction must be balanced with safety concerns for students, faculty, and community. Therefore, although programmatic decisions may seem sudden or arbitrary, they respond only to current medical information. Please work with the Counseling Program to balance instructional needs with safety needs **and complete the Site Agreement and School Site Contract reflecting those measures.**
2. It is your responsibility to read and understand this Manual. It and the forms within it are updated every August. Your Student Handbook remains the same.
3. Please **do not give** the Clinical Practice Manual for Students & Faculty to *Site Supervisors*. Direct Site Supervisors for the Site Supervisor Manual, per below:
  - a. **Mental Health or Rehabilitation** > Ms. Shaheed -[camysmarvel@email.arizona.edu](mailto:camysmarvel@email.arizona.edu)
  - b. **School Counseling** > Ms. Cessna - [ecessna@email.arizona.edu](mailto:ecessna@email.arizona.edu).
4. The Group Counseling (SERP 547) course will require your participation in a group as a group member. The instructor of record will provide further details.
5. Student liability insurance is mandatory for field placements and it costs approximately ~\$105 per year. *See Part II Policies and Procedures of this Manual.*
6. A common question: Do sites profit from student placement activities? Your BA/BS means time to train you and the services you provide are a “cost of doing business”.

## Table of Contents

<b>Special Notes</b>	2
<b>Part I: Introduction</b>	4
Purpose of the Manual, 4	
Supervised Counseling Practice Coursework, 4	
Mental Health, Rehabilitation, and School Counseling Defined, 5	
<b>Part II: Requirements and Procedures</b>	6
Securing a Site, 6	
Practicum Requirements, 9	
Internship Requirements, 11	
Examples of Field Placement Sites, 12	
<b>Part III: Roles and Responsibilities</b>	13
Counseling Student Responsibilities, 13	
Site Supervisor Responsibilities, 14	
Faculty Supervisor Responsibilities, 15	
<b>Part IV: University Policies</b>	16
Discrimination and Sexual Harassment, 17	
Graduate Student Grievances, 17	
<b>Part V: Glossary of Commonly Used Terms</b>	17
<b>Part VI: Forms</b>	19
Form A: Agency Site Agreement (11 pages), 20	
Form A1: School Site Agreement (11 pages), 31	
Form B: Client Consent, 42	
Form B1: Client Consent Spanish, 43	
Forms C: Activity Logs, 44	
Form C1: Rehabilitation and Mental Health Activity Log, 44	
Form C2: School Counseling Activity Log, 45	
Form D: Site & Faculty Supervisor Evaluation of Student, 46	
Form E: Student Evaluation of Site Supervisor and Site, 47	
Form F: Student Evaluation of Faculty Supervisor, 48	

## Part I: Introduction

### Purpose of the Manual

The purpose of the annual Clinical Practice Manual is to contextualize the objectives, activities, and responsibilities of the University of Arizona (UArizona) Counseling Program's field placement component. Manual guidelines are intended to be flexible since counseling practice situations can differ, yet not so flexible that the integrity of the counseling experience is compromised. Differences can be due to the uniqueness of each counseling student, track (mental health, rehabilitation, school counseling, agency setting, agency supervisor, and service recipient). Regardless of differences, the guidelines, expectations, and procedures in the Manual provide consistency and structure to Practicum and Internship counseling experiences. Assigned advisers or Practicum/Internship UARIZONA Faculty Supervisors can also provide additional clarification.

### Supervised Counseling Practice Coursework

Supervised counseling practice coursework includes Practicum and Internship. Both are among the most important professional counseling preparation activities in which counseling students participate. Practicum is a 100-hour experience (*200-hour experience is currently suspended*) while Internship is a 600-hour more advanced and intensive counseling experience. Students complete one or two Practica, depending on specialization and financial support; and one 600-hour Internship. Field placement coursework is intended to provide students with an opportunity to develop counseling skills through experience, reflection, and supervision. Endorsing the scholar-practitioner model of graduate training in counseling, the coursework in the UArizona Counseling Program is a blend of academic and applied learning alongside structured supervision.

Practicum and Internship requirements are based on the Council for Accreditation of Counseling and Related Education programs (CACREP) accreditation standards. That means both must be completed under the supervision of a Site Supervisor with specific credentials. The Site Supervisor must hold a Master's degree in Counseling or a related field, have a minimum of two years of pertinent professional experience, holds an independent state license (non-Associate level) or national certification to practice, and is trained in counseling supervision. Students also receive supervision from a UArizona Faculty Supervisor assigned to the Practicum or Internship course, or supervision from a doctoral student working under UArizona Faculty supervision.

The Counseling Program emphasizes ethical decision-making. During Practicum and Internship, counseling students adhere to current legal and ethical codes, including those of the American Counseling Association (ACA), Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMHCA), American School Counseling Association (ASCA), and federally-mandated HIPPA law and confidentiality guidelines. Any student ethical code violation may result in expulsion from the Counseling Program.

***When in doubt, Counseling Program students will seek guidance from Site Supervisors and/or UArizona Faculty Supervisors, not a peer***  
***Students should direct Site Supervisors with questions to UArizona Faculty supervisors***

## Mental Health, Rehabilitation, and School Counseling Defined

### Mental Health Counseling

Mental health counselors are highly-skilled professional counselors who provide flexible, consumer-driven therapies. They combine traditional psychotherapy with a problem-solving approach that creates a dynamic and efficient avenue for change and problem resolution. Mental health counselors offer a range of services. Some of those include:

- Assessment and diagnosis
- Psychotherapy and service planning
- Utilization Review (UR) in agencies without medical personnel
- Brief and solution-focused therapies for individuals [adult and birth to 18], families, couples, groups
- Substance-related treatment
- Treatment evaluation and research
- Multidisciplinary referral and consultation services for integrated care
- Psychoeducational and prevention programs
- Crisis Care
- Inpatient and outpatient behavioral services

Additional information: *American Mental Health Counselors Association (AMCHA)* <http://www.amhca.org>

### Rehabilitation Counseling

Rehabilitation counselors assist individuals with addressing physical, mental, developmental, cognitive, and emotional disabilities to achieve personal, professional, and independent living goals in the most integrated setting possible. Rehabilitation Counselors engage in a counseling process which includes communication, goal setting, and beneficial growth or change through self-advocacy, psychology, vocational, and social and behavioral interventions. Rehabilitation counselors offer a range of services. Some of those include:

- Assessment and appraisal
- Diagnosis and treatment planning
- Vocational counseling
- Individual and group interventions focused on facilitating adjustment to the medical and psychosocial effects of disability
- Case management, referral, and service coordination
- Utilization Review (UR) in agencies without medical personnel
- Program development and evaluation, research, and application of evidence-based and best practices
- Interventions to remove environmental, employment, and attitudinal barriers
- Consultation services among multiple parties and regulatory systems
- Job analysis, job development, and placement services, including assistance with job accommodations
- Consultation regarding access to rehabilitation technology

Additional information: Commission on Rehabilitation Counselor Certification  
<http://www.crc certification.com/>

## School Counseling

Professional school counselors provide culturally-competent services to students, parents/legal guardians, school staff, and the community across the spectrum of education (K-12, college, university). They do so in the following areas:

- School Guidance Curriculum: provide structured lessons designed to help students achieve desired competencies and provide students with the knowledge and skills appropriate for their developmental levels.
- Individual Student Planning: coordinate ongoing systemic activities designed to help students establish immediate personal goals and develop future plans.
- Responsive Services: offer prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in which the student lives, the school climate, and culture. Meeting those needs may require any of the following
  - Individual or group counseling
  - Consultation with parents, teachers, other educators, and service providers
  - Referrals to other school support services or community resources
  - Peer helping or support
  - Psycho-education
  - Intervention and advocacy at the systemic level

Additional information: *American School Counseling Association* at <http://www.schoolcounselor.org/>

## Part II: Policies and Procedures

### Securing a Field Experience Site

Practicum and Internship are opportunities for students to gain experience working within a spectrum of counseling settings. Students are strongly encouraged to discuss potential placement sites with the Ms. Camelia Shaheed ([camysmarvel@email.arizona.edu](mailto:camysmarvel@email.arizona.edu)), the counseling Field Placement Coordinator as well as with UArizona Counseling Program Faculty and fellow students as they progress in their program studies. To promote the best educational opportunity for each student, a placement site must be pre-approved by the Field Placement Coordinator before a student considers it as a placement. Approval is based on the agency's provision of adult and child/family mental health, rehabilitation or school counseling services, qualifications of the potential Site Supervisor, and other guidelines.

The following are vital to securing a placement site for Practicum or Internship are as follows:

1. **Priority:** Timely communication between the Site Supervisor and the UArizona Faculty Supervisor is essential for the graduate student's educational and professional growth. For that reason, the Site Supervisor-UArizona Faculty Supervisor maintain contact at the start, middle, and end of the semester or as indicated by the student's performance. Transparency on the part of the student cannot be overemphasized, regardless of the issue. Professionalism during Practicum influences Internship opportunities, which influences post-graduate employment experiences. The UArizona Faculty Supervisor will maintain HIPPA and FERPA standards unless the student provides written consent to release any private information.

2. The student will obtain a
  - i. **Level One, IVP fingerprint clearance card** the first semester of graduate study, which is valid six (6) years. This level of clearance is required by schools and many counseling settings, especially those that serve under-age children or vulnerable adults. For example, the IVP Level One fingerprint card is mandatory for school placements, School Counselor certification applications, and/or counseling children or adults with severe and persistent mental illness. In the case of School Counseling Certification, any other card will result in application denial. **Caution:** the initial Level One Fingerprint Clearance Card application takes at least 4 weeks and a renewal takes longer. Moreover, some clinics and governmental agencies (VA, American Indian Nations) will complete their own background checks prior to the placement regardless of the student's possession of a Level One Fingerprint Clearance.  
<http://www.azdps.gov/services/fingerprint/>  
<https://www.azed.gov/wp-content/uploads/PDF/InformationforFingerprintClearanceCard.pdf>
  - ii. The student will purchase **Student Liability Insurance**, valid for one (1) year, from a professional organization a minimum of two weeks prior to the start of Practicum or Internship. The liability policy must cover the entire placement experience without gaps. The policy will include the student's name, policy number, and policy expiration date. Professional organizations such as ACA, ARCA, AMHCA, ASCA, CRCC or HPSO offer Student Liability Insurance. ASCA Student Liability Insurance insures school counseling placements **not** mental health placements. ACA insurance covers all mental health, rehabilitation, and school counseling field placements. ACA coverage: <https://www.counseling.org/membership/aca-and-you/students>
3. The student can review the list of sites in the next section. The list, not exhaustive and subject to frequent changes, helps the student see the assortment of placement opportunities. Some agencies deal only with the Field Placement Coordinator due to specific requirements. Students are, therefore, strongly encouraged to consult with the Field Placement Coordinator to save time and discuss specific placement options and procedures. Students should feel free to network with peers and community professionals to identify agencies which dovetail with their career interests and goals. **Note:** Sites provide student field experiences at their pleasure and field placements cannot always be tailored to student wishes.
4. The student will meet with the assigned UArizona Faculty Advisor to develop (or re-develop) a Course Sequence Plan for the semester that Practicum and Internship will be registered for. Some agencies fill their placement rosters one year in advance, others one semester in advance and others a few weeks before a term. Counseling Program students compete with other disciplines inside and outside the University Arizona as well as local and national colleges.
5. The Field Placement Coordinator sends an email the semester prior to the one in which placement will occur. That email will specify the steps students must take to initiate the field placement process. The quicker the student response, the quicker the placement outcomes, particularly for students who must place in a rural community or outside Tucson, AZ.
6. The student will check email at least once per day. When the Field Placement Coordinator introduces a student to a potential placement, the student will respond to that email within 24 hours and will address all requests related to it promptly. **Note:** The student will contact with the Field

Placement Coordinator at least once every week, even if there is nothing to report, until a Site Agreement is signed. This will reduce future frustration.

7. If the student finds a placement site without the Field Placement Coordinator's assistance, the student will introduce the Field Placement Coordinator, via email and with the student in copy, to the prospective Site Supervisor. The placement is considered "pending" until the Field Placement Coordinator returns to the student with a decision about the appropriateness of the site as a placement.
8. When the student seeks a placement at his/her place of employment, the student must (a) alert the Field Placement Coordinator **before** the student takes any action; (b) alert the employee role supervisor of intent to complete a field placement; (c) complete a placement in a different department than the employee role; and (d) complete the placement with a different supervisor from the employee role. When the student meets those guidelines, the student will introduce the Field Placement Coordinator, via email and with the student in copy, to the prospective supervisor.
9. When the student has been introduced to a site, the student will schedule an interview with the contact person. As part of the interview process, the student will:
  - I. Review the agency's website for information about it and its services
  - II. Generate 1-2 questions related to the agency's service continuum or philosophy
  - III. Bring a current resume and a schedule of available days and times (sites are not obliged to work around student schedules)
  - IV. Prepare to answer questions directly and succinctly, yet informatively. Interviewers often look at how thoughtful and cohesive a response is more than the accuracy of it
  - V. Approach and dress for the placement interview as a job interview
  - VI. Disclose potential conflicts of interest or the appearance of conflicts of interest with the placement agency. This includes previous or current relationships between supervisors, service recipients, or other agency employees. These must be discussed with the Field Placement Coordinator prior to the student's placement at the agency.
  - VII. Discuss specific access needs
  - VIII. Thank the Site Supervisor for the meeting, and send a thank you note.
10. When the student and Site agree to proceed with the placement, the student and Site Supervisor complete the Site Agreement (**7 pages**) or School Site Counseling Contract (**7 pages**). The documents are completed **per semester**. All sections will be well-developed and marked "N/A" only when appropriate. The Practicum or Internship UArizona course instructor will discuss how to submit field placement documents.
11. The student will not work outside the formal semester start and end dates unless the UArizona course instructor agrees to oversee such work. Otherwise, the Student Liability Insurance is void because the student is no longer a "student", but a "volunteer" within the community.
12. The student will follow site holiday schedules, rules and regulations; ACA, CRCC, AMHCA, and/or ASCA ethical standards and codes; federal HIPPA regulations regarding health information privacy; and FERPA regulations regarding other Counseling Program students placed at the same site. Consistent with the ACA and CRCC Code of Ethics, Site and UArizona Faculty Supervisors endorse



Counseling Program students for certification, licensure, employment, or completion of an academic or training program only when they believe that individual qualifies for the endorsement. Regardless of qualifications, Site and UArizona Faculty Supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with that endorsement.

13. A placement terminates at the end of the designated semester, not when the minimum number of placement hours are complete.
14. **Before** the student prematurely terminates a placement, that student will do the following:
  - I. Do not discuss the termination with the Site Supervisor.
  - II. Meet with the UArizona Faculty Supervisor to discuss concerns.
  - III. If UArizona Faculty supervisor and student agree to terminate the placement, the student will alert the Site Supervisor of the intention to terminate via a formal resignation letter that includes the standard two-week notice, unless doing so results in undue hardship for the student or service recipients. The notice is an ethical and professional obligation necessary for service recipient coordination of care and re-assignment. Site Supervisors are free to waive two-week notices.

### Practicum Requirements

The Practicum requirement is 100 clock hours, **40 of which must be direct service recipient hours** (200-hour Practicum *currently suspended*) in professional counseling activities contributing directly to professional counseling skill development. Examples of indirect hours include, but are not limited to university and site supervision, shadowing, documentation, record review, consultations/meetings related to client cases, and training and development. In short, any activity related to the work that is not direct client contact.

The student must successfully complete the following foundational courses prior to Practicum:

1. **Counseling Theory** (SERP 525)
2. **Counseling Skills and Techniques** (SERP 546)
3. **either Principles in Rehabilitation** (SERP 565) **or Introduction to School Counseling** (SERP 506)

Group Counseling (SERP 547) must be taken prior to or concurrent with Practicum, and more advanced counseling skill courses such as Assessment in Counseling (SERP 562), Diagnosis and Treatment of Mental Health Disorders (SERP 579B) and Counseling with Couples and Families (SERP 597C) are required prior to Internship, which is the final course in the curriculum. RMH and SC students registered for Group Counseling (SERP 547) will complete a participatory group counseling experience. In such cases, the UArizona instructor of record will provide students with the relevant information on that component.

As part of the P r a c t i c u m 40 direct hour requirement, the student may act as the primary facilitator or co-facilitator in group and family therapies. **Note: co-facilitation does not apply to individual therapy.** Shadowing does not meet the Practicum 40-hour direct service recipient contact hour requirement. Examples of direct counseling activities include individual, group, couples and family counseling; intake assessments; crisis care management; advocacy; and community education. To ensure the development of individual and family or couples counseling and assessment skills, a maximum of 16 hours of group counseling may apply toward the mandatory Practicum 40 direct hour requirement. The student may participate in more than 16 hours, but those hours will be applied

to the remaining 60 hours. A student will be observed by a qualified staff member for group facilitation skills before the student can independently accumulate group hours.

Depending on specialization, a Counseling Program student may be required to complete one or two Practicum courses:

- ✓ School Counseling (SC) students need **two** Practicum courses: (1) one in a mental health setting, and (2) one in a school setting.
- ✓ Rehabilitation and Mental Health Counseling (RMH) students require **one** Practicum in a rehabilitation and mental health setting.
- ✓ RMH students who are Arizona State RSA employees will complete **one** Practicum in a mental health setting. The rehabilitation component is waived if that student has worked a minimum of one year as a Vocational Rehabilitation Counselor before becoming degree-seeking.
- ✓ RMH students who accept a Federal RSA Training Grant will complete a vocational practicum in addition to the mental practicum requirement. The student will discuss the Practicum as well as other requirements with Dr. Phil Johnson.

To successfully pass practicum, students will complete 100 clock hours over a minimum of a 16-week regular academic term or 10-week summer term, and will adhere to the following requirements:

1. The student will maintain an average caseload of 4 service recipients as assigned by the Site Supervisor, unless the agency has an alternative structure regarding caseloads.
2. The student will conduct an average of 4 counseling sessions per week, approximately one-hour in length, unless shorter sessions are indicated for service recipient needs, service, or intervention methodology.
3. The student will audio and/or video record at least six (6) counseling sessions unless directed otherwise by the UArizona Faculty Supervisor. Written permission from the service recipient is mandatory to record and review the content of the recording during site and UArizona Faculty supervision sessions (see Part VI Forms for adult service recipients, legal guardians of adult service recipients, parents, and parents or legal guardians of service recipients under 18 years of age). Recordings will adhere to the limits specified in the consent documents and agency policies. Students and UArizona Faculty Supervisors protect all information according to federal HIPPA and FERPA confidentiality regulations during the span of each placement. **Recordings are destroyed per the direction of the UArizona Faculty Supervisor.**
4. The student will play and critique counseling session recordings during site and UArizona Faculty supervision sessions for feedback on counseling skill development. Site Supervisors may attend student sessions or review recordings.
5. The student will participate in 1.0 hour per week of individual or triadic supervision (2 students, 1 supervisor) with the Site Supervisor and 1.0 hour of individual or triadic supervision with the UArizona Faculty Supervisor, or UArizona doctoral student supervisor acting in that

capacity. Arizona RSA students will meet with the designated RSA UArizona Faculty Supervisor, UArizona Faculty Practicum Supervisor, or UArizona doctoral student supervisor acting in that capacity.

6. The student will participate in 1.5 hours per week of group supervision with the UArizona Faculty Supervisor or UArizona doctoral student supervisor acting in that capacity. Arizona RSA students will meet with the designated RSA UArizona Faculty Supervisor or UArizona doctoral student supervisor acting in that capacity.

## Internship Requirements

Students complete **one** 600-hour Internship experience, typically during the student's final semester in the Counseling Program at a site that is, ideally, congruent with the student's professional goals. Students must complete all coursework, or have only one course remaining, when registering for Internship. In other words, the student will have completed a minimum of 75% of the total required coursework for the Master's degree in Counseling. Note: the student must successfully pass Practicum without incident before Internship.

Differences between Internship and Practicum:

1. Length
2. Responsibility. Students are expected to demonstrate professional competence across a broad spectrum of advanced counseling skills
3. Intensity
4. Recording-free, unless stipulated by the UArizona Faculty Supervisor or Site Supervisor
5. No group hours restriction

When a student is employed at an agency approved by the UArizona Faculty Advisor and Field Placement Coordinator, the student will:

1. Apply 32 of 40 weekly employment hours toward the Internship **and**
2. Spend the remaining 8 hours per week in
  - a. a different setting **and**
  - b. counseling a different service recipient population **and**
  - c. under the supervision of a different Site Supervisor

Student Liability Insurance and Fingerprint Clearance Card will be in compliance with page 7, point #2 of this Manual (cover full internship experience without gaps).

To pass Internship, students will complete 600 clock hours over a 16-week academic term, and adhere to the following:

1. Of the 600 clock hours, a minimum of 240 direct service recipient hours will be in professional counseling activities directly contributing to the enhancement of the student's professional counseling skills. As part of the 240 direct service recipient/student hours, the student may act as the primary facilitator or co-facilitator in group or family therapies. **Note: co-facilitation does not apply to individual therapy.** Shadowing is not a direct contact activity. Examples of direct

service recipient/student counseling activities include, but are not limited to individual, group, and family & couples therapies; intake assessment; case management; advocacy; crisis management.

2. The student will participate in 1.0 hour per week of individual or triadic supervision with the Site Supervisor and another 1.5 hours per week of group supervision with the UArizona Faculty Supervisor. Arizona RSA students will meet with the designated Arizona RSA UArizona Faculty Supervisor.
3. The student will maintain an ongoing caseload as assigned by the Site Supervisor.
4. The student will conduct counseling sessions approximately one-hour in length, unless shorter sessions are indicated for service recipients or the intervention methodology.
5. The student will engage in a variety of professional counseling activities (record -keeping/notation, assessment instruments, supervision, group service recipient progress reviews, information and referral, in-service and site staff meetings, etc.).

### **Examples of Field Placement Sites**

***Many sites have qualification requirements. Students should email their interest to the Field Placement Coordinator in advance. Subject to change without notice.***

Arizona School for the Deaf & Blind (American Sign Language required)  
Beacon Group  
CODAC (Internship)  
DES/RSA (Internship only)  
DIRECT  
Focus Employment Services  
UArizona Disability Resource Center (Summer Practicum, then Fall Internship)  
Helping Associates Inc. (Casa Grande)  
NCADD (Phoenix, Employment & Group experience)  
Office of Special Education and Rehabilitative Services (OSERS)

School Counseling students should visit the Arizona Department of Education website for additional information on Arizona school districts: <http://www.ade.state.az.us/>.

Catalina Foothills School District  
Gilbert School District  
Indian Oasis Unified School District La Paz Counseling (Parker, Lake Havasu)  
Amphitheater Public Schools  
Marana School District  
Page Unified School District  
Paradise Valley  
Phoenix School Districts  
Pascua Yaqui Tribal Health  
Safford Public Schools  
Sahuarita Unified School District  
Sunnyside Unified School District

## Part III: Roles and Responsibilities

### Counseling Student Responsibilities

1. Receive at the site: specific training and assessment in personal protective equipment use and safety precautions in the context of the current COVID-19 pandemic.
2. Students will bring the **Placement Packet** to the first day of Practicum or Internship:
  - a. Site Agreement or School Site Contract, signed by the student and Site Supervisor
  - b. Liability Insurance Policy (covers full semester, includes name and policy #)
  - c. Level One IVP Fingerprint Clearance card (covers full semester)

\*Students cannot legally or ethically meet alone with service recipients until the UArizona Faculty Supervisor receives the Placement Packet.

**Arizona RSA Students** (not Federal RSA Grant recipients): Mental health practicum and Internship Placement Packet are sent to Liz Pina Figueroa, Program Coordinator (lpina1@email.arizona.edu). Arizona RSA students who complete Internship at an RSA site does not require Student Liability Insurance.

3. Students will discuss at start of placement: (a) minimum of telephonic access to Site Supervisors at all times; and (b) if *all* staff leave the building, the student must leave or temporarily relocate to another building where staff is present.
4. Students represent themselves, the UArizona, and the Counseling Program during their placements. Practicum and Internship are no different from paid employment. Students will conform to dress, grooming, behavioral, agency and professional organization (ACA, ASCA, CRCC, AMHCA, HIPPA, and FERPA) ethical and confidentiality standards. When in doubt, students will seek Site and UArizona Faculty Supervisor guidance.
5. Students will be prompt and reliable and avoid no-shows, absences, or tardiness. All are professional behaviors that may be viewed as infractions and reason for termination by the Site Supervisor.

Students will discuss and schedule holiday and other time away with the Site Supervisor, careful to follow the one-week notice standard. Such requests will be accompanied by a coordination of coverage. Unless otherwise agreed upon, students will adhere to the agency schedule of operation.

When an unplanned event or illness precludes advance notice, the student will notify the Site Supervisor immediately. Students will schedule an alternate time to complete the missed hours.

6. Before taking action, a student will meet with the UArizona Faculty Supervisor immediately if, for any reason during the placement, the student cannot perform the essential functions of the Practicum or Internship; if the student has concerns regarding the placement or Site Supervisor;

or if the student receives constructive feedback from the Site Supervisor. The student will disclose all information relevant to professional development, not wait for “something to change.”

7. Students will solicit feedback and respond non-defensively to formative and summative feedback regardless of its source – Site Supervisor, UArizona Faculty Supervisor, all site employees, and other students. Students understand that continuous dialogue between Site and UArizona Faculty Supervisors (or UArizona doctoral student supervisor) foster the student’s professional development in a timely and proactive manner. Students will discuss evaluations with the UArizona Faculty Supervisor.
8. Students will maintain accurate Activity Log of direct and indirect site activities.
9. Students will submit all placement-related documents according to UArizona Faculty Supervisor instructions.
10. Students will attend all scheduled supervision meetings with the Site and UArizona Faculty Site Supervisors (or UArizona doctoral student supervisor). Students will reschedule meetings in advance, and will adhere to all supervision requirements.

### **Site Supervisor Responsibilities**

**Site Supervisors will meet the following criteria:** A Master’s degree in counseling or a related profession with equivalent qualifications, state licenses and/or certifications; training in supervision; and has at least two years of professional experience in the specialization in which the student is placed.

**Responsibilities:**

1. Provide the student with specific site training and assessment in personal protective equipment use and safety precautions in the context of the current COVID-19 pandemic.
2. Orient students to the agency, staff, agency mission, and chain of command for supervisory support; designate an office with necessary equipment for students to adequately conduct counseling sessions and complete documentation; and establish method of contact and back-up supervisor.
3. Site Supervisors and students develop a placement schedule and goals at the start of placement.
4. Meet with students individually or in a triad (2 students) for a minimum of one hour per week to discuss progress and learning needs. Supervisor may sit in on sessions or review session recordings.
5. Review/initial Activity Logs and complete mid-term and end-of-term student evaluations.
6. If, for any reason during the placement, Site Supervisors believe a student is unable to perform essential placement functions in spite of repeated feedback and consistent direct and indirect observations and assessments, Site Supervisors will immediately notify the UArizona Faculty Supervisor. The student, Site Supervisor, and UArizona Faculty Supervisor can develop and implement a Remediation Plan or terminate the placement.

6. Support student professional development by providing information about available learning opportunities such as conferences, workshops, and trainings.

### **UArizona Faculty (or Doctoral Student) Supervisor Responsibilities**

1. Ensure the counseling student received specific site training and assessment in personal protective equipment use and safety precautions in the context of the current COVID-19 pandemic.
2. Review, sign, and date the student's Placement Packet.
3. Contact the Site Supervisor regarding student progress at the start, middle, and end of the semester and as indicated by the student's progress (via conferences, phone calls, and emails).
4. Continuously assess student performance and communicate with Site Supervisors regarding emergent issues. In consultation with the student and Site Supervisor, develop a Remediation Plan if a persistent or serious issue necessitates formal intervention.
5. Facilitate and support the student's professional development by introducing resources, workshops, curricula, and reading related to field experience needs.
6. Schedule and facilitate group supervision where students discuss counseling experiences, learn from one another, review and solicit ideas for treatment planning and case conceptualization, and receive and solicit feedback from one another.
7. Engage in ongoing assessment of student performance and communicate with the Site Supervisor regarding issues. In consultation with the student and Site Supervisor, will develop a Remediation Plan if a persistent or serious issue requires formal intervention.
8. Monitor and initial the Activity Log, ensure placement-related forms are submitted in a timely manner. Request that students update forms as information changes.
9. Schedule, if needed, an on-site orientation with new Site Supervisors to ensure understanding of the placement requirements.
10. Obtain evidence of the student's performance through direct observation (if authorized), recordings, and Site Supervisor feedback. Provide the student with timely, objective, and clear feedback as needed and via the UARIZONA Faculty Supervisor Evaluation of the Student.
11. Review the mid-term and final Site Supervisor Evaluation of Student and the Student Evaluation of Site & Supervisor and with the student.
12. Maintain HIPPA and FERPA privacy guidelines, unless the student provides written consent.
13. Submit student final grades as required by the UArizona.

## Part IV: UArizona Policies

### Discrimination and Sexual Harassment

A student who believes he or she has experienced discrimination or sexual harassment should call the Affirmative Action Office at 621-9449. The student will be referred to an individual with expertise in these areas for confidential advice on handling the situation or filing a written complaint.

Students with disabilities who would like information on University policies with regard to the Americans with Disabilities Act (ADA) should contact the Disability Resource Center (DRC) via telephone 520-621-3268, or email – [drc-info@email.arizona.edu](mailto:drc-info@email.arizona.edu). Visit the DRC web-site - <http://drc.arizona.edu/> for more details.

Students are encouraged to access the [Affirmative Action homepage](#) for information on discrimination, including sexual harassment, and the ADA.

### Graduate Student Grievances

The University of Arizona's graduate student grievance policy and procedures can be found at [http://grad.arizona.edu/Catalog/Policies/Grievance\\_Policy.php](http://grad.arizona.edu/Catalog/Policies/Grievance_Policy.php)

## Part V: Glossary of Commonly Used Terms

**ABBHE:** Arizona Board of Behavioral Health Examiners, board which reviews applications for state license applications to practice. Note: seek your own information, do not rely on others.

**ACA:** American Counseling Association.

**AMHCA:** American Mental Health Counselors Association.

**ASCA:** American School Counseling Association.

**ARCA:** American Rehabilitation Counseling Association. Includes rehabilitation counseling practitioners, educators, and students concerned with improving the lives of people with disabilities. Its mission is to enhance the development of people with disabilities throughout their life span and to promote excellence within the rehabilitation counseling profession.

**Arizona RSA Student (AzRSA):** Arizona Rehabilitation Services Administration employee-student, who works for a full year at AzRSA before being eligible for full tuition support for the MA Counseling degree.

**Arizona RSA UArizona Faculty Supervisor:** The UArizona Faculty who acts as general advisor to and oversees AzRSA student Practicum and Internship.

**CACREP:** Council for Accreditation of Counseling and Related Education Programs. The Counseling Program accreditation for Rehabilitation and Mental Health Counseling began Fall semester 2015.

**Co-facilitation:** An active and experiential Practicum and Internship method which allows a student and a site professional to participate together in couples, family, or group therapy activities. Individual therapy activities are excluded from this category. The student is not **shadowing**. Site hours spent in co-facilitation are applied toward the Practicum and Internship minimum **direct hour** requirements.

**Course Sequence Plan:** The recommended course sequence, for each semester, as developed by the student and the student's assigned UArizona Faculty Advisor. Not to be confused with the formal **Plan of Study**.

**COVID-19:** An infectious and severe-acute respiratory illness caused by a coronavirus transmitted chiefly



by contact with infectious material (e.g., respiratory droplets) or with objects or surfaces contaminated by the causative virus. Testing to identify virus presence, six feet of social distancing, face and hand covering, and frequent handwashing number among the many methods used to limit contagion, particularly among vulnerable children and adults. Federal and state directives inform university decisions.

**CRC:** National Certified Rehabilitation Counselor certification, not a license.

**CRCC:** The Commission on Rehabilitation Counselor Certification.

**Direct Hours:** Practicum and Internship face-to-face service recipient hours contributing directly to professional counseling skill development. Practicum - 40 of 100 hours, Internship - 240 of 600 hours.

**Dyadic Supervision:** One (1) students and one (1) supervisor.

**Federal RSA Grant Student:** A student who, in exchange for federal financial support, engages in designated courses and a specific amount of post-graduate work with an agency that contracts with RSA.

**FERPA:** Family Educational Rights and Privacy Act, a federal law protecting the privacy of student education records in all schools that receive funds under any U.S. Department of Education program. FERPA gives parents certain rights with respect to their children's education records, if they are under 18. FERPA restricts UArizona Faculty and staff from sharing any information regarding a student without that student's written consent. If the student is over 18, but has a legal guardian, the legal guardian must provide consent to release or share protected information.

**Field Placement or Experience:** Practicum or Internship.

**Field Placement Coordinator:** The independently-licensed individual who assists Counseling Program students with field placement.

**Group Therapy Restriction (PRACTICA ONLY):** Group hours can be applied as direct and as indirect hours. For 100-hour Practica (200-hour Practicum *currently suspended*), a maximum of 16 hours can be applied to the direct contact hour obligation, with any hours beyond 16 applied to the indirect contact category.

**HIPPA:** Health Insurance Portability and Accountability Act universal privacy guidelines. Of importance are the confidentiality of and transferability of service recipient information, hard copy and electronic, as related to care provision. Agencies demonstrate compliance by providing access to HIPPA policies and procedures and by providing staff training.

**Indirect Hours:** Practicum and Internship hours which are not service recipient contact hours. Examples include, but are not limited to, site and university supervision, training, **shadowing**, recommended on-site reading or documentation, and community in-services and workshops related to the placement. For Practicum, indirect hours are 60 of 100. For Internship, indirect hours are 240 of 600 hours.

**Internship:** 600 hours of counseling practice experience, 240 of which must be service recipient contact hours. School counseling internships occur only in academic settings.

**LAC:** State's Licensed Associate Counselor. Cannot act as a Primary Site Supervisor due to "Associate" and non-independent status.

**Level One Fingerprint Clearance:** Issued by each state's Department of Public Safety, this card is required when working with children or vulnerable adults. It reflects a "passed" background check and is valid for six (6) years. The processing of this card can require up to two months. Students must ensure continuous coverage for placements. Many agencies require this clearance even if children and vulnerable adults are not served. Many agencies insist on their own clearance directly prior to the placement's start date.

**NRCA:** National Rehabilitation Counseling Association, which represents rehabilitation counselors who practice in a variety of settings: private non-profit agencies, hospital medical settings, educational programs, private-for-profit businesses, state/federal agencies, private practice, unions, and others.

**Placement Packet:** The School Contract or Site Agreement + Liability Insurance Policy + Level One Fingerprint Clearance Card. Students may not meet with service recipients until the UArizona Faculty Supervisor receives this packet.

**Plan of Study (POS):** A formal plan developed between the Counseling Program student and assigned UArizona Faculty Advisor and submitted to the Graduate College. Not to be confused with the informal Course Sequence Plan.

**Practicum:** 100 hours of counseling experience, 40 of which must be service recipient contact hours (*200-hour Practicum currently suspended*). Rehabilitation and Mental Health students complete one Practicum or two Practica if they accept Federal RSA Grant support or as agreed upon by the student and faculty advisor. School Counseling students complete one 100-hour school counseling and one 100-hour mental health practicum.

**Primary Site Supervisor:** The primary Practicum or Internship supervisor of record at a placement site for a specified term. This individual possesses the minimum experience of two years and possesses necessary professional, not associate, license(s) and/or certification(s).

**Service Recipient:** An individual served by the Counseling student in a designated mental health, rehabilitation, or school setting.

**Shadowing:** A passive field experience training method where the student observes, but does not participate in a counseling activity. This meets **indirect hour** requirements.

**Site Supervisor.** Independent State-licensed site supervisor of record (LPC, LISAC, LMFT, LMSW, LISW, state-licensed psychologist).

**Student Liability Insurance:** Mandatory insurance protection that must cover the full duration of a placement and may be purchased from ACA, ARCA, AMHCA, ASCA, CRCC or HPSO for field experiences. Valid for one year only.

**Triadic Supervision:** Two (2) students and one (1) supervisor.

**UArizona Faculty Advisor:** UArizona Faculty assigned to each student, generally for the duration of the Master's degree.

**UArizona Faculty Supervisor:** UArizona Faculty who oversee Practicum/Internship courses for designated semester.

**Volunteer:** A personal decision to donate time to a community agency that excludes the UArizona and exists exclusively between the volunteer and the agency where the volunteer work takes place. Volunteer hours are not applied to Practicum/Internship. Liability insurance is void since it applies only to students under UArizona Faculty oversight.

## Part VI: Forms

- Form A: Agency Site Agreement (11 pages), 20
- Form A1: School Site Agreement (11 pages), 31
- Form B: Client Consent, 42
- Form B1: Client Consent Spanish, 43
- Forms C: Activity Logs, 44
  - Form C1: Rehabilitation and Mental Health Activity Log, 44
  - Form C2: School Counseling Weekly Activity Log, 45
- Form D: Site & Faculty Supervisor Evaluation of Student, 46
- Form E: Student Evaluation of Site Supervisor & Site, 47
- Form F: Student Evaluation of Faculty Supervisor, 48

**FORM A: SITE AGREEMENT (11 pages)**

Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Practicum  Internship: Hours: \_\_\_\_\_  Check if Federal RSA Grant Placement (Practicum, Internship)

Student Name: \_\_\_\_\_

**Updated Guidance on Credit-Bearing Experiential Learning Activities – 21 June 2020**

The health, safety, and well-being of our community is our highest priority. In alignment with our other COVID-19 Campus Re-entry Plans, the Office of the Provost and the Office of Research Innovation and Impact (RII) have partnered to provide updated guidance for students enrolled in credit-bearing experiential learning courses for the Summer and Fall semesters of 2020, with an effective date of **June 1, 2020**. Examples of credit-bearing experiential learning courses include Internships, Practica, Clinical Rotations, Independent Study Plans, Capstone Projects, Senior Design Projects, Dissertation Credits, and the like, wherein undergraduate and graduate students may work for academic credit, with or without pay, at on-campus sites, at off-campus sites with a faculty advisor, or at off-campus host institutions supervised by that institution.

This guidance supersedes any previous guidance, and is inclusive of all Arizona campuses, including Arizona Online.

Credit-bearing experiential learning placements involving in-person interactions are permitted, starting June 1, 2020 or later, only under the following conditions:

1. All planned, credit-bearing experiential learning placements on-campus or off-campus must be preapproved by the authorized representative (academic coordinator, director of graduate studies, department head, chair of the GDP, etc., as applicable) of the home department / academic unit of the student.
2. All students completing credit-based experiential learning must ask their site hosts to complete the Assessment of Recommended COVID-19 Workplace Risk Management Protocol for Credit-bearing Experiential Learning (pg. 21).
3. On-campus research-based experiential learning placements may only be conducted in work units that have an approved research operations checklist authorized by the college and filed with RII. Students engaging in these experiential learning placements shall follow all applicable standard operating procedures (SOPs).
4. Off-campus, and practical on-campus experiential learning in units not governed by RII protocols because the student duties are not research-based, may be authorized by the academic unit of the student upon evaluation of a completed Assessment of Recommended COVID-19 Workplace Risk Management Protocol for Credit-bearing Experiential Learning completed and signed by the host institution supervisor and the student. In the case that the experiential learning is an internship, the student should also complete the University's Internship Work Plan and Disclosure on Insurance Coverage for University Internships for Credit.

This guidance will be re-evaluated on an ongoing basis, based on current COVID-19 conditions.

**Assessment of Recommended COVID-19  
Workplace Risk Management Protocols for  
Credit-bearing Experiential Learning Activities**  
(Version 1. Issued 6/10/2020)

This Assessment of Recommended COVID-19 Workplace Risk Management Protocol is to be completed by the Host Institution Supervisor, when the student is seeking credit-bearing experiential learning beginning as of the issue date of this document, or later. The submission of this form does not guarantee the student to receive academic credit for the experience, as the academic unit may have additional requirements set forth by their department.

This form documents an expectation for COVID-19 risk management during the Student’s experience at the Host Institution. Expectations for COVID-19 risk management measures may be updated or revised based on federal, state, or local public health guidelines and mandates. Note that the Host Institution Supervisor should indicate for each measure Yes, No, or N/A (not applicable to the role).

**Student and Host Institution Information**

Student name:

Student email:

Host Institution:

Host Institution Supervisor:

Host Institution Supervisor email:

**Does the proposed experiential learning experience include in-person activities?**

YES – if yes, the Host Institution Supervisor shall initial this line and complete the following expectation table before signing the document

NO – if no, and when the experience is fully remote and will NOT include any in-person activities, the following assessment is not required. Initial here and sign the document.

<b>Expectation of measures to be taken by the Host Institution and Student</b>	<b>Site Sup Yes</b>	<b>Site Sup No</b>	<b>Site Sup N/A</b>
1. The Host Institution will share with the student its COVID-19 related safety guidance, including any obligation or expectation about COVID-19 testing or contact tracing and will provide training to the Student regarding the Host Institution’s policies and procedures related to COVID-19. The Student will be supported and expected to follow guidance provided by the host institution, University, and/or Centers for Disease Control and Prevention (CDC), whichever is more protective.			

2. The Student will be supported and expected to practice physical distancing by maximizing physical distance (no less than 6 ft.) between personnel or public. Maximum occupancy in facilities will be determined by measures of physical distancing (e.g., 6 ft).			
3. The Student will be supported and expected to not attend gatherings of more than 10 people.			
4. The Student will be supported and expected to wash their hands immediately before and after their time at the facility, and regularly while at the facility, following CDC guidelines <a href="https://www.cdc.gov/handwashing/when-how-handwashing.html">https://www.cdc.gov/handwashing/when-how-handwashing.html</a>			
5. The Student will be supported and expected to wear a face covering when indoors except when working alone in a private office or private vehicle. If the Student is using a reusable mask, the mask needs to be cleaned every day for next-day use, following CDC guidelines.			
6. Workspaces (office desks, lab benches, biosafety cabinet work surfaces, etc.) and common touchpoint surfaces (keyboards, door handles, touchscreens, chairs, etc.) will be disinfected by team members, including the Student, before and after each use and daily, following CDC guidelines.			
7. To the extent necessary for the job being performed, the Student will be supported and expected to wear gloves or other PPE.			
8. Students will NOT provide service to individuals with known COVID-19 or, in the case of clinical placements, for patients with symptoms ( <a href="https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</a> ) that may be due to COVID-19			
9. If the Student feels ill or displays any COVID-19 symptoms, they will be supported and expected to stay home, suspend all on-site activities and continue to self-monitor for COVID-19 symptoms for at least 14 days.			

If the answer to any of the measures described above are **No** or **N/A** – please provide additional details and/or context. In the case of a **No** answer to item 2 or any other item, confirm whether this is clinical placement or student teaching placement that may qualify for an exemption.

**By signing this document, I attest that:**

**1. This student was specifically trained and assessed in personal protective equipment use and safety precautions in the context of the current COVID-19 pandemic.**

**2. As the Host Institution Supervisor for a student earning University of Arizona academic credit, I represent that my answers are true to the best of my ability and agree to maintain COVID-19 risk management measures as described above.**

---

Host Institution Supervisor Name, Signature, Date

**By signing this document, I attest that:**

**1. I received specific training and assessment in personal protective equipment use and safety precautions in the context of the current COVID-19 pandemic.**

**2. I acknowledge my responsibility to abide by the above expectations for protecting my health and the health of my contacts within the organization that will host my learning experience.**

---

Student Name, Signature, Date

In the case that the academic credit requested is for an internship [house numbered -93 course per the University catalog], this is an addendum to the Internship Work Plan and Disclosure of Insurance Coverage for University Internships for Credit

<https://www.registrar.arizona.edu/sites/registrar.arizona.edu/files/forms/Internship%20Work%20Plan%20Form%20-%20Fillable%20June%202019.pdf>

## Student Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_@email.arizona.edu

International Student:  Yes  No

International students may be required to apply for and receive work authorization approval from International Student Services (ISS) before participating in an internship. More information can be found on the ISS website under F-1 Student Employment or J-1 Academic Training pages.

Please note that all contact hours counted toward placement credit must occur during the official dates of the UARIZONA term for which credit is requested. Verify term dates at Date and Deadlines page of registrar.arizona.edu.

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Duration (# of Weeks): \_\_\_\_\_ Weekly Hours & Days: \_\_\_\_\_

**Student Professional Liability Insurance:** (covers FULL semester) **ATTACH POLICY EACH SEMESTER**

Company: \_\_\_\_\_ Policy #: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

**Level One Fingerprint Clearance Card:** (covers FULL semester) **ATTACH FRONT CARD COPY EACH SEMESTER**

Issuer: \_\_\_\_\_ Card #: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

## Site & Supervisor Information

Site: \_\_\_\_\_

Physical Address, City, State, Zip Code: \_\_\_\_\_

Mailing Address, if different: \_\_\_\_\_

Primary Supervisor Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Back-Up Supervisor (if applicable): \_\_\_\_\_



## Student Placement

### Student Justification of Site

**Purpose Statement:** Practicum and Internship are among the most important professional preparation activities in which students participate. They are requirements based on the accreditation standards established by the Council for Accreditation of Counseling and Related Education programs (CACREP). The objective of clinical practice coursework is to provide me with an opportunity to develop counseling skills through clinical experience, reflection, and supervision. Endorsing the scholar-practitioner model of graduate training in counseling, the clinical coursework in the University of Arizona Counseling Program is a blend of academic and applied learning alongside structured supervision. This placement will emphasize ethical decision-making, including federally-mandated HIPPA law and its guidelines; the most recent American Counseling Association (ACA) Code of Ethics, Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics, American Mental Health Counselors Association (AMHCA) Code of Ethics, and American School Counseling Association (ASCA) Code of Ethics.

**Long-Term Goals:** Identify 1-3 goals about what you want to gain from the field experience. Long-term goals are the overarching goals. Learning objectives and activities (see below) are the steps you take to the long-term goals.

1. **EXAMPLE:** Apply counseling theory to direct practice because rehabilitation, mental health, and school counseling are key to community health and welfare.

2.

3.

4.

Student and Site Supervisor develop learning objectives and activities that fulfill the long-term goal(s).

<b>Learning Objectives (Minimum of three)</b>	<b>Proposed Activities (Three to five activities per objective)</b>
<p><b>EXAMPLE:</b> Research and describe the following: what walkability means; tools for measuring walkability; and existing reports on Tucson's walkability</p>	<p><b>EXAMPLE:</b></p> <ul style="list-style-type: none"> <li>• Conduct a literature review to understand walkability and the impact of built environments on the public's health</li> <li>• Review tools for measuring walkability</li> <li>• Review factors and policy that are unique to Tucson's built/walkable environment</li> <li>• Prepare and deliver a presentation on my findings for my internship agency</li> </ul>


<b>Student Placement Status</b>	MA Counseling Program Student Intern Circle one for hours: 100, 300, 600
<b>Minimum Qualifications</b>	<b>For Practicum, successful completion of:</b> Counseling Theory Counseling Skills and Techniques Either Principles in Rehabilitation or Introduction to School Counseling Group Counseling taken prior to or concurrent with Practicum <b>For Internship, successful completion of:</b> Practicum Completed coursework (or maximum one course remaining)
<b>Training Plans (for example, orientation to site and responsibilities)</b>	Completed and signed Site Agreement Site orientation Tasks and responsibilities orientation Schedule determination Supervision schedule Documentation/Health record training
<b>Student Requirements</b>	Successfully complete designated hours within designated semester Complete and download signed placement forms into D2L (e.g., Site Agreement, Hours Log, Evaluations, Consent to treat and record)
<b>Possible Risks</b>	Student will receive the following supports: 1 hour of site supervision per week 1 hour UArizona Faculty supervision per week 1.5 hours group University supervision per week
<b>Other</b>	

**SIGNATURES**

*By signing this document as the site supervisor for an intern earning University of Arizona academic credit, I understand that the Site Agreement outlines mutually agreed upon activities that the student will be responsible for fulfilling and which the site will be responsible for providing as part of the field experience. Site Agreement changes are a normal part of any placement, and are permissible as long as the activities continue to have a relevant learning focus and all parties agree to the changes.*

SITE SUPERVISOR & DATE: \_\_\_\_\_

*By signing this document, I understand I am responsible for fulfilling the proposed site activities in addition to all assigned coursework in order to earn academic credit for this placement experience. I acknowledge that I have reviewed and understand the University of Arizona Risk Management Disclosure: Insurance Coverage for University Internships for Credit (pages 6-7 of this document).*

UARIZONA STUDENT & DATE: \_\_\_\_\_

**Placement Instructor Notes:**

UARIZONA FACULTY APPROVAL & DATE: \_\_\_\_\_

## **RISK MANAGEMENT SERVICES**

University Services Annex 300B  
220 W Sixth St., East Building 2nd Floor PO Box 210300  
Tucson, Arizona 85721-0300  
Ofc: (520) 621-1790  
Fax: (520) 621-3706  
<http://risk.arizona.edu/>

### **DISCLOSURE: INSURANCE COVERAGE FOR UNIVERSITY INTERNSHIPS FOR CREDIT**

#### INTRODUCTION

This document is prepared to provide guidance to students and academic programs regarding the types of insurance coverage available to students enrolled in university internship opportunities. The University of Arizona participates in a statutory program of insurance administered by the Arizona Department of Administration, Risk Management Division, as authorized in Arizona Revised Statutes §41-621 et seq.

Insurance coverage described herein is governed by the provisions outlined in this statutory insurance program.

#### WHAT ARE PRACTICA and INTERNSHIPS?

An internship is a guided learning experience offered by an organization with the student's academic program and preparation for future employment in mind. An internship is a temporary practical assignment, usually lasting only 1-2 academic terms, with no guarantee of ongoing or future employment. To award credit for placements, academic departments require academic assignments, assess learning, and determine whether/how much academic credit is due.

Students must coordinate with the designated individual within their academic department to determine if the internship will be eligible for academic course credit, and what documentation will be required to support award of credit. The nature of the for-credit internship, and the arrangement in place between the UARIZONA and the training site will also influence the availability of one or more types of insurance coverage listed below.

#### PRACTICA and INTERNSHIP DOCUMENTATION

Insurance coverage for university internships for credit may be applicable if there is written approval from the UARIZONA Advisor or UARIZONA Faculty that documents a connection between the training opportunity and the student's academic program curriculum. The UARIZONA recommends that this approval be documented by the UARIZONA Student Intern Work Plan form and include acknowledgement by the student of receipt of this insurance disclosure.

A training affiliation agreement between the UARIZONA and the training site is the preferred method to document an ongoing relationship, and establish the responsibilities of all parties, when the training site does not consider student interns to be employees of their organization.

Affiliation agreements specify which party provides insurance coverage, and the type and extent of that coverage. If there is an expectation that an internship relationship with a training site will be continuing, and the site does not consider interns to be employees of the organization, the academic program should consider formalizing an affiliation agreement with the training organization. Contact Sponsored Projects and Contracting Services or Arizona Health Sciences Contracting for guidance.

If there is no written approval documentation establishing a UARIZONA connection to the internship or training activity as a part of the student's academic program, such as the UARIZONA Student Intern Work Plan form, UARIZONA insurance is NOT APPLICABLE to that activity. In such cases, the student participant assumes all risk of

participation.

#### TYPES OF INSURANCE

Several types of insurance may be applicable to an internship opportunity, but only liability insurance is applicable to Counseling Program students.

General and Professional Liability Insurance. This coverage insures an individual or an organization against claims alleged to be the result of negligent acts or omissions. An intern, acting in the course of their authorized duties, is insured by the State of Arizona for liability claims that allege injury or harm caused by the negligence of the intern. Liability insurance pays for legal counsel to defend that claim, and pays damages awarded to the claimant either through settlement or jury award if the case goes to trial. The statutory insurance program described above covers both general and professional liability.

UARIZONA Risk Management Services (RMS) coordinates university insurance coverage with the State of Arizona, and can assist university departments with coverage questions, and determining which type of insurance is applicable to a particular situation. Contact RMS at 520-621-1790 or [risk@email.arizona.edu](mailto:risk@email.arizona.edu) for assistance.

## Attachment to Site Agreement FOR SITE SUPERVISOR

### It is understood that:

Prior to placement at the site and prior to counseling clients, the student will have met all University requirements to do so.

Students will only complete Site/School Agreements with sites and Site Supervisors who are pre-approved by the Counseling Program Field Placement Coordinator and UARIZONA Faculty Supervisor.

If for any reason during the placement, the student or Site Supervisor has a reason to believe the student is unable to perform essential site functions, that person will notify the University Supervisor immediately.

Students will purchase Professional Liability Insurance and provide a copy to the Site Supervisor and the Field Placement Coordinator, unless otherwise required per Clinical Manual instructions. The copy must include student name, insurance company name, insurance policy number and policy expiration date, and will cover the full term. All these will be entered on the Site/School Agreement.

Students will not act as “students” outside the formal semester begin and end dates. The student may “volunteer” outside the formal semester, without University responsibility and oversight. Liability insurance may not cover volunteer activities.

Students will identify a primary Site/School Supervisor and when available a secondary Site/School Supervisor, one of whom will be on-site or available via telephone at all times when the student is working at the site.

The Site Supervisor and student will not have a dual relationship. Conflicts of interest or the appearance of conflict of interest will be avoided. Any previous/current relationships between supervisors, clients, other employees or the agency and the student will be discussed with the UARIZONA Faculty Supervisor prior to the student’s placement at the site/school.

The Site Supervisor will provide orientation to the site; and weekly supervision, individually or in triad (two students + Site Supervisor); and office space with necessary equipment for the Counseling program student to adequately complete and document client sessions.

**The Site Supervisor will alert the UARIZONA Faculty Supervisor, without delay, regarding any issue the student receives constructive feedback about. That information will be used to facilitate professional growth for that student as well as that student’s peers. When UARIZONA Faculty Supervisors do not know immediately, UARIZONA Faculty Supervisors cannot help immediately.**

Students will have four ongoing counseling clients assigned by the Site Supervisor. When/if a client discontinues participation another client will be immediately assigned. If group therapy is offered clients, the student will facilitate or co-facilitate at least one weekly group.

Students will conduct at least four weekly individual counseling sessions with clients (approximately one-hour in length unless client functioning would indicate shorter sessions are more appropriate for the client).

Students will record some counseling sessions with client written permission. Students will adhere to the limits specified in the signed consent document and will delete the recording within two weeks.

Students will meet weekly with the UARIZONA Faculty Supervisor to review counseling recordings. The student will meet with other students and a UARIZONA Faculty Supervisor weekly for at least 1.5 hours. During the meeting the student may present a recording or conduct a case presentation. All client information will be handled per HIPPA and FERPA confidentiality guidelines by UARIZONA Faculty and students.

Students will work with their clients only on site premises and will never be on-site alone.

Students will not enter client homes unaccompanied by the Site Supervisor or a designated representative.

Students will not transport clients in site vehicles or personal vehicles.

Students will be formally evaluated, mid-term and at end of term, by the Site Supervisor via the evaluation form. Site Supervisors will meet with students to review each evaluation. The students will give the evaluations to the UArizona Faculty Supervisor. The evaluations will be considered by the UARIZONA Faculty Supervisor when giving grades.

Students will keep a weekly log reflecting all actual hours and type of counseling activities performed. The Site Supervisor and UARIZONA Faculty Supervisor will review and initial the log. Log hours will not predate the Site/School Agreement.

The UARIZONA Faculty Supervisor will be available to the student and Agency Supervisors for consultation regarding the placement experience during the academic term.

*Counseling Program (Main Campus)*  
Department of Disability and Psychoeducational Studies  
College of Education P.O. Box 210069 Tucson, AZ 85721  
**FORM A1: SCHOOL SITE AGREEMENT (11 pages)**

Semester: \_\_\_\_\_ Year: \_\_\_\_\_

100-Hour Practicum     Internship: Hours: \_\_\_\_\_

**Student Name:** \_\_\_\_\_

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2. All students completing credit-based experiential learning must ask their site hosts to complete the Assessment of Recommended COVID-19 Workplace Risk Management Protocol for Credit-bearing Experiential Learning (pg. 32).
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4. Off-campus, and practical on-campus experiential learning in units not governed by RII protocols because the student duties are not research-based, may be authorized by the academic unit of the student upon evaluation of a completed Assessment of Recommended COVID-19 Workplace Risk Management Protocol for Credit-bearing Experiential Learning completed and signed by the host institution supervisor and the student. In the case that the experiential learning is an internship, the student should also complete the University's Internship Work Plan and Disclosure on Insurance Coverage for University Internships for Credit.

This guidance will be re-evaluated on an ongoing basis, based on current COVID-19 conditions.

**Assessment of Recommended COVID-19  
Workplace Risk Management Protocols for  
Credit-bearing Experiential Learning Activities**  
(Version 1. Issued 6/10/2020)

This Assessment of Recommended COVID-19 Workplace Risk Management Protocol is to be completed by the Host Institution Supervisor, when the student is seeking credit-bearing experiential learning beginning as of the issue date of this document, or later. The submission of this form does not guarantee the student to receive academic credit for the experience, as the academic unit may have additional requirements set forth by their department.

This form documents an expectation for COVID-19 risk management during the Student’s experience at the Host Institution. Expectations for COVID-19 risk management measures may be updated or revised based on federal, state, or local public health guidelines and mandates. Note that the Host Institution Supervisor should indicate for each measure Yes, No, or N/A (not applicable to the role).

**Student and Host Institution Information**

Student name:

Student email:

Host Institution:

Host Institution Supervisor:

Host Institution Supervisor email:

**Does the proposed experiential learning experience include in-person activities?**

- YES – if yes, the Host Institution Supervisor shall initial this line and complete the following expectation table before signing the document
- NO – if no, and when the experience is fully remote and will NOT include any in-person activities, the following assessment is not required. Initial here and sign the document.

Expectation of measures to be taken by the Host Institution and Student	Site Sup Yes	Site Sup No	Site Sup N/A
1. The Host Institution will share with the student its COVID-19 related safety guidance, including any obligation or expectation about COVID-19 testing or contact tracing and will provide training to the Student regarding the Host Institution’s policies and procedures related to COVID-19. The Student will be supported and expected to follow guidance provided by the host institution, University, and/or Centers for Disease Control and Prevention (CDC), whichever is more protective.			



2. The Student will be supported and expected to practice physical distancing by maximizing physical distance (no less than 6 ft.) between personnel or public. Maximum occupancy in facilities will be determined by measures of physical distancing (e.g., 6 ft).			
3. The Student will be supported and expected to not attend gatherings of more than 10 people.			
4. The Student will be supported and expected to wash their hands immediately before and after their time at the facility, and regularly while at the facility, following CDC guidelines <a href="https://www.cdc.gov/handwashing/when-how-handwashing.html">https://www.cdc.gov/handwashing/when-how-handwashing.html</a>			
5. The Student will be supported and expected to wear a face covering when indoors except when working alone in a private office or private vehicle. If the Student is using a reusable mask, the mask needs to be cleaned every day for next-day use, following CDC guidelines.			
6. Workspaces (office desks, lab benches, biosafety cabinet work surfaces, etc.) and common touchpoint surfaces (keyboards, door handles, touchscreens, chairs, etc.) will be disinfected by team members, including the Student, before and after each use and daily, following CDC guidelines.			
7. To the extent necessary for the job being performed, the Student will be supported and expected to wear gloves or other PPE.			
8. Students will NOT provide service to individuals with known COVID-19 or, in the case of clinical placements, for patients with symptoms ( <a href="https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html">https://www.cdc.gov/coronavirus/2019-ncov/symptoms-testing/symptoms.html</a> ) that may be due to COVID-19			
9. If the Student feels ill or displays any COVID-19 symptoms, they will be supported and expected to stay home, suspend all on-site activities and continue to self-monitor for COVID-19 symptoms for at least 14 days.			

If the answer to any of the measures described above are **No** or **N/A** – please provide additional details and/or context. In the case of a **No** answer to item 2 or any other item, confirm whether this is clinical placement or student teaching placement that may qualify for an exemption.

**By signing this document as the Host Institution Supervisor for a student earning University of Arizona academic credit, I attest:**

**1. I received specific training and assessment in personal protective equipment use and safety precautions in the context of the current COVID-19 pandemic.**

**2. That my answers are true to the best of my ability and agree to maintain COVID-19 risk management measures as described above.**

---

Host Institution Supervisor Name, Signature, Date

**By signing below, I attest and acknowledge**

**1. I received specific training and assessment in personal protective equipment use and safety precautions in the context of the current COVID-19 pandemic.**

**2. That my answers are true to the best of my ability and agree to maintain COVID-19 risk management measures as described above.**

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Student Name, Signature, Date

In the case that the academic credit requested is for an internship [house numbered -93 course per the University catalog], this is an addendum to the Internship Work Plan and Disclosure of Insurance Coverage for University Internships for Credit

<https://www.registrar.arizona.edu/sites/registrar.arizona.edu/files/forms/Internship%20Work%20Plan%20Form%20-%20Fillable%20June%202019.pdf>

## Student Information

First Name: \_\_\_\_\_ Last Name: \_\_\_\_\_

Student Address: \_\_\_\_\_

Student ID Number: \_\_\_\_\_ Phone: \_\_\_\_\_ Email: \_\_\_\_\_ @email.arizona.edu

International Student:  Yes  No

International students may be required to apply for and receive work authorization approval from International Student Services (ISS) before participating in an internship. More information can be found on the ISS website under F-1 Student Employment or J-1 Academic Training pages.

Please note that all contact hours counted toward placement credit must occur during the official dates of the UARIZONA term for which credit is requested. Verify term dates at Date and Deadlines page of registrar.arizona.edu.

Start Date: \_\_\_\_\_ End Date: \_\_\_\_\_

Duration (# of Weeks): \_\_\_\_\_ Days AND Hours at Site: \_\_\_\_\_

**Student Professional Liability Insurance:** (covers FULL semester) **ATTACH POLICY EACH SEMESTER**

Company: \_\_\_\_\_ Policy #: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

**Level One Fingerprint Clearance Card:** (covers FULL semester) **ATTACH FRONT CARD COPY EACH SEMESTER**

Issuer: \_\_\_\_\_ Card #: \_\_\_\_\_ Expiration Date: \_\_\_\_\_

## School & Supervisor Information

School Name: \_\_\_\_\_

School Physical Address, City, State, Zip Code: \_\_\_\_\_

Mailing Address (if different) City, State, Zip Code: \_\_\_\_\_

Principal: \_\_\_\_\_ Email: \_\_\_\_\_

Site Supervisor: \_\_\_\_\_ Email: \_\_\_\_\_ Phone: \_\_\_\_\_

Back-Up Supervisor (if applicable): \_\_\_\_\_

## Student Placement

### Student Justification of Site

**Purpose Statement:** Practicum and Internship are among the most important professional preparation activities in which students participate. They are requirements based on the accreditation standards established by the Council for Accreditation of Counseling and Related Education programs (CACREP). The objective of clinical practice coursework is to provide me with an opportunity to develop counseling skills through clinical experience, reflection, and supervision. Endorsing the scholar-practitioner model of graduate training in counseling, the clinical coursework in the University of Arizona Counseling Program is a blend of academic and applied learning alongside structured supervision. This placement will emphasize ethical decision-making, including federally-mandated HIPPA law and its guidelines; the most recent American Counseling Association (ACA) Code of Ethics, Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics, American Mental Health Counselors Association (AMHCA) Code of Ethics, and American School Counseling Association (ASCA) Code of Ethics.

**Long-Term Goals:** Identify 1-3 goals about what you want to gain from the field experience. Long-term goals are the overarching goals. Learning objectives and activities (see below) are the steps you take to the long-term goals.

1. **EXAMPLE:** Apply counseling theory to direct practice because rehabilitation, mental health, and school counseling are key to community health and welfare.

2.

3.

4.

Student and Site Supervisor develop learning objectives and activities that fulfill the long-term goal(s).

<b>Learning Objectives (Minimum of three)</b>	<b>Proposed Activities (Three to five activities per objective)</b>
<b>EXAMPLE:</b> Research and describe the following: what walkability means; tools for measuring walkability; and existing reports on Tucson's walkability	<b>EXAMPLE:</b> <ul style="list-style-type: none"> <li>• Conduct a literature review to understand walkability and the impact of built environments on the public's health</li> <li>• Review tools for measuring walkability</li> <li>• Review factors and policy that are unique to Tucson's built/walkable environment</li> <li>• Prepare and deliver a presentation on my findings for my internship agency</li> </ul>


<b>Student Placement Status</b>	MA Counseling Program Student Intern Circle one for hours: 100, 300, 600
<b>Minimum Qualifications</b>	<b>For Practicum, successful completion of:</b> Counseling Theory Counseling Skills and Techniques Either Principles in Rehabilitation or Introduction to School Counseling Group Counseling taken prior to or concurrent with Practicum <b>For Internship, successful completion of:</b> Practicum Completed coursework (or maximum one course remaining)
<b>Training Plans (for example, orientation to site and responsibilities)</b>	Completed and signed School Site Agreement Site orientation Tasks and responsibilities orientation Schedule determination Supervision schedule Documentation/Health record training
<b>Intern Requirements</b>	Successfully complete designated hours within designated semester Complete and download signed placement forms into D2L (e.g., Site Agreement, Hours Log, Evaluations, Consent to treat and record)
<b>Possible Risks</b>	Student will receive the following supports: 1 hour of site supervision per week 1 hour UARIZONA Faculty supervision per week 1.5 hours group University supervision per week
<b>Other</b>	

**SIGNATURES**

*By signing this document as the site supervisor for an intern earning University of Arizona academic credit, I understand that the Site Agreement outlines mutually agreed upon activities that the student will be responsible for fulfilling and which the site will be responsible for providing as part of the field experience. Site Agreement changes are a normal part of any placement, and are permissible as long as the activities continue to have a relevant learning focus and all parties agree to the changes.*

SCHOOL SUPERVISOR SIGNATURE & DATE: \_\_\_\_\_

SCHOOL PRINCIPAL SIGNATURE & DATE: \_\_\_\_\_

*By signing this document, I understand I am responsible for fulfilling the proposed site activities in addition to all assigned coursework in order to earn academic credit for this placement experience. I acknowledge that I have reviewed and understand the University of Arizona Risk Management Disclosure: Insurance Coverage for University Internships for Credit (pages 5-6 of this document).*

UARIZONA STUDENT SIGNATURE & DATE: \_\_\_\_\_

**University Supervisor Notes:**

UARIZONA FACULTY SIGNATURE & DATE: \_\_\_\_\_

## **RISK MANAGEMENT SERVICES**

University Services Annex 300B  
220 W Sixth St., East Building 2nd Floor PO Box 210300  
Tucson, Arizona 85721-0300  
Ofc: (520) 621-1790  
Fax: (520) 621-3706  
<http://risk.arizona.edu/>

### **DISCLOSURE: INSURANCE COVERAGE FOR UNIVERSITY INTERNSHIPS FOR CREDIT**

#### INTRODUCTION

This document is prepared to provide guidance to students and academic programs regarding the types of insurance coverage available to students enrolled in university internship opportunities. The University of Arizona participates in a statutory program of insurance administered by the Arizona Department of Administration, Risk Management Division, as authorized in Arizona Revised Statutes §41-621 et seq. Insurance coverage described herein is governed by the provisions outlined in this statutory insurance program.

#### WHAT ARE PRACTICA and INTERNSHIPS?

An internship is a guided learning experience offered by an organization with the student's academic program and preparation for future employment in mind. An internship is a temporary practical assignment, usually lasting only 1-2 academic terms, with no guarantee of ongoing or future employment. To award credit for placements, academic departments require academic assignments, assess learning, and determine whether/how much academic credit is due.

Students must coordinate with the designated individual within their academic department to determine if the internship will be eligible for academic course credit, and what documentation will be required to support award of credit. The nature of the for-credit internship, and the arrangement in place between the UARIZONA and the training site will also influence the availability of one or more types of insurance coverage listed below.

#### PRACTICA and INTERNSHIP DOCUMENTATION

Insurance coverage for university internships for credit may be applicable if there is written approval from the UARIZONA Advisor or UARIZONA Faculty that documents a connection between the training opportunity and the student's academic program curriculum. The University of Arizona recommends that this approval be documented by the UARIZONA Student Intern Work Plan form and include acknowledgement by the student of receipt of this insurance disclosure.

A training affiliation agreement between the UARIZONA and the training site is the preferred method to document an ongoing relationship, and establish the responsibilities of all parties, when the training site does not consider student interns to be employees of their organization.

Affiliation agreements specify which party provides insurance coverage, and the type and extent of that coverage. If there is an expectation that an internship relationship with a training site will be continuing, and the site does not consider interns to be employees of the organization, the academic program should consider formalizing an affiliation agreement with the training organization. Contact Sponsored Projects and Contracting Services or Arizona Health Sciences Contracting for guidance.

If there is no written approval documentation establishing a UARIZONA connection to the internship or training activity as a part of the student's academic program, such as the UARIZONA Student Intern Work Plan form,

UARIZONA insurance is NOT APPLICABLE to that activity. In such cases, the student participant assumes all risk of participation.

#### TYPES OF INSURANCE

Several types of insurance may be applicable to an internship opportunity, but only liability insurance is applicable to Counseling Program students.

General and Professional Liability Insurance. This coverage insures an individual or an organization against claims alleged to be the result of negligent acts or omissions. An intern, acting in the course of their authorized duties, is insured by the State of Arizona for liability claims that allege injury or harm caused by the negligence of the intern. Liability insurance pays for legal counsel to defend that claim, and pays damages awarded to the claimant either through settlement or jury award if the case goes to trial. The statutory insurance program described above covers both general and professional liability.

UARIZONA Risk Management Services (RMS) coordinates university insurance coverage with the State of Arizona, and can assist university departments with coverage questions, and determining which type of insurance is applicable to a particular situation. Contact RMS at 520-621-1790 or [risk@email.arizona.edu](mailto:risk@email.arizona.edu) for assistance.



## Attachment to School Site Counseling Contract

### FOR SITE SUPERVISOR

#### It is understood that:

Prior to placement at the site and prior to counseling students, the Counseling student will have met all University requirements to do so.

Students will only complete School Agreements with sites and Site Supervisors who are pre-approved by the Counseling Program Field Placement Coordinator and UARIZONA Faculty Supervisor.

If for any reason during the placement, the student or Site Supervisor has a reason to believe the student is unable to perform essential site functions, that person will notify the UARIZONA Supervisor immediately.

Students will purchase Professional Liability Insurance and provide a copy to the Site Supervisor and the Field Placement Coordinator, unless otherwise required per Clinical Manual instructions. The copy must include student name, insurance company name, insurance policy number and policy expiration date. All these will be entered on the School Agreement.

Students will not act as "students" outside the formal semester begin and end dates. The student may "volunteer" outside the formal semester, without University responsibility and oversight. Liability insurance may not cover volunteer activities.

Students will identify a primary School Supervisor and when available a secondary School Supervisor, one of whom will be on-site or available via telephone at all times when the student is working at the site.

The Site Supervisor and Counseling student will not have a dual relationship. Conflicts of interest or the appearance of conflict of interest will be avoided. Any previous/current relationships between supervisors, students, other employees or the agency and the student will be discussed with the UARIZONA Faculty Supervisor prior to the student's placement at the school.

The Site Supervisor will provide orientation to the site; weekly supervision, individually or in triad (two students + Site Supervisor; and office space with necessary equipment for the Counseling program student to adequately complete and document student sessions.

The Site Supervisor will alert the University Faculty Supervisor, **without delay**, regarding any issue the student receives constructive feedback about. That information will be used to facilitate professional growth for that student as well as that student's peers. When UARIZONA Faculty Supervisors do not know immediately, UARIZONA Faculty Supervisors cannot immediately help.

Counseling students will have four ongoing students assigned by the Site Supervisor. When/if a student discontinues participating, another student will be assigned. If group therapy is offered students, the Counseling student will facilitate or co-facilitate at least one weekly group.

Counseling students will conduct at least four weekly individual counseling sessions with service recipients (approximately one-hour in length unless service recipient functioning would indicate shorter sessions are more appropriate for the service recipient).

Counseling students will record some counseling sessions with service recipient written permission. Students will adhere to the limits specified in the signed consent document and will delete the recording within two weeks.

Counseling students will meet weekly with the UARIZONA Faculty Supervisor to review counseling recordings. The student will meet with other students and a UARIZONA Faculty Supervisor weekly for at least 1.5 hours. During the meeting, the student may present a recording or conduct a case presentation. All service recipient information will be handled per HIPPA and FERPA confidentiality guidelines by UARIZONA Faculty Supervisors and UARIZONA students.

Counseling students will work with service recipients only on premises and will never be alone at the site.

Counseling students will not enter service recipient homes unaccompanied by the Site Supervisor or a designated representative. Counseling students will not transport students in personal or school vehicles.

Counseling students will be formally evaluated, mid-term and at end of term, by the Site Supervisor via the evaluation form. Site Supervisors will meet with students to review each evaluation. Counseling students will give the evaluations to the UARIZONA Faculty Supervisor. The evaluations will be considered by the UARIZONA Faculty Supervisor when giving grades.

Counseling students will keep a weekly log reflecting all actual hours and type of counseling activities performed. The Site Supervisor and UARIZONA Faculty Supervisor will review and initial the log. Log hours will not predate the School Agreement.

The UARIZONA Faculty Supervisor will be available to the Counseling student and Agency Supervisors for consultation regarding the placement experience during the academic term.

**University of Arizona**  
**Counseling Program**  
Department of Disability and Psychoeducational Studies  
College of Education, P. O. Box 210069  
Tucson, Az., 85721

**FORM B: CLIENT CONSENT**

Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Site: \_\_\_\_\_

Practicum     Internship: Hours: \_\_\_\_\_     Check Box if Federal RSA Grant Practicum

University Counselor-in-Training will read this form in its entirety to clients. When counseling minors in school settings, the University counselor-in-Training will read and sign the "Minor Child in School Recording Consent Form".

You have been referred to: \_\_\_\_\_ for the purpose(s) of \_\_\_\_\_  
University Counselor-in-Training

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**GUIDING PRINCIPLES**

You can expect the following from me, your University Counselor-in-Training:

1. I believe people have the ability to address any issue and work toward meeting personal goals.
2. I will help you by listening carefully to you and by helping you listen better to yourself.
3. I will not judge you or tell you what to do. I will collaborate with you in a safe environment.
4. I will help you explore ways to reach your personal goals.

**CONFIDENTIALITY**

I will review the content of some of our sessions with my University Faculty Supervisor for the purposes of improving my counseling skills in individual supervision or in small group sessions. Everyone who hears the information is bound by the same legal obligations I am bound by. No information identifying you will be shared during supervision sessions.

All personal information is confidential and maintained at this agency UNLESS:

1. You give your WRITTEN permission to release SPECIFIC information to a person, agency, or other group.
2. You say you intend to willfully harm yourself or someone else.
3. You say you intend to harm or are harming a child, elderly person, or any other person.
4. You violate any agency agreements or contracts you are required to meet while you receive services from this agency.
5. You are on probation, on parole, under court order, or facing pending court action. I may be legally obligated to share information with anyone supervising or assisting you in those capacities while you fulfill your legal responsibilities.

**RECORDINGS**

With your permission, I will record some of our sessions with the intent of improving my counseling skills. The recordings will not include information identifying you, such as your full name. Please initial below if you consent to the recording of some of our sessions.

\_\_\_\_\_ I consent to be recorded. I may revoke my consent in writing at any time except to the extent that action has been taken thereon. I understand the recordings of the sessions will be uploaded to a secure site where they will be automatically deleted three (3) years later. I release The University of Arizona and its undersigned representative, acting under the authority of The University of Arizona, from any and all claims arising out of such taping and recording for supervision purposes only, as is authorized by The University of Arizona.

\_\_\_\_\_ I decline to be recorded.

Client Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Legal Guardian/Legal Representative Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Counselor-in-Training Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**FORMA B1: CONSENTIMIENTO DEL CLIENTE**

Semestre: \_\_\_\_\_ Año: \_\_\_\_\_

Sitio: \_\_\_\_\_

Practicum

Interno:  Horas: \_\_\_\_\_ Marque si es colocación por Beca Federal RSA

El Consejero en-Entrenamiento del (PMC), deberá leer esta forma en su totalidad a los clientes. Para menores de edad que estén dentro del sistema escolar el Consejero en-Entrenamiento deberá leer y firmar la forma de "Consentimiento para Grabar a Menores de Edad".

Usted ha sido designado a: \_\_\_\_\_ para el propósito de \_\_\_\_\_.  
Consejero en-Entrenamiento

**PRINCIPIOS FUNDAMENTALES**

La filosofía del Consejero en-Entrenamiento:

1. Creo que la persona tiene la capacidad de afrontar cualquier problema y la capacidad de trabajar para alcanzar sus metas.
2. Le ayudare escuchando atentamente. Le ayudare a escucharse a usted mismo.
3. No le juzgare, ni le diré lo que debe hacer. Le ayudare a que se encuentre en un ambiente seguro.
4. Le ayudare a que explore maneras de como alcanzar sus metas.

**CONFIDENCIALIDAD**

Yo voy a repasar el contenido de algunas de nuestras sesiones con mi supervisor, Profesor de la Universidad, con el propósito de mejorar mis habilidades en consejería, bajo supervisión individual o en sesiones en grupos pequeños. Todos aquellos que escuchen el contenido, están vinculados legalmente. Ninguna información que lo identifique a usted, será compartida durante los repasos bajo supervisión.

Toda la información personal es confidencial y resguardada en esta agencia A MENOS QUE:

1. Usted de, POR ESCRITO, permiso de comunicar información ESPECIFICA, a alguna persona, agencia, u otro grupo.
2. Usted haya dicho que intenta lastimarse, o a alguien más.
3. Usted haya dicho que intenta lastimar o está lastimando a un menor, a una persona envejeciente o a alguien más.
4. Usted ha violado los acuerdos cuando estaba (o está recibiendo) servicios de esta u otra agencia.
5. Usted está en libertad condicional, bajo orden judicial, o bajo acción judicial pendiente. El estudiante universitario en entrenamiento está obligado legalmente a compartir información con cualquier persona que le esté supervisando o asistiendo a usted mientras cumple con sus responsabilidades legales.

**GRABACIONES**

Con su autorización, yo voy a grabar algunas de nuestras sesiones con el propósito de mejorar mis habilidades de consejero. Las grabaciones no incluyen sus datos personales que lo identifica a usted (como su nombre completo). Por favor, marque con sus iniciales en el casillero, autorizando grabar algunas de nuestras sesiones.

\_\_\_\_ Consiento para ser grabado. Y puedo revocar mi consentimiento por escrito en cualquier momento excepto cuando se hayan adoptado las medidas. Yo entiendo que las grabaciones serán cargadas a un sitio seguro donde automáticamente serán destruidas en tres (3) años. Yo absuelvo a la Universidad de Arizona y a al representante abajo firmante, actuando bajo la autoridad de la Universidad de Arizona, de cualquier reclamación que surja de estas grabaciones hechas únicamente con el propósito de supervisión, como está autorizado por la Universidad de Arizona.

\_\_\_\_ No consiento para ser grabado.

Firma del Cliente: \_\_\_\_\_

Fecha: \_\_\_\_\_

Firma del Guardián Legal/Representante Legal: \_\_\_\_\_

Fecha: \_\_\_\_\_

Firma del Estudiante Universitario-en-Entrenamiento: \_\_\_\_\_

Fecha: \_\_\_\_\_



University of Arizona  
**Counseling Program**  
 Department of Disability and Psychoeducational Studies College of Education  
 P.O. Box 210069 Tucson, AZ 85721-0069

**FORM C2: School Counseling Activity Log**

Semester: \_\_\_\_\_ Year: \_\_\_\_\_  
 100-Hour Practicum     Internship: Hours: \_\_\_\_\_

Student: \_\_\_\_\_ School: \_\_\_\_\_ Supervisor: \_\_\_\_\_

**DIRECTIONS:**

1. Record the dates of each week at the site where indicated.
2. Record the total number of hours per week for each activity under the appropriate column.
3. Total the number of hours for the week and indicate at the bottom of each column in the weekly totals row.
4. At the end of the month, total the hours spent in each activity by adding the hours across each activity and indicate the total in the monthly totals column. Carry over last month's total, add it to this month's total, and indicate in the cumulative total column.
5. Get your site supervisor's signature. Make a copy of this form for your records, and submit it to your university supervisor to keep in your permanent file.

ACTIVITIES	* Examples	Week 1 From: To:	Week 2 From: To:	Week 3 From: To:	Week 4 From: To:	Monthly Totals	Cum Total
Administrative	Clerical, scheduling						
Individual Student Planning	<b>Individual counseling, academic advising</b>						
Responsive Services	<b>Family consultation, Agency referral, Group counseling</b>						
School Guidance curriculum	Lesson planning/prep <b>Classroom guidance lessons</b>						
System Support	Conferences, workshops, <b>504/IEP meetings, etc.</b>						
Site Supervision							
University Supervision							
Other							
<b>Weekly TOTALS</b> <i>(add each column)</i>							

\*items in bold count toward direct contact hours

Student's Signature \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor's Signature \_\_\_\_\_ Date \_\_\_\_\_

University Faculty Signature \_\_\_\_\_ Date \_\_\_\_\_

**FORM D: SITE & FACULTY SUPERVISOR EVALUATION OF STUDENT**

(Mid-Term & Semester's End)

Semester:                      Year:

Student:    Supervisor Name:

**1 = Unacceptable   2 = Marginally Acceptable   3 = Acceptable   4 = Very Good   5 = Superior   N/A = Not applicable**

<p>1. Professionalism</p> <ul style="list-style-type: none"> <li>a. Demonstrated integrity (honesty, personal responsibility)</li> <li>b. Comportment was professional (conduct, appearance, communication)</li> <li>c. Accountable and reliable</li> <li>d. Safeguarded welfare of others</li> <li>e. Participated in consultations reflecting principles &amp; competencies (prevention, education, diagnosis, treatment, referrals) across the service continuum.</li> <li>f. Emerging professional identity</li> </ul>	<p style="text-align: right;">1   2   3   4   5   N/A</p> <p>Note:</p>
<p>2. Cultural Competence</p> <ul style="list-style-type: none"> <li>a. Applied "self" and "other" knowledge to inform equity and power; viewed treatment provision through social, political, economic lenses to determine their impact client/service recipient recovery</li> <li>b. Applied individual and cultural context (ICD; gender, age; disability, SES) in assessment, treatment, consultation</li> <li>c. Effectively advocated and/or facilitated client/service recipient self-advocacy to promote client/service recipient function</li> </ul>	<p style="text-align: right;">1   2   3   4   5   N/A</p> <p>Note:</p>
<p>3. Ethical and Legal Standards and Agency Policy</p> <ul style="list-style-type: none"> <li>a. Demonstrated basic knowledge of ethical/legal/professional codes and ethical decision making;</li> <li>b. Understood the importance of ethical decision making in professional practice</li> <li>c. Displayed ethical attitudes and values</li> <li>d. Recognized own limitations and sought supervision as indicated</li> <li>e. Followed agency policies (time away, crises, subpoena)</li> </ul>	<p style="text-align: right;">1   2   3   4   5   N/A</p> <p>Note:</p>
<p>4. Reflective Practice/Self-Assessment/Self-Care</p> <ul style="list-style-type: none"> <li>a. Was mindful and self-aware</li> <li>b. Displayed reflectivity regarding effective professional practice (reflection-on-action)</li> <li>c. Engaged in self-assessment re core competencies</li> <li>d. Understands importance of self-care in effective practice, and practices self-care</li> <li>e. Straightforward, transparent, and respectful re feedback in supervisory relationship</li> </ul>	<p style="text-align: right;">1   2   3   4   5   N/A</p> <p>Note:</p>
<p>5. Interpersonal</p> <ul style="list-style-type: none"> <li>a. Formed productive and respectful relationships with clients/service recipients, peers/colleagues, supervisors, other professionals, and community members</li> <li>b. Affective skills. Negotiated differences and handled conflict satisfactorily; provided effective feedback and received it non-defensively</li> <li>c. Expressive skills. Clear, succinct, and professional verbal, nonverbal, and written communication</li> </ul>	<p style="text-align: right;">1   2   3   4   5   N/A</p> <p>Note:</p>
<p>6. Knowledge and Skills</p> <ul style="list-style-type: none"> <li>a. Completed documentation as trained and within timeline expectations</li> <li>b. Proactively and creatively integrated client/service recipient preferences with theory, EBPs, and consultations into assessment and intervention</li> <li>c. Provided effective assessment and counseling interventions (intake interview, mental status and suicide risk, service and discharge planning, 1:1, group)</li> <li>d. Increasingly and independently applied theories and resources to treatment, and gathered systematic data to inform treatment decision-making and progress evaluation</li> </ul>	<p style="text-align: right;">1   2   3   4   5   N/A</p> <p>Note:</p>

Supervisor **Signature** and **Date**

**University of Arizona  
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**FORM E: STUDENT EVALUATION of SITE SUPERVISOR & SITE**

Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Practicum     Internship: Hours: \_\_\_\_\_     Check if Federal RSA Grant Placement

**Student:**

**Site:**

**Site Supervisor:**

Your specific feedback helps determine which sites provide successful supervisory learning environments and processes.

<p>(a) The most valuable part(s) of supervision that the Site Supervisor provided was/were ....</p>  <p>(b) Some suggestions for the Site Supervisor to increase my learning experience would be....</p>
--

**1 = Strongly Disagree    2 = Disagree    3 = Agree    4 = Strongly Agree**

<b>The Site Supervisor ...</b>	<b>Rating</b>
Assigned a back-up supervisor, provided office space, and oriented me to the site.	N/A 1 2 3 4
Ensured the site was safe and secure, and I was never left alone at the site.	N/A 1 2 3 4
Scheduled and consistently completed supervision (rescheduled with sufficient notice).	N/A 1 2 3 4
Discussed the definition, purpose, role, and function of supervision, and what practices and processes undergird effective and ethical supervision.	N/A 1 2 3 4
Clearly outlined and reviewed a plan that included mutual responsibilities, goals, and objectives.	N/A 1 2 3 4
Articulated a supervision model congruent with my skill level and interpersonal style at the start to promote my professional development and support increased independence.	N/A 1 2 3 4
Initiated a discussion about power, privilege, culture, gender, and ethnicity (toward me and my clients/service recipients) as well as how to effectively use our similarities and differences.	N/A 1 2 3 4
Provided timely, balanced, objective, and descriptive feedback to improve my counseling skills.	N/A 1 2 3 4
Evaluated my counseling skills, including changes in me, and my clients/service recipients.	N/A 1 2 3 4
Addressed unique issues, trends, or areas requiring increased awareness (areas of inexperience, discomfort, or avoidance; critical thinking, problem-solving) to promote my professional development and self-analysis.	N/A 1 2 3 4
Provided assistance, information, and demonstrated techniques as needed or requested.	N/A 1 2 3 4
Created a supportive learning environment (empathy, respect for my unique qualities, honest and kind communication, encouragement, concern for my role as student) and did not insinuate I should imitate her or his methods.	N/A 1 2 3 4
Modeled professional and interpersonal behaviors to facilitate my knowledge of effective and efficient professional interactions in a variety of contexts (individual, group [includes classroom], couple, family therapies; individual and group supervision; clients/service recipients and their supports, community service providers, agency staff regardless of position).	N/A 1 2 3 4
Demonstrated knowledge of supervisory ethical and legal issues (includes appropriate boundaries).	N/A 1 2 3 4
Made recommendations for my future development as a counselor.	N/A 1 2 3 4
I recommend this site for future students. Explain scores of 1 and 2 below.	

**Comments:**

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**FORM F: STUDENT EVALUATION of FACULTY SUPERVISOR**

Semester: \_\_\_\_\_ Year: \_\_\_\_\_

Practicum     Internship: Hours: \_\_\_\_\_     Check if Federal RSA Grant Placement

**Student:**

**Faculty Supervisor:**

Your specific feedback helps determine which sites provide successful supervisory learning environments and processes.

<p>(a) The most valuable part(s) of supervision that the Faculty Supervisor provided was/were ....</p>  <p>(b) Some suggestions for the Faculty Supervisor to increase my learning experience would be....</p>
--

**1 = Strongly Disagree    2 = Disagree    3 = Agree    4 = Strongly Agree**

<b>The Faculty Supervisor ...</b>	<b>Rating</b>
Scheduled and consistently kept supervision appointments (rescheduled with adequate notice).	N/A 1 2 3 4
Discussed the definition, purpose, role, and function of supervision, and what practices and processes undergird effective and ethical supervision.	N/A 1 2 3 4
Clearly outlined and reviewed a plan that included mutual responsibilities, goals, and objectives.	N/A 1 2 3 4
Articulated a supervision model congruent with my skill level and interpersonal style at the start to promote my professional development and support increased independence.	N/A 1 2 3 4
Initiated a discussion about power, privilege, culture, gender, and ethnicity (toward me and my clients/service recipients) as well as how to effectively use our similarities and differences.	N/A 1 2 3 4
Provided timely, balanced, objective, and descriptive feedback to improve my counseling skills.	N/A 1 2 3 4
Evaluated my counseling skills, including changes in me, and my clients/service recipients.	N/A 1 2 3 4
Addressed unique issues, trends, or areas requiring increased awareness (areas of inexperience, discomfort, or avoidance; critical thinking, problem-solving) to promote my professional development and self-analysis	N/A 1 2 3 4
Provided assistance, information, and demonstrated techniques as needed or requested.	N/A 1 2 3 4
Created a supportive learning environment (empathy, respect for my unique qualities, honest and kind encouragement, concern for my role as student) and did not insinuate I should imitate her or his methods.	N/A 1 2 3 4
Modeled professional and interpersonal behaviors and skills to facilitate my knowledge of effective and efficient professional skills in a variety of contexts (therapeutic modalities; individual and group supervision; clients/service recipients and their supports, community service providers, agency staff regardless of position).	N/A 1 2 3 4
Demonstrated knowledge of supervisory ethical and legal issues (includes appropriate boundaries).	N/A 1 2 3 4
Made recommendations for my future development as a counselor.	N/A 1 2 3 4

**Comments**



