



M.A. Degree in Counseling Program

Clinical Practice Manual 2017-2018

Practicum SERP 594

Internship SERP 593

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Part I: Introduction

Purpose of the Manual

The purpose of the Clinical Practice Manual is to provide information about the context, objectives, activities, and responsibilities of the clinical practice component of the Counseling Program curriculum at The University of Arizona. The guidelines in this Manual are intended to be flexible because clinical practice situations may differ, yet not so flexible that the integrity of the clinical experience is compromised. Differences can be due to the uniqueness of each student, each agency setting, each agency supervisor and each client. Nevertheless, this Manual will provide specific guidelines, expectations, and procedures to ensure consistency and structure to Practicum and Internship clinical experiences. Additional clarification can be provided by the assigned Practicum or Internship University Faculty Supervisor.

Supervised Clinical Practice Coursework

Supervised clinical practice coursework includes Practicum and Internship, and is one of the most important professional preparation activities in which students participate. Practicum is a 100-hour clinical experience, while Internship is a 600-hour clinical experience. Students complete one or two Practicum courses, depending on specialization, and one 600-hour Internship. The objective of clinical practice coursework is to provide students 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 Counseling Program at The University of Arizona is a blend of academic and applied learning along with structured supervision.

The requirements for Practicum and Internship are based on the accreditation standards established by the Council for Accreditation of Counseling and Related Education programs (CACREP). Practicum and Internship must be completed under the supervision of an experienced Site Supervisor. 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; and is trained in counseling supervision. Students are also supervised by a University Faculty Supervisor assigned to the Practicum or Internship course, or supervised by a doctoral student working under the supervision of a University Faculty member.

The Counseling Program emphasizes ethical decision-making skills. During Practicum and Internship, students adhere to relevant legal and ethical standards, including 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. In addition, the federally-mandated HIPPA law and its guidelines must be adhered to in an ethical manner. An ethic code violation may result in a student's expulsion from the Counseling Program.

When in doubt, a Counseling Program student will seek guidance from the Site Supervisor and/or the University Faculty Supervisor, not a peer.

When the Site Supervisor has a question, Counseling Program students will refer them to the University Faculty supervisor.

Mental Health, Rehabilitation, and School Counseling Defined

Mental Health Counseling

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

- Assessment and diagnosis
- Psychotherapy
- Treatment planning
- Utilization Review (UR) in agencies without medical personnel
- Brief and solution-focused therapies for individuals [adult and birth to 18], families, couples, groups
- Licit and illicit substance abuse treatment
- Treatment evaluation and research
- Referral and consultation services among multiple disciplines for integrated care
- Psychoeducational and prevention programs
- Crisis Management

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

Rehabilitation Counseling

Rehabilitation counselors assist individuals with addressing physical, mental, developmental, cognitive, and emotional disabilities in order to achieve their 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 full range of services, including:

- Assessment and appraisal
- Diagnosis and treatment planning
- Vocational counseling
- Individual and group counseling interventions focused on facilitating adjustments to the medical and psychosocial impact of disability
- Case management, referral, and service coordination
- Utilization Review (UR) in agencies without medical personnel
- Program development and evaluation, research, and implementation 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

For additional information: Commission on Rehabilitation Counselor Certification (CRCC) <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

For additional information: *American School Counseling Association (ASCA)* at <http://www.schoolcounselor.org/>

Part II: Policies and Procedures

Securing a Clinical Site

Practicum and Internship are excellent opportunities for students to gain experience working within a diverse spectrum of clinical settings. Students are strongly encouraged to regularly discuss potential placement sites with the Ms. Camelia Shaheed (camysmarvel@email.arizona.edu), the Clinical Placement Coordinator as well as with Counseling Program Faculty and fellow students as they progress through the Counseling Program. To promote the best educational opportunity for each student, a clinical placement site must be approved by the Counseling Program Faculty and the Clinical Placement Coordinator before it is considered for a student placement. Approval is based on the agency's provision of adult and child/family mental health, rehabilitation or school counseling services, and qualifications of the potential Site Supervisor.

The procedures for locating and securing a clinical site for Practicum or Internship are as follows:

1. The student will obtain a copy of a Level One Fingerprint Clearance card (**Level One, IVP fingerprint clearance card**) the first semester of graduate study. A Level One Fingerprint Clearance Card is valid six (6) years. This level of clearance is mandated by many clinical site placements, especially agencies serving 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 denial of the application. Caution: the initial application for the Level One Fingerprint Clearance Card takes at least 4 weeks and a renewal takes longer. Additionally, some governmental agencies (VA, American Indian Nations) may also complete their own background check 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>
2. The student will review the list of example clinical placement sites in the next section. The list, while not exhaustive, is a way to facilitate a discussion during the initial consultation with the Clinical Placement Coordinator regarding a potential placement. Some agencies do not deal directly with students regarding placements and have specific requirements, so students are strongly encouraged to schedule a consult with the Clinical Placement Coordinator to discuss placement options and procedures. Students should still feel free to network with peers, graduates, and community professionals to identify agencies which dovetail with their career interests and goals.
3. The student will meet with his or her Faculty Advisor to develop a Course Sequence Plan regarding the semester that Practicum and Internship will be taken. Note that some agencies fill their placements one year in advance, others one semester in advance and others a few weeks before a term begins. Each student not only competes with other students for placements, but with students from other universities and clinical disciplines. The earlier the student meets with the Clinical Placement Coordinator, the better the placement outcomes. This is especially true in cases where a student desires a placement in a rural community or a placement outside Tucson, AZ. Clinical placements cannot always be tailored to the student's wishes.

4. When the Clinical Placement Coordinator introduces a student to a potential placement, the student will respond to that email introduction within 24 hours and address all requests promptly. The student will maintain contact with the Clinical Placement Coordinator a minimum of once every week until the Site Agreement is signed. Agencies are busy and the process can quickly become frustrating and stressful.
5. When the student finds a placement site without the Clinical Placement Coordinator's assistance, the student will provide the Clinical Placement Coordinator with the agency name and the prospective Site Supervisor's name and email. The Clinical Placement Coordinator will contact the prospective Site Supervisor, and may review the site and/or prospective Site Supervisor. All placements are considered "pending" until the Clinical Placement Coordinator states otherwise.
6. When the student seeks a placement at his or her current place of employment, the Clinical Placement Coordinator must be advised **before** the student takes any action. The Clinical Placement Coordinator will then contact the current "employment" supervisor and a potential Site Supervisor prior to the signing of the Site Agreement or School Site Counseling Contract. During the clinical experience of Practicum and Internship, the student **must** be supervised by someone other than the "employment" supervisor.
7. After the student has been introduced to a site, the student will schedule an interview with the prospective Site Supervisor. As part of the interview process, the student will:
 - I. Review the agency's website for information about it and its services
 - II. Generate questions related to the agency's service continuum or philosophy
 - III. Bring a current resume and a schedule of available days and times. Placement 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, clients, or other agency employees. These must be discussed with the University Faculty Supervisor prior to the student's placement in the agency.
 - VII. Thank the Site Supervisor for the meeting, and send a thank you note.
8. Once the Clinical Placement Coordinator approves the placement and the site accepts the student, the student and Site Supervisor complete the Site Agreement or School Site Counseling Contract. Note the Site Agreement and School Site Counseling Contract are completed per semester, the dates should only reflect a single semester period, and all **signatures must be original (not electronic)**. "Tasks" section should be well-developed. All sections should be completed or marked "N/A" where appropriate. The Placement Packet Site Agreement or School Site Counseling Contract must be signed and dated by the student and the Primary Site Supervisor. The student should submit this to the Faculty Supervisor assigned to that course for review and faculty signature.
9. The student will purchase Student Liability Insurance from a professional organization. The liability policy must cover every day of the clinical placement experience. The policy will include the

student's name, policy number, and policy expiration date. Student Liability Insurance is valid for one (1) year. Professional organizations such as ACA, ARCA, AMHCA, ASCA, CRCC or HPSO offer Student Liability Insurance. The ASCA Student Liability Insurance insures school counseling placements, but **not** mental health placements, while ACA offers free liability insurance with each annual subscription that covers that rehabilitation and mental health placements. ACA coverage: <https://www.counseling.org/membership/aca-and-you/students>

10. On the first day of the Practicum or Internship course, the student will bring the **Placement Packet** composed of the following **three documents**:

- i. Site Agreement or School Contract, signed by the student and Site Supervisor
- ii. Copy of the Student Liability Insurance Policy
- iii. Copy of Level One IVP Fingerprint Clearance card

***Students cannot see clients until the documents are delivered to the University Faculty Supervisor.**

11. Student will not participate at the site outside the formal semester start and end dates. Should the student decide to do so, the student does so independently of The University of Arizona. Under such circumstances, the student is a community "volunteer" or a paid employee. The student should contact the Student Liability Insurance carrier to understand coverage limitations. Typically, insurance carriers do not cover "volunteer" activities outside of the Practicum or Internship due to lack of The University of Arizona faculty oversight.
12. The student will follow site 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 Faculty Supervisors endorse supervisees (Counseling Program students) for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, Site and 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 the endorsement.
13. **Top Priority:** Communication between the Site Supervisor and the University Faculty Supervisor is essential for the graduate student's educational and professional growth. *This relationship should have priority over the Site Supervisor and student.* The Site Supervisor and University Faculty Supervisor may schedule a site visit during the semester. Regardless, the two supervisors maintain contact at the start, middle, and end of the semester or as indicated by the student's performance to discuss the student's progress. These contacts ensure issues are addressed in a transparent, timely, and proactive manner. Transparency on the part of the student and Site Supervisor cannot be overstressed, regardless of the issue or its resolution. Professionalism during Practicum influences Internship opportunities, which, in turn, influences post-graduate employment opportunities. The University Faculty Supervisor will maintain HIPPA and FERPA standards unless the student provides written consent to release any private information.
14. In the event a student wishes to terminate a placement prior to the agreed upon end date in the Site Agreement, the student will do the following prior to termination:
 - I. Schedule a meeting with the University Faculty Supervisor to discuss concerns.
 - II. If termination is pursued, the student will alert the Site Supervisor of the intention to

terminate the placement via a formal resignation letter offering the standard two (2) week notice. The Site Supervisor may waive the two week notice at her/his discretion. The two (2) week notice is an ethical and professional obligation necessary for the coordination of client re-assignment and seamless continuity of care.

Examples Clinical Placement Sites

Many of the sites listed below have specific qualification requirements. Please seek a consultation with the Clinical Placement Coordinator for specifics.

Amphitheater Public Schools
Arizona Center for the Blind & Visually Impaired (Phoenix)
Arizona School for the Deaf & Blind (American Sign Language required)
Beacon Group
Calvary Addiction Recovery Center
Casa De Vida
Catalina Foothills School District
Child Family Resources
Calvary Addiction Recovery Center
CODAC (Internship)
DES/RSA/OSERS
DIRECT
Focus Employment Services
Gilbert School District*
Helping Associates Inc. (Casa Grande)
Indian Oasis Unified School District La Paz Counseling (Parker, Lake Havasu)*
Las Familias Counseling Agency (Internship)
Marana School District*
Native American Connections (Phoenix)
NCADD (Phoenix, Group experience)
Office of Special Education and Rehabilitative Services (OSERS)
Page Unified School District*
Paradise Valley*
Phoenix School Districts*
Pascua Yaqui Tribal Health*
Primavera Project PEPP
Providence of Arizona
Safford Public Schools*
Sahuarita Unified School District*
Sunnyside Unified School District*
Tucson Unified School District*
The University of Arizona Disability Resource Center (2 semesters)
Vail Unified School District*

Note: *School Counseling students, visit the Arizona Department of Education (ADE) website for additional information on all Arizona school districts: <http://www.ade.state.az.us/>.

Practicum Requirements

The Practicum requirement is 100 clock hours, with a minimum of **40 direct client/student hours** in professional counseling activities contributing directly to the students' professional counseling skill development. As prerequisites to Practicum, students must successfully complete the following foundational courses:

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.

As part of the 40 direct client/student hours, the student may act as the primary facilitator or co-facilitator in group and family therapies. **Note: co-facilitation does not apply to individual (1:1) therapy.** Shadowing, a training method, cannot meet the 40-hour requirement of direct client contact hours. Examples of direct client/student 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 40 client/student hour requirement. The student may participate in more than 16 hours, but cannot apply more than 16 to the 40 direct-hour requirement. Before a student can accumulate group hours, the student must be observed by qualified site staff.

Depending on specialization, students in the Counseling Program may be required to complete one or two Practicum course:

- ✓ The School Counseling Specialization requirement is **two** Practicum courses: (1) one in a mental health setting, and (2) another in a school setting.
- ✓ The Rehabilitation Counseling Specialization requirement is **one** Practicum in a rehabilitation and mental health setting, unless the student receives RSA funding that has additional stipulations.
- ✓ The Rehabilitation Counseling Specialization and Arizona State RSA Training Grant requirement is **one** Practicum in a mental health setting. The rehabilitation component is waived as long as the student has worked a minimum of one year as a Vocational Rehabilitation Counselor before becoming degree-seeking.
- ✓ The Rehabilitation Counseling Specialization and Federal RSA Training Grant requirement may include either **one** or **two** Practicum courses depending on the grant. The requirements vary for various Federal RSA Training Grants, and the student should discuss the Practicum requirement with their University Faculty Advisor.

When a student is employed at an agency that may be an appropriate clinical placement site for Practicum, the student must alert the Clinical Placement Coordinator of her or his interest in completing a Practicum at that agency. If the Clinical Placement Coordinator approves the site, the student must complete the Practicum requirements in a different department or with a different

population and under a Site Supervisor different from the “employment” supervisor. A plan should be created to ensure the “student” is not pulled into the “employee” role when participating in “student” Practicum activities.

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

1. The student will maintain an average caseload of 4 ongoing clients 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 appropriate for a particular client, service, or intervention methodology.
3. The student will audio and/or video record at least six (6) counseling sessions unless directed otherwise by the University Faculty Supervisor. Written client permission is mandatory to record and play the recording during site and university faculty supervision sessions. The Practice Manual concludes with consent forms for adult clients, legal guardians of adult clients, parents, and legal guardians of anyone under 18 years of age. Recordings will adhere to the limits specified in the consent documents and any agency policies. Students and University Faculty supervisors protect all information according to federal HIPPA and FERPA confidentiality regulations during the span of each placement. **Recordings are deleted or destroyed per the direction of the University Faculty Supervisor.**
4. The student will play and critique audio and/or video recordings of the counseling sessions during site and faculty supervision sessions for feedback on clinical counseling skill development. The Site Supervisor may elect to attend the student’s session instead of reviewing audio and/or video recordings. Students and University Faculty supervisors protect all information according to federal HIPPA and FERPA confidentiality regulations during the span of each placement.
5. The student will participate in an average of 1.0 hour per week of individual or triadic supervision (2 students) with the Site Supervisor and an average of 1.0 hour of individual or triadic supervision with the University Faculty Supervisor, or University Doctoral Candidate Supervisor acting in that capacity. Arizona RSA students will meet with the designated RSA University Faculty Supervisor, University Practicum Clinical Supervisor, or University Doctoral Candidate Supervisor acting in that capacity.
6. The student will participate in an average of 1.5 hours per week of group supervision with the University Faculty Supervisor or University Doctoral Candidate Supervisor acting in that capacity. Arizona RSA students will meet with the designated RSA University Faculty Supervisor or University Doctoral Candidate Supervisor acting in that capacity.
7. The student will respond appropriately to summative and formative feedback resulting from observation of applied clinical skills. The student will discuss feedback in an open and non-defensive manner with the University Faculty Supervisor or University Doctoral Candidate

Supervisor, especially if the student has difficulty hearing constructive feedback.

Internship Requirements

Students complete **one** 600-hour Internship experience, typically during the student's final semester in the Counseling Program and at a site congruent with the student's professional goals. Students must have completed 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. Furthermore, the student will have successfully passed Practicum without incident. Internship differs from Practicum in length and, subsequently, in responsibility and intensity. Students are expected to demonstrate professional competence across a broad spectrum of advanced counseling skills.

When a student is employed at an agency that may be an appropriate clinical placement site for Internship, the student must alert his or her University Faculty Advisor of his or her interest in applying that work experience toward the Internship requirements. The student will wait for the University Faculty Advisor's decision before taking any action. If the request is approved:

1. 32 of 40 weekly employment hours will count toward the Internship **and**
2. The student will spend the remaining 8 hours per week counseling clients in
 - a. a different setting **and**
 - b. counseling a different client population **and**
 - c. under the supervision of a different Site Supervisor

Students must have Student Liability Insurance policy, covering every day of the semester. The only exception is Arizona RSA students who are employed as Vocational Rehabilitation Counselors and completing their internship at an RSA site. If an Arizona RSA student selects to complete Internship outside of an RSA site, that student will provide a copy of the liability policy to Liz Pina Figueroa, Program Coordinator (lpina1@email.arizona.edu).

To successfully pass the internship, students must complete 600 clock hours over a regular 16-week academic term, and adhere to the following:

1. Of the 600 clock hours, a minimum of 240 direct client/student 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 client/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 (1:1) therapy.** If the training method – shadowing - is necessary, it cannot meet the 240-hour requirement. Examples of direct client/student counseling activities include, but are not limited to individual, group, and family & couples therapies; intake assessment; case management; advocacy; and community education.
2. The student will participate in an average of 1.0 hour per week of individual or triadic supervision with the Site Supervisor. The student will also participate in an average of 1.5 hours per week of group supervision with the University Faculty Supervisor. Arizona RSA students will meet with the designated Arizona RSA University 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 appropriate for a particular client or service or intervention methodology.
5. The student will engage in a variety of professional counseling activities (record keeping/notation, assessment instruments, supervision, group client progress reviews, information and referral, in-service and staff meetings, etc.).
6. The student will respond appropriately to summative and formative feedback resulting from observation of applied clinical skills, including the mid-term and final performance evaluations. Difficulties in this area should be immediately addressed with the University Faculty Supervisor.

Part III: Roles and Responsibilities

Counseling Student Responsibilities

1. The student will ensure the **Placement Packet** and subsequent placement paperwork is submitted to University Faculty Supervisor in a timely and legible manner before meeting with clients/students.
2. The student will maintain Student Liability Insurance and Level One IVP Fingerprint Clearance throughout the Practicum and Internship. When a policy lapses during a term, the student must ensure continuity of liability coverage by purchasing another policy. The Level One IVP Fingerprint Clearance Card is renewed every six (6) years.
3. The student must have access to the Site Supervisor in person or via phone. **A Site Supervisor, or back-up supervisor, must be present or available via telephone at all times.**
4. The student is never alone on-site, with or without a client/student. If all staff leave the placement building, the student must leave or temporarily relocate to another agency building where staff is present. The student should discuss the temporary relocation option with the Site Supervisor at the start of placement to avoid client/student service provision issues.
5. Within the community, the Practicum/Internship is a job as well as a course. Students not only represent themselves, but they also represent the University at large and the Counseling Program in particular. It is the student's responsibility to dress and to behave per the agency's appearance and professional conduct policies, and as common sense would dictate. When in doubt, the student will initiate a discussion with the Site Supervisor.
6. The student will make prior arrangements for time away, careful to follow the one-week notice standard. The student will inform both the Site Supervisor and the University Faculty Supervisor of all planned absences. When an emergency precludes advance notice, the student will notify the Site Supervisor immediately. Promptness and reliability speak to professional behavior. The student should be vigilant and proactive in this area since a trend of no-shows, absences or late arrivals can be labeled as an ethical or procedural violation by the agency and/or the Site Supervisor.
 - a. Absences due to illness should be addressed with the Site Supervisor. If necessary, collaborate regarding an alternate time to complete the missed hours.
 - b. University holidays: Students must discuss and schedule absences with the Site Supervisor one week prior to the event or holiday, and must coordinate coverage and address responsibilities for the time away. Unless otherwise agreed upon, students will adhere to the **agency** operation schedule.
7. The student will conform to site rules and regulations, and to the relevant ethical and confidentiality standards of the following: ACA, ASCA, CRCC, AMHCA, and federal HIPPA and FERPA.
8. The student will notify the University Faculty Supervisor immediately if, for any reason during the placement the student is unable to perform the essential functions of the site's counseling role or to meet the Counseling Program Practicum/Internship requirements; if the student has any concerns

regarding the placement site or Site Supervisor; or if the student receives constructive feedback from the Site Supervisor. The student will not delay in disclosing any information relevant to her/his professional development at the site in the hope “something will change”.

9. The student will respond non-defensively and constructively to summative and formative feedback regardless of its source – Site Supervisor, University Faculty Supervisor, all site employees, or other students. The student understands the need for transparency between the **Site Supervisor** and the **University Faculty Supervisor** or University Doctoral Candidate Supervisor to ensure issues are addressed in a timely and proactive manner. The **University Faculty Supervisor** or University Doctoral Candidate Supervisor maintains HIPPA and FERPA standards unless the student provides written consent to release any piece of private information.
10. The student will maintain an accurate **Activity Log** of site activities, including direct client contact hours and type, and supervision hours.
11. The student will ensure the **Site Supervisor** submits required paperwork in a timely manner, including the Site Supervisor Evaluation of Student and Activity Logs at the mid-term and end the semester.
12. The student will submit the **Student Evaluation of Site and Site Supervisor**.
13. The student will be prepared to discuss the **Site Supervisor’s** and **University Faculty Supervisor’s Evaluation of Student Performance Evaluation** at mid-term and at the end of semester.
14. The student will attend weekly scheduled **University Faculty Supervisor** group supervision meetings, individual clinical supervision meetings with the **Site Supervisor** and the **University Faculty Supervisor**, and adhere to all supervision requirements. The student will receive and solicit feedback on counseling skill performance in all those formats. Site and faculty supervision count as indirect hours. Whenever possible, the student will reschedule meetings in advance.

Site Supervisor Responsibilities

Site Supervisors must have the following qualifications: A minimum of a Master’s degree in counseling or a related profession with equivalent qualifications, including appropriate state licenses and/or certifications; and a minimum of two years of professional experience in the specialization in which the student is placed.

Responsibilities:

1. The **Site Supervisor** orients the student to the agency, staff, agency goals, agency mission, and chain of command when needing supervisory support; and designates an office with necessary equipment for the student to adequately conduct counseling sessions and to document client sessions.
2. The Site Supervisor and the student will develop a Practicum/Internship on-site schedule.
3. The Site Supervisor assists the student with establishing semester goals.

4. For Practicum, the student must complete 100 clock hours, of which a minimum of 40 direct client/student hours must be in professional counseling activities directly contributing to professional skill development. To accrue the mandatory 40 client/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 (1:1) therapy**, which is considered shadowing. Shadowing is a training method and cannot meet the 40-hour requirement.
5. For Internship, the student must complete 600 clock hours, of which a minimum of 240 direct client/student hours must be in professional counseling activities directly contributing to professional counseling skill development. As previously discussed, the 240 hours require the student to act as the primary facilitator or co-facilitator in group or family therapies. Co-facilitation during individual (1:1) therapy is considered shadowing, and cannot meet the 240-hour requirement. Examples of direct client/student counseling activities include, but are not limited to individual, group, and couples & family therapies; assessment; case management; advocacy; and community education.
7. The **Site Supervisor** meets with the student individually or in a triad (2 students) for a minimum of one hour per week for supervision, where the student's progress is discussed and the learning experience is facilitated. Audio/video recording must be authorized by clients of legal age, parents of minors, and legal guardians of minors and adults.
8. The **Site Supervisor** reviews the student's **Activity Log** for accuracy and initials the designated areas.
9. If for any reason during the placement, the **Site Supervisor** has reason to believe the student is unable to perform essential functions of the placement, based on regularly scheduled direct and indirect observations and assessments, the **Site Supervisor** will immediately notify the **University Faculty Supervisor**. If issues persist, the **Site Supervisor**, in consultation with the **University Faculty Supervisor** and the Counseling Program student, will develop and implement a **Remediation Plan**.
10. The **Site Supervisor** maintains confidentiality regarding information obtained during supervision with the student(s), but not from the University Faculty Supervisor as part of the professional development agreement between the Counseling Program and the site.
11. The **Site Supervisor** completes student mid-term and final performance evaluations, discusses the evaluations with the student. Completed **Site Supervisor Evaluation of Student** forms are mailed, emailed, or given to the student for **University Faculty Supervisor** review.
13. The **Site Supervisor** supports the professional development of the student by providing information about available learning opportunities such as conferences, workshops and trainings.

University Faculty Supervisor Responsibilities

1. Review, sign, and date the student's **Site Agreement** or **School Site Counseling Contract**.
2. Contact the Site Supervisor regarding student progress at least twice a semester and as indicated by the student's progress.
3. Be available to students and Site Supervisors throughout the semester via conferences, phone calls,

and emails to discuss field experience concerns.

4. Facilitate and support the student's professional development by introducing resources, workshops, curricula, and counseling articles related to issues encountered in the field experiences.
5. Schedule and facilitate group supervision meetings around the academic class schedule. In the group supervision, students discuss their clinical experiences in order to learn from one another and to obtain ideas for treatment planning, case conceptualization, and receive and solicit feedback from one another.
6. Engage in ongoing assessment of the student's performance and communicate with the Site Supervisor regarding issues. The Faculty Supervisor, in consultation with the student and Site Supervisor, will develop a Remediation Plan if a persistent or serious issue requires formal intervention.
7. Review the Field Experience Practice Manual during the first group supervision meeting, and refer to it as needed.
8. Ensure Practicum/Internship forms are submitted to the Field Experience Coordinator.
9. Request that students update forms as information changes.
10. Monitor and sign **Activity Log**, including the distribution of direct/indirect hours.
11. Schedule, if needed, an on-site orientation with new Site Supervisors to ensure understanding of the field experience requirements.
12. Visit sites, if needed and (when authorized by the Site Supervisor and the persons recorded if of legal age, parents of minors, and legal guardians of minors and adults), to observe the student providing services. The visit can also serve as an opportunity to consult with the Site Supervisor regarding the student's progress.
13. Obtain evidence of the student's performance through direct observation (if authorized per #11 above), audio/ video recording and Site Supervisor feedback. Provide objective, clear, and timely feedback on performance to the student.
14. Review the mid-term and final Site Supervisor Evaluation of Student and the Student Evaluation of Site & Supervisor.
15. Maintain HIPPA and FERPA guidelines regarding healthcare and education information privacy, unless the student provides written consent.
16. Determine the final grade of the student, and turn in grades on-line as required by the University of Arizona.
17. Complete the University Faculty Supervisor Evaluation of Student.

Part IV: University 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. 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

Part V: Glossary of Commonly Used Terms

ABBHE: Arizona Board of Behavioral Health Examiners, board which reviews applications for state license applications to practice.

ACA: American Counseling Association.

AMHCA: American Mental Health Counselors Association.

ASCA: American School Counseling Association.

ARCA: American Rehabilitation Counseling Association. An organization of 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 Students (AzRSA): Arizona Rehabilitation Services Administration students employed by AzRSA. AzRSA employees must work for a full year before they can become degree-seeking and before AzRSA will pay full tuition for the degree.

Arizona RSA University Faculty Supervisor: The University faculty assigned as the Practicum, Internship and general advisor to all RSA students.

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

Client/Student: An individual served by the Counseling student at a designated placement site in a rehabilitation, mental health or school setting.

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 Faculty Advisor. Not to be confused with the formal **Plan of Study**.

CRC: Certified Rehabilitation Counselor; a national certification, not an AZ license; this is not the equivalent of a state license.

CRCC: Commission on Rehabilitation Counselor Certification.

Direct Hours: Practicum and Internship face-to-face client hours contributing directly to professional counseling skill development. For Practicum, direct hours are 40 of 100 hours per Practicum. For Internship, direct hours are 240 of 600 hours.

Clinical Placement Consult: Student consultation with the Clinical Placement Coordinator regarding Practicum and Internship placements.

Clinical Placement Coordinator: An Arizona-licensed practitioner who assists Counseling Program students locate Practicum and Internship placements.

FERPA: Family Educational Rights and Privacy Act. A federal law protecting the privacy of student education records. The law applies to all schools which receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. FERPA restricts faculty and staff from sharing any information regarding a student without that student's written consent. If the student is above 18, but has a legal guardian, consent must be provided by the legal guardian.

Clinical Experience: A Practicum or Internship.

Indirect Hours: Practicum and Internship hours which are not direct 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 hours per Practicum. For Internship, indirect hours are 360 of 600 hours.

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

Internship: 600 hours of clinical practice experience, or its equivalent, as specified by the University Faculty Supervisor, 240 hours of which must be client contact hours.

LAC: State's Licensed Associate Counselor, precedes LPC, inappropriate as a mental health Primary Site Supervisor due to "Associate" licensing status if the individual holding it does not have a minimum of two years post-graduate experience.

Level One Fingerprint Clearance: Typically issued by the State of Arizona Department of Public Safety, this card is required when working with children or vulnerable adults and is valid for six (6) years. It reflects a "passed" background check. Many agencies require proof of this card even if children and vulnerable adults are not served. Other agencies may insist on their own Clearance directly before the student begins the clinical placement. The initial application process takes a minimum of 4 weeks. The renewal application process takes longer than the initial application process. It is the Counseling Program student's responsibility to ensure continuous coverage for the duration of each Practicum or Internship.

NRCA: National Rehabilitation Counseling Association. National organization representing rehabilitation counselors practicing in a variety of work 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, and Level One Fingerprint Clearance Card front. Students may not meet with clients until this packet is approved by the assigned placement Faculty Supervisor.

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

Practicum: 100 hours of clinical practice experience per practicum, of which 40 must be client contact hours. Effective Fall 2015 for incoming Counseling Program students, one or two (2) Practicum is required for the Counseling MA depending on the student's specialization. School Counseling students must complete one school counseling and one 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).

Shadowing: A passive field experience training method allowing a student to observe, but not participate in, a clinical activity. Site hours spent in this type of training cannot be applied toward the Practicum and Internship minimum **direct hour** requirements. They can be applied to non-direct hours.

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

Student: Formally participating in learning activities between the formal academic start and end dates, and under the direct supervision of a University Faculty member.

Student Liability Insurance: Mandatory liability coverage purchased from ACA, ARCA, AMHCA, ASCA, CRCC or HPSO for clinical field experiences. Counseling Program students cannot meet with clients/students without providing a copy of the policy which includes the student name, policy

number and expiration date. The policy must be renewed annually, and it is the Counseling Program student's responsibility to ensure continuous coverage for the duration of each Practicum or Internship.

Triadic Supervision: Site or university supervision which includes two (2) students and one (1) supervisor. **University Faculty Advisor:** Faculty assigned to the student for the duration of the pursuit of the Master's degree. **University Faculty Supervisor:** The University of Arizona faculty overseeing a student's Practicum or Internship for a designated semester or term.

Volunteer: A private and personal decision to donate time to a community agency. The agreement excludes the University of Arizona and exists between the volunteer and the agency where the volunteer work takes place, excluding the University. Volunteer hours cannot be applied toward either Practicum or Internship. In such circumstances, Student Liability Insurance carriers will not cover those activities since the person is neither functioning as a "student" nor receiving faculty oversight. It is the student's responsibility to verify coverage.

Part VI: Forms

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

FORM A: SITE AGREEMENT

Semester: _____ Year: _____

☐ 100-Hour Practicum ☐ Internship: Hours: _____ ☐ Check Box if Federal RSA Grant Placement

Student:

Name: _____ Phone: _____

UA Email: _____@email.arizona.edu

Site: _____ Phone: _____

Student's Placement Address: _____

Primary Site Supervisor

Name: _____ Title: _____

Degree(s): _____ License(s) & Certification(s): _____

Phone: _____ Email: _____

Back-Up or Secondary Site Supervisor

Name: _____ Title: _____

Degree(s): _____ License(s) & Certification(s): _____

Phone: _____ Email: _____

Student Site Tasks: (specify)

Student Site Days & Hours:

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

Company: _____ Policy #: _____ Expiration Date: _____

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

Issuer: _____ Card #: _____ Expiration Date: _____

***** Agreement *****

This site will provide this student with 1.) ongoing clients and the opportunity to record sessions between the following dates and 2.) clinical supervision at least one (1) hour weekly.

Signed: _____

Primary Site Supervisor

Date

Student

Date

Signed: _____

Back-Up or Secondary Site Supervisor

Date

University Faculty Supervisor

Date

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 Experience Coordinator and University 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 Experience 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 University 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 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 faculty does not know immediately, faculty 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 University Faculty Supervisor to review counseling recordings. The student will meet with other students and a University 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 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 University Faculty Supervisor. The evaluations will be considered by the University 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 University Faculty Supervisor will review and initial the log. Log hours will not predate the Site/School Agreement.

The University Faculty Supervisor will be available to the 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 85721-0069
FORM A1: SCHOOL SITE AGREEMENT

Semester: _____ Year: _____

☐ **100-Hour Practicum** ☐ **Internship: Hours: _____** ☐ **Check Box if Federal RSA Grant Placement**

Student Name: _____

Student Address: _____ Zip: _____

Student Email: _____

Student Home Phone: _____ Cell Phone: _____

School Name: _____

School Address: _____ Zip: _____

Principal _____ Email: _____

Site Supervisor: _____

Site Supervisor Phone: _____ Email: _____

Start Date: _____ End Date:(one semester only) _____

Days at Site _____ Hours at Site _____

Student Professional Liability Insurance: (covers the 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: _____

**I agree to accept this University of Arizona Practicum/Internship student. I understand my role as Site Supervisor and that it includes live supervision and a minimum of one hour per week of individual supervision:*

Site Supervisor Signature: _____

**The Practicum/Internship student has my permission to complete a Practicum/Internship at:* _____
School

under the supervision of: _____
Site Supervisor

Principal Signature: _____ Date: _____

Student Signature: _____ Date: _____

University Faculty Supervisor Signature: _____ Date: _____

Attachment to School Site Counseling Contract

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 Experience Coordinator and University 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 Experience 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 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 University Faculty Supervisor prior to the student’s placement at the site/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 client 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 faculty does not know immediately, faculty cannot help immediately.

Students will have four ongoing counseling clients assigned by the Site Supervisor. When/if a client discontinues participating, 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 University Faculty Supervisor to review counseling recordings. The student will meet with other students and a University 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 faculty and students.

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

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 University Faculty Supervisor. The evaluations will be considered by the University 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 University Faculty Supervisor will review and initial the log. Log hours will not predate the Site/School Agreement.

The University Faculty Supervisor will be available to the 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: _____

☐ 100-Hour 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

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: _____

☐ **100-Horas de 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: _____

FORM C: ACTIVITY LOG

Semester: _____ **Year:** _____

☐ 100-Hour Practicum ☐ Internship: Hours: _____ ☐ Check Box if Federal RSA Grant Placement

Student Name: _____ **Agency Site:** _____

Site Supervisor [Print]: _____ **Site Supervisor Signature:** _____

For a 100-hour practicum and a 600-hour internship, a minimum of 40 practicum hours and 240 internship hours must be direct client contact hours. Examples of direct hours include, but are not limited to individual, group, and couples & family counseling; intake assessments; crisis care management; advocacy; and community education. Examples of indirect hours include, but are not limited to supervision, management, administration, or other aspects of counseling services ancillary to direct client contact. No more than 16 hours of group counseling may apply to the 40 direct-hour requirement for practicum. Students must be observed by qualified site staff for two (2) group sessions prior to independent group facilitation.

[illegible]

TOTALS: _____

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

FORM C1: School Counseling Weekly Activity Log

Semester: _____ Year: _____

☐ **100-Hour Practicum** ☐ **Internship: Hours: _____** ☐ **Check Box if Federal RSA Grant Placement**

Student: _____ Site: _____

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	Individual counseling, academic advising						
Responsive Services	Family consultation, Agency referral, Group counseling						
School Guidance curriculum	Lesson planning/prep Classroom guidance lessons						
System Support	Conferences, workshops, 504/IEP meetings, etc.						
Site Supervision							
University Supervision							
Other							
Weekly Totals (add each column)							

*items in bold count toward direct contact hours

Student's Signature _____

Date _____

Site Supervisor's Signature _____

Date _____

University Faculty Signature _____

Date _____

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

FORM D: COUNSELING SESSION SELF-REFLECTION

Semester: _____ Year: _____

☐ 100-Hour Practicum
 ☐ Internship: Hours _____
 ☐ Check Box if Federal RSA Grant Placement

Student: _____

Client Initials: _____

Description: Self-reflection and evaluation is an essential way to improve how you conduct a counseling session. In addition to tracking session content, it is important to identify the intentional use of counseling skills. The following are prompts for self-reflection following a session.

What were goals of the session?

What were general impressions about the session?

What were the main themes of the session?

Examples of Counseling Skills	Skills Used Yes/No	Comments About Intentional Use of Counseling Skills
Facilitating collaborative goal setting		
Reviewing previous session content		
Attending to verbal/non-verbal behaviors		
Asking open-ended questions		
Paraphrasing		
Summarizing		
Encouraging		
Reflecting feeling		
Conveying empathy		
Reframing meaning (alternative interpretations)		
Applying silence		
Using confrontation		
Affirming client strengths		
Providing information to advance client goals		
Establishing appropriate boundaries		
Other skills:		

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FORM E: RECORDING CRITIQUE

Semester: _____ Year: _____

☐ 100-Hour Practicum ☐ Internship: Hours: _____ ☐ Check Box if Federal RSA Grant Placement

Student: _____

Client Initials: _____

Summary of session content:

Intended goals:

Comment on positive counseling skills and behaviors:

Comment on areas of counseling practice which need improvement:

Comment on counselor-client dynamics which are of concern:

Suggestion(s) for further counseling with this client:

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FORM F: STUDENT EVALUATION of SITE SUPERVISOR & SITE

Semester: _____ Year: _____

☐ 100-Hour Practicum ☐ Internship: Hours: _____ ☐ Check if Federal RSA Grant Placement

Student: _____

Site & Supervisor Name(s): _____

Select a response: SA: Strongly Agree A: Agree D: Disagree SD: Strongly disagree NA: Not applicable

	SA	A	D	SD	NA
1. Site was an appropriate placement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Site was safe, and I was not left alone on the premises.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Site office or counseling space was available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Assigned clients were appropriate to my counseling skill level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Site tasks were consistent with skills learned in counseling class and supervision meetings with the University Faculty Supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Site Supervisor demonstrated professional counseling knowledge, behavior & attitude [scheduled/kept meetings, behaved ethically, etc.].	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Site Supervisor, or back-up, was readily accessible; and responded in a timely manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Site Supervisor assigned/delegated reasonable and appropriate practicum/internship responsibilities and made tasks clear.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Site Supervisor reviewed my work/tapes and offered timely and helpful feedback regarding counseling strategies and framework for understanding client needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Describe aspects of the site experience you valued.

Describe aspects of the site experience you valued least.

Describe changes you would make to improve future experiences at this site.

Additional comments:

FORM G: SITE SUPERVISOR EVALUATION OF STUDENT

(Mid-Term & Semester's End)

Semester: _____ Year: _____

☐ 100-Hour Practicum ☐ Internship: Hours: _____ ☐ Check Box if Federal RSA Grant Placement

(2 pages)

Student Name: _____ Site: _____

Site Supervisor (print): _____

Rate the student according to the following scale...	Unacceptable	Marginally Acceptable	Acceptable	Very Good	Superior	Not applicable
1. Functioned without close supervision and approached problems proactively and/or creatively.	1	2	3	4	5	N/A
2. Dependable, a reliable team member, flexible in meeting worksite needs.	1	2	3	4	5	N/A
3. Received and implemented feedback constructively.	1	2	3	4	5	N/A
4. Demonstrated growth [increased skill and knowledge] and increased independence.	1	2	3	4	5	N/A
5. Completed total number of hours/days as scheduled.	1	2	3	4	5	N/A
6. Developed positive relationships with agency staff and with community service or resource providers.	1	2	3	4	5	N/A
7. Adhered to exemplary ethical and legal standards.	1	2	3	4	5	N/A
8. Recognized own counseling limitations and sought supervision &/or referred individuals as indicated.	1	2	3	4	5	N/A
9. Demonstrated tact, self-awareness, sensitivity to others, and an ability to relate to diverse populations.	1	2	3	4	5	N/A
10. Used strategies reflecting sensitivity to culture (diversity, equity), learning styles, developmental stage, gender, special needs, and socio-economic backgrounds.	1	2	3	4	5	N/A
11. Provided effective individual and group counseling and guidance to promote personal, interpersonal, professional development.	1	2	3	4	5	N/A
12. Demonstrated ability to assess and manage: intake interview [includes taking history], suicide risk, psychosocial and medical status, mental status, service planning, discharge planning.	1	2	3	4	5	N/A

13. Selected and appropriately used assessments/tool to evaluate client presentation, progress, career, personal, and social development.	1	2	3	4	5	N/A
14. For mental/behavioral conditions: Applied knowledge regarding stages of dependence, stages of change, and stages of recovery to implement the appropriate treatment modality and placement criteria within the care continuum.	1	2	3	4	5	N/A
15. Participated in conferences and consultations reflecting principles & competencies in prevention, education, learning, diagnosis, treatment, referrals, etc. throughout the service continuum.	1	2	3	4	5	N/A

PLEASE PROVIDE ADDITIONAL COMMENTS BELOW:

Supervisor Name & Signature

Date

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FORM H: UNIVERSITY FACULTY SUPERVISOR EVALUATION OF STUDENT
Semester: _____ Year: _____

☐ 100-Hour Practicum ☐ Internship: Hours: _____ ☐ Check Box if Federal RSA Grant Placement

Student Name: _____

Professional Behavior: In the course of each Practicum and Internship, student professional behavior is assessed. This is an ongoing evaluation which occurs until the end of the semester. Several observable behavioral categories are considered to be an integral part of student professional function.

Please rate the student on the following scale:		Unacceptable	Marginally Acceptable	Acceptable	Good	Superior	N/A
		1	2	3	4	5	N/A
Professional Behavior:							
1.	Prepares and submits all course paperwork (includes placement) in a timely, organized, and legible manner.	1	2	3	4	5	N/A
2.	Demonstrates dependability (punctuality, follow-through with commitments, etc.).	1	2	3	4	5	N/A
3.	Dresses appropriately.	1	2	3	4	5	N/A
4.	Recognizes own limitations and seeks help when necessary and appropriate.	1	2	3	4	5	N/A
5.	Participates in professional development activities.	1	2	3	4	5	N/A
6.	Demonstrates knowledge of professional organizations, their preparation standards, and credentials relevant to practice.	1	2	3	5	5	N/A
Intrapersonal Behavior:							
7.	Accepts, provides, and utilizes feedback.	1	2	3	4	5	N/A
8.	Displays mature and appropriate behavior.	1	2	3	4	5	N/A
9.	Demonstrates ability to function independently.	1	2	3	4	5	N/A
10.	Exhibits usual and customary judgment and discretion in both student and professional activities.	1	2	3	4	5	N/A
11.	Presents a generally pleasant, open, and non-hostile attitude.	1	2	3	4	5	N/A
Interpersonal Behavior:							
12.	Cooperates with and is respectful of others.	1	2	3	4	5	N/A
13.	Gives, receives, and utilizes feedback effectively.	1	2	3	4	5	N/A
14.	Develops and maintains positive relationships with peers and faculty.	1	2	3	4	5	N/A
15.	Develops a satisfactory working relationship with supervisors.	1	2	3	4	5	N/A
16.	Communicates appropriately and effectively.	1	2	3	4	5	N/A
17.	Demonstrates ethical responsibility.	1	2	3	4	5	N/A
18.	Adapts well to new situations.	1	2	3	4	5	N/A

Major strengths of Supervisee:

Areas to Refine:
