



Arizona's First University.

M.A. Degree in Counseling

Student Handbook

2017-2018



Disability and Psychoeducational Studies
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FOREWORD

This Handbook is intended to familiarize students with the M.A. Degree in Counseling at The University of Arizona and serve as a primary source of information for students enrolled in the program. While it is not intended to take the place of direct contact with faculty and staff, the Handbook should be reviewed prior to seeking program-related information from them. Students are strongly encouraged to regularly interact with faculty, staff, and other students as they progress through their degree program.

Our program is designed to prepare students to excel in a variety of career settings available to them upon graduation. We are a professional counseling program and students who graduate from our program work in school, rehabilitation, and behavioral health settings with a wide-range of population groups including children, adolescents, and adults. As such, students acquire skills in synthesizing the general knowledge and practice of counseling as well as unique skills necessary for working in rehabilitation, behavioral health, and school settings. Our clinical practice experiences are designed to promote the development and application of sound counseling principles/knowledge in addressing the academic, medical, vocational, quality of life, behavioral, psychosocial, and emotional concerns of persons with disabilities, children, youth, adults, and families. Supervised experiences are included in course-related clinical practice activities as well as practicum and internship courses. While faculty and staff are willing to assist students to the greatest extent possible, each student must assume the primary responsibility for completing his/her graduate program.

While some overlap is inevitable between this Handbook and the Graduate Catalog, each student is responsible for all of the standards and policies set forth in the University of Arizona Graduate Catalog in addition to the materials contained in this Handbook. A copy of a current Graduate Catalog may be obtained at <http://catalog.arizona.edu/calendar/2016-2017-academic-calendar>.

For students seeking further information or assistance, please contact Dr. Sam Steen, the Program Director of the M.A. Degree in Counseling, and/or either the School Counseling specialization Program Coordinator, Dr. Sheri Bauman sherib@email.arizona.edu or Dr. Michael Hartley, Coordinator of the Rehabilitation and Mental Health Counseling specialization at mthartley@email.arizona.edu

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CHAPTER I

WELCOME TO THE UNIVERSITY OF ARIZONA

Welcome! This *Handbook* should be helpful for answering various questions that you may have about our program and assist you in collaborating with your academic advisor to plan your course of study. The faculty encourages you to read all sections of this *Handbook* in order for you to become thoroughly informed about all aspects of the program, the Department of Disability and Psychoeducational Studies (DPS), and the University of Arizona.

A. The University of Arizona

The University of Arizona <http://www.arizona.edu/> is the flagship institution in the State of Arizona and one of the leading universities in the country. It is both a Research One Institution and a Land Grant University as well as a member of the prestigious Association of American Universities. The National Science Foundation ranks the UA 30th in research and development expenditures among public universities and colleges, and 33rd among public and private universities and colleges. U.S. News ranks the UA among America's Best Colleges and the Princeton Review lists the UA as one of "The Best Western Colleges." The UA ranks No. 68 in the world and No. 42 nationally according to the 2015 Center for University World Rankings. The UA is one of the nation's top producers of Fulbright Scholars. Student enrollment last Fall included roughly 33,732 undergraduates, and 7,817 graduate and 1,539 professional students.

In 1885, nearly three decades before Arizona became a state, the territorial legislature approved \$25,000 for building The University of Arizona in Tucson. The first classes convened in 1891, when thirty-two students and six teachers met in the original building now known as Old Main. The University developed in accordance with the Act of Congress of July 2, 1862, known as the Morrill Act, creating land-grant colleges and enabling the institution to obtain federal funds for its original schools of agriculture and mines.

In 1915, the University was re-organized into three colleges - the College of Agriculture; the College of Letters, Arts, and Sciences (later Liberal Arts); and the College of Mines and Engineering. The Arizona Bureau of Mines was established the same year. In 1922, the College of Education was organized and, in 1925, offerings in law, originally established in 1915, were organized under the College of Law. The School of Business and Public Administration, established in 1934, became a separate college in 1944. In 1985, the College of Mines combined with the College of Engineering to become the College of Engineering and Mines. In 1993, the Colleges of Medicine, Nursing, Pharmacy, the Department of Medical Technology, and the School of Health Related Professions merged to form the Arizona Health Sciences Center. In 1995, each of the four Arts and Sciences faculties - Fine Arts, Humanities, Social and Behavioral Sciences, and Science - were given separate college status.

The 40-acre campus of the 1890's has grown to 356 acres and 157 buildings. The University is maintained by funds appropriated by the State of Arizona and the United States government, and by tuition, fees, and collections, including private grants from many sources. Graduate studies at the University have been in progress continuously since the 1898-99 academic-year, with the Graduate College being established in 1934.

The mission of the Graduate College is to foster development of high-quality graduate education programs, which will attract outstanding faculty, graduate students, and resources to the University. It

also provides support services to departments and students through the Dean's Office, the Graduate Admissions Office, the Graduate Degree Certification Office, and other subdivisions. The Graduate College is further responsible for administering a variety of special programs, including those which provide competitive fellowships, offer research and travel support, and recruit and retain underrepresented graduate students of color.

Building on a well-balanced undergraduate education, graduate students are expected to develop a thorough understanding of a specific academic discipline. A fundamental purpose of the Graduate College is to encourage each graduate student to demonstrate outstanding standards of scholarship and to produce high-quality original research, or creative, artistic work. Graduate education provides an opportunity to increase knowledge, broaden understanding, and develop research and artistic capability. The student's academic achievements, therefore, should reflect a personal and unique perspective to his or her discipline and to scholarly standards.

The university library system is regarded as one of the most outstanding library research facilities in the nation. The library system, ranked among the top 25 in the nation, contains more than 5,000,000 items, covering all fields of research and instruction.

The University is an exciting center for scholarship, education, and learning. It has grown rapidly over the last four decades, attracting distinguished scholars from across the United States and around the world to form one of the finest universities in the nation. The University has 15 Colleges and over 40 different research and public service divisions, with over 1800 faculty.

B. The College of Education

The College of Education (<http://www.coe.arizona.edu/>) at The University of Arizona was founded in 1922 with an enrollment of 145 students. Today, the College of Education enrolls about 1,043 undergraduate students and 830 graduate students within our four academic departments, each featuring different curriculum, faculty, and degree opportunities. There are 54 full-time faculty members and 30 clinical and adjunct faculty members.

The mission of the College of Education is to advance the study and practice of education and to demonstrate relationships between study and practice. The College of Education accomplishes this mission by fulfilling, with the highest possible standards of excellence, four equally important and related functions:

1. Prepare persons for professional roles in education and education-related fields
2. Conduct research and engage in scholarship directly and indirectly related to educational concerns, issues, and activities
3. Provide leadership in the conduct, advancement, study, and evaluation of the process of education, education policy, and in educational organizations at local, state, national, and international levels
4. Provide service and support to local, state, national, and international educational agencies

The College of Education has evolved into a nationally recognized center for the study of teaching, learning, and development to meet the needs of children and families in the unique multicultural environment of the southwest. Working with other colleges, the College of Education is responsible for the vast majority of teacher education on campus. We prepare special educators, school and rehabilitation counselors, school principals and superintendents, and leaders for K-12 and higher education. In recent years, there has been a national call for increased scientific-based research in

education. Research is a valuable part of our agenda, and we recognize that a highly respected college includes a wide range of scholarship and research — from insight-based, fundamental research to engineering-focused programs of research and development.

Our college consists of four academic departments offering bachelor's, master's, and doctoral degrees plus certification and endorsements:

- Disability & Psychoeducational Studies
- Educational Policy Studies & Practice
- Educational Psychology
- Teaching, Learning & Sociocultural Studies

C. The Department of Disability and Psychoeducational Studies (DPS)

The Department of Disability and Psychoeducational Studies (DPS) <http://coe.arizona.edu/dps> is dedicated to advancing human and economic development through the empowerment and effective inclusion of culturally diverse individuals with disabilities and special abilities of all ages. This is accomplished by conducting research to promote the acquisition of knowledge and understanding of abilities, disabilities, adaptations, interventions, and support systems; preparing professionals to educate and facilitate the development of all individuals, including those with disabilities and special abilities; and providing leadership at the local, state, national, and international levels. To accomplish our mission, the department offers nationally recognized undergraduate, master's, educational specialist, and doctoral-level degrees to prepare teachers, counselors, specialists, administrators, school psychologists, school counselors, and researchers and educators in special education, rehabilitation, School Counseling, school psychology, gifted education, sign language and deaf studies, and educational interpreting.

The Department of Disability and Psychoeducational Studies (DPS) was titled: "Special Education, Rehabilitation, and School Psychology (SERSP)" before July 1, 2009. Please note that SERSP is found in older documentation and forms. Since 2009, all documentation and forms refer to DPS. However, department courses have retained the original prefix SERP in the University of Arizona course catalog.

Graduate programs in the Department of DPS include three major areas, each focusing on undergraduate or graduate degree programs and course work. Many of the programs in DPS are unique to the University of Arizona, and, in some cases, the only programs of their kind in the Southwestern United States. The three major areas are:

- Counseling
- School Psychology
- Special Education

D. The Counseling Masters Program

The M.A. Degree Program in Counseling was established with the merger of the University of Arizona Rehabilitation and School Counseling programs in 2012. Sharing a common professional identity as counselors, the two programs joined together to create the M.A. Degree in Counseling with specializations in Rehabilitation Counseling and School Counseling. The Rehabilitation Counseling Program was renamed Rehabilitation and Mental Health Counseling to reflect the inclusion of the career scope of rehabilitation counseling in working with individuals with mental health concerns.

The profession of counseling has many specialties, and Rehabilitation, Mental Health, and School Counseling are specializations within the broader profession of Counseling. Prior to 2012, the Rehabilitation Counseling and School Counseling programs at the University of Arizona were independently training counselors with specialization and certification in Rehabilitation Counseling and School Counseling, respectively.

The program curriculum for the M.A. degree in Counseling permits graduates who have chosen to specialize in Rehabilitation and Mental Health Counseling to become Certified Rehabilitation Counselors (CRC) as well as Licensed Professional Counselors (LPC) in the State of Arizona; and graduates with specializations in School Counseling to achieve state certification from the Arizona State Department of Education as a School Guidance Counselor, as well as (LPC). The rehabilitation and mental health counseling specialization is accredited by CACREP in Clinical Mental Health Counseling and Clinical Rehabilitation Counseling. The school counseling specialization is accredited by CACREP in School counseling and also accepted by the state of Arizona Department of Education. The program's graduates, beginning with 2012, are qualified to pursue the Licensed Associate Counselor (LAC) credential on their way to become a LPC because the program has been approved by the State of Arizona Board of Behavioral Health Examiners.

The program mission is to educate professional counselors to work with persons with disabilities as well as children and youth in school settings. As such, our program curriculum draws from foundational content in rehabilitation, school, and mental health counseling. Through leadership, advocacy, collaboration, use of data, and action, our graduates will be competent at identifying and overcoming barriers that impede equal access to educational, social, environmental, and career opportunities for all persons. Our graduates will be dedicated to promoting and facilitating the personal achievement, empowerment, and quality of life of all the populations we serve.

In addition to the general Counseling curriculum, students choose specializations in either Rehabilitation and Mental Health Counseling or School Counseling. Taught by faculty with extensive experience and expertise, each area of specialization includes courses and clinical experiences unique to each specialization.

We are fully committed to instilling the value of respect for multiculturalism and diversity, and encourage students to develop their knowledge and understanding of the provision of counseling services to a society that is diverse in terms of language, race, disability, gender, age, religion, cultural background, and sexual orientation. This is accomplished by discussing current research related to diversity and providing opportunities for clinical practice experiences with the diverse populations of the southwest. The makeup of our student body and faculty reflect a diversity of cultural backgrounds and age ranges.

E. Program Faculty in Counseling

The faculty in the Program in Counseling is composed of nationally recognized scholars representing a broad range of scholarly and practice interests. The scholarly background as well as research and teaching interests of the Counseling Faculty at the University of Arizona are quite diverse and reflect the variety of specialization areas within the counseling profession. All core program faculty members with the exception of adjunct members are members of the Graduate Faculty. Core faculty consist of tenured

or tenure accruing faculty and professors of practice. Adjunct faculty members work outside of the department but contribute teaching and/or practicum supervision to the Counseling Program. Support faculty are tenured or tenure-track professors at the university who are associated with other programs or departments but who teach courses within the Counseling curriculum. The Counseling Program core faculty are listed below:

Sheri Bauman, Ph.D., Program Coordinator and Professor

Dr. Sheri Bauman is a professor and the Program coordinator of the School Counseling master's degree program at the University of Arizona. Prior to earning her doctorate in 1999, Dr. Bauman worked in public schools for 30 years, 18 of those as a school counselor. She is a licensed psychologist, and until recently, maintained a small private practice in Las Cruces, New Mexico. Her research foci are on bullying and cyberbullying, and group counseling. She has authored or co-authored six books, edited a new book on cyberbullying research, published more than 50 articles in peer-reviewed journals. She is a frequent presenter at local, national, and international conferences on bullying and cyberbullying or peer aggression.

Amanda Easton, Ph.D., Assistant Professor

Dr. Easton is an assistant professor of practice in the Department of Disability and Psychoeducational Studies at The University of Arizona. She earned an M.S. degree in Rehabilitation Counseling, specializing in psychiatric rehabilitation and a Ph.D. degree in Rehabilitation Counseling Education with a minor in Clinical Psychology from The Illinois Institute of Technology in Chicago. In the past, she worked as a rehabilitation counselor with transition age youth with disabilities, provided trainings around sexuality and gender to rehabilitation and mental health counselors in special education settings, and upheld a small private practice serving individuals with and without disabilities. In terms of professional service, Dr. Easton has been an advocate for bridging the gap between the disability community and the LGBTQ community. Further, she has participated in efforts strengthening the clinical training of future rehabilitation counselors. Her research interests are in the areas of psychosocial aspects of disability and counseling competency. Dr. Easton has conducted research in the areas of sexuality and disability, gender and disability, sense of community, disability rights, psychiatric rehabilitation, and substance abuse.

Lia Falco, Ph.D., Assistant Professor

Dr. Falco is an assistant professor in the Department of Disability and Psychoeducational Studies Department. She earned an M.Ed. in School Counseling and a Ph.D. in Educational Psychology from the University of Arizona. Her research is in the area of career development in early adolescence with particular focus on gender differences in STEM motivation and decision-making. She is a certified school counselor (inactive) in the state of Arizona and worked as a middle school counselor for four years. Dr. Falco is currently the editorial assistant for the Journal for Specialists in Group Work and is on the review boards for the Middle Grades Research Journal and the School Counseling Research and Practice journal. She is a member of several professional organizations including AERA, ACA, ASCA, and AzSCA.

Michael T. Hartley, Ph.D., C.R.C., Associate Professor

Michael Hartley is an associate professor in the Department of Disability and Psychoeducational Studies at The University of Arizona. He earned an M.S. degree in Rehabilitation Psychology from The University of Wisconsin-Madison and a Ph.D. degree in Rehabilitation Counselor Education from The University of Iowa. In the past, he has worked as a rehabilitation counselor to assist individuals who met a nursing home level of care to live and work independently in the community. He also has experience working as a college counselor and university disability resource counselor as well as the interim director of a

Center of Independent Living (CIL). Dr. Hartley is engaged in professional and ethical issues, serving on the Commission of Rehabilitation Counselor Certification (CRCC) Ethics Committee and 2017 Code of Ethics Revision Taskforce. His research, teaching, and service all revolve around critically framing the application of ethical principles within a dominant cultural context that has historically devalued and socially restricted the lives of people with disabilities. Much of his work targets distributive justice issues and therefore his scholarship on ethics has expanded to include the importance of promoting resilience and of advocating against ableism (i.e., the perceived inferiority of people with disabilities and preference for able-bodiedness).

Philip Johnson, Ph.D., Assistant Professor of Practice

Philip Johnson is an assistant professor of practice in the Department of Disability and Psychoeducational Studies at the University of Arizona. He earned an M.S degree in Psychology from Walden University and a Ph.D. in Rehabilitation from the University of Arizona. Dr. Johnson has an extensive background in working with persons with disabilities, including managing a vocational program for the State of Arizona Division of Developmental Disabilities; providing Rehabilitation and Mental Health Counseling, behavioral health counseling, and mental health counseling; and providing training and consultation services on the use of positive behavioral support strategies to family members, in-home support specialists, and personnel in public schools. Dr. Johnson has focused most of his attention on researching behavioral therapy alternatives to the use of psychotropic medications for addressing severe behavioral problems in children and adults with significant disabilities (i.e., autism spectrum disorders, serious mental illnesses, and intellectual disabilities) and children who are victims of abuse and neglect. He is currently developing a behavioral relaxation training protocol for treating symptoms associated with Parkinson's disease (i.e., tremor, freezing, pain, and anxiety).

Vanessa Perry, Ph.D., Assistant Professor of Practice

Vanessa M. Perry, Ph.D., CRC, is an assistant professor of practice in the Department of Disability and Psychoeducational Studies at The University of Arizona. She earned her Master of Science in Rehabilitation Counseling and an Advanced Certificate in Psychiatric Rehabilitation from San Diego State University. She completed her Ph.D. in Rehabilitation Counseling and Administration from East Carolina University (ECU) in 2016. Dr. Perry has worked for the California Department of Rehabilitation providing services to transition-aged youth. She also worked for the United States Marine Corps providing morale and social service support to a unit of nearly 1,100 Marines. While at ECU Dr. Perry worked as a counselor, clinic manager, and clinical supervisor for Navigate Counseling Clinic, a community-based mental health clinic. She also worked as a team leader and clinician for ECU's Operation Reentry North Carolina, a federal technology assisted care grant providing outreach and counseling services to homeless veterans via a mobile clinic. Additionally, she served as adjunct faculty and a teaching assistant for ECU's Department of Addictions and Rehabilitation Studies. Dr. Perry is an American Red Cross Disaster Mental Health Volunteer and responded to the aftermath of the 2014 tornadoes in Beaufort county, North Carolina. She was awarded the Louise O. Burevitch Scholarship award (2014) at East Carolina University, the Nancy Howell Scholarship Award (2014) by the Licensed Professional Counselors Association of North Carolina, and the Thelma Manjos Award (2011) at San Diego State University. She has given numerous talks and presentations on culture and Latinos, disability rights advocacy, and military culture. Her research interests include the clinical supervision experience of Spanish-English bilingual supervisees and shared decision making in psychiatric rehabilitation.

Linda Shaw, Ph.D., Department Head and Professor

Linda R. Shaw is a Professor and Department Head, in the Department of Disability and Psychoeducational Studies at the University of Arizona. Prior to her current position, Dr. Shaw was the Director of the Rehabilitation Counseling Program at the University of Florida. She received her M.A. in Rehabilitation Counseling in 1978 and her Ph.D. in 1990 from the Florida State University and has over 30 years of experience as a rehabilitation counselor, administrator and educator. Her counseling and administrative experience includes specializations in spinal cord Injury rehabilitation, brain Injury rehabilitation and psychiatric disability. Dr. Shaw is a licensed mental health counselor and a certified rehabilitation counselor. Dr. Shaw is a past- president of the Council on Rehabilitation Education (CORE), the national accreditation body for Rehabilitation Counseling programs. She has also served as the President of the American Rehabilitation Counseling Association (ARCA), and Vice-Chair of the Commission on Rehabilitation Counselor Certification (CRCC). She has also served as Chair of the CRCC Ethics Committee, and presided over that committee throughout the process of a major revision of the Code of Ethics for Professional Rehabilitation Counselors. Currently, Dr. Shaw represents CORE on the American Counseling Association's (ACA) 20/20 Commission. Dr. Shaw has published and presented widely on issues related to disability-related job discrimination, the correlates of professional ethical behavior, professional issues in rehabilitation counseling, and neurological disability. She is the author of two co-edited books and many publications and presentations. Currently, her research is focused on disability harassment in employment, and the effect of workplace culture on counselors' ethical behavior.

Sam L. Steen, Ph.D. Associate Professor and Director of Counseling

Dr. Steen joined the faculty in January 2017. Dr. Steen currently is involved in group counseling practice and evaluation with children and adolescents in school settings; cross-cultural group counseling; using literacy to promote achievement in group counseling as well as integrating academic and personal-social development through group work. Dr. Steen has 12 years of school counseling experience and continues to contribute to local school districts by working with new and seasoned school counselors. He comes to the University of Arizona from George Washington University in Washington, DC.

CHAPTER II

OVERVIEW OF COUNSELING PROGRAM

Standards governing admission to the Masters in Counseling Program are designed to ensure that students who are accepted to the program possess the academic aptitude and personal characteristics considered necessary for successful completion of the program.

A. Overview

The master's program in Counseling prepares graduates to design, implement, and evaluate comprehensive rehabilitation, school, and behavioral health counseling programs. Designed with the input of an advisory board of counselors from the community, the program responds to the needs of rehabilitation, school, behavioral health, and mental health programs throughout the country while also preparing counselors to meet the particular needs of Arizona. It prepares graduates to be skillful in all components of Counseling.

Endorsing the scholar-practitioner model of graduate training in counseling, students are exposed to all aspects of professional practice in Counseling. Graduates of the program have a solid grounding in Counseling theory, research, and practice and meet educational requirements to become Certified Rehabilitation Counselors (national certification), Certified Guidance Counselors in the State of Arizona, and Licensed Professional Counselors (LPCs) in the State of Arizona.

The M.A. in Counseling requires a minimum of 60 credits of graduate level coursework. Students must choose a specialization in either Rehabilitation and Mental Health Counseling or School Counseling and become prepared to work with a wide-range of population groups including children, adolescents, and adults. Those who specialize in Rehabilitation and Mental Health Counseling meet the requirements to become a Certified Rehabilitation Counselor (CRC). Those who specialize in School Counseling meet the requirements to be certified by the Arizona State Department of Education as a Guidance Counselor (Prekindergarten-12).

The Rehabilitation and Mental Health Counseling Specialization: Prepares graduates to become Certified Rehabilitation Counselors (CRC), as well as Licensed Professional Counselors (LPC) in the State of Arizona. Upon graduation, students in this specialization will be qualified to work with individuals with a variety of disabilities (i.e., physical, emotional, cognitive, mental illness, substance abuse) in both public (i.e., governmental) and private rehabilitation and behavioral health settings. As practicing rehabilitation and mental health counselors, graduates from this program work collaboratively with individuals with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, and independent living goals in the most integrated setting possible.

The School Counseling Specialization: Prepares graduates to achieve state certification as School Guidance Counselors, as well as Licensed Professional Counselors (LPC). In addition to positions in mental health, students who choose this specialization may obtain positions in School Counseling, where they become vital members of education teams, assisting all students in the areas of academic achievement, personal, social development, and career development.

The Counseling program is committed to the integration of teaching, research, and active involvement with the schools, rehabilitation, behavioral health and other community agencies of southern Arizona.

B. Training Model and Philosophy

Given the range of professional work settings and roles in which counselors may function, it is important to provide a philosophy for a curriculum which contains both substance and flexibility. The philosophy of the program must help guide students in their development of expertise in the traditional and specialty domains of counseling, as well as psychological assessment and diagnosis, evidence-based interventions, instructional strategies, and methodologies to conduct research and evaluate outcomes. The curriculum designed for the M.A. degree in Counseling provides a foundation of basic knowledge and skills in Counseling.

The program philosophy is guided by the concept of the “scholar-practitioner” training model. The concept of the counselor as a scholar-practitioner is highly consistent with the conceptual framework adopted by the College of Education emphasizing the professional educator as a reflective decision maker. The program’s philosophy involves the conceptualization of the counselor as a collaborator and facilitator, who is capable of applying a range of counseling principles, and theories, as well as evidence-based assessment and intervention procedures, to rehabilitation, school, and behavioral health related issues, within a multicultural and diverse society. In addition, the program fosters the belief that counselors should engage in life-long learning and contribute to advancements in the profession either through professional associations, and serving in leadership roles in national, state, and local professional organizations that foster the advancement of Counseling.

Aligned with the counseling profession, the Counseling Program is predicated on a distinct belief system regarding the best way to help people achieve their goals and resolve the environmental, emotional and personal issues that pose barriers to goal achievement. The Program philosophy is developmental, and its graduates learn that as people progress through life, they encounter and negotiate a number of personal, emotional, and environmental challenges. Under such circumstances, everyone can benefit from counseling whether the issue is disability-related, a career change, or a serious and persistent mental health disorder. Perhaps most importantly, the Counseling Program is couched in an empowerment perspective predicated on helping individuals assume control of and responsibility for their lives, thereby living in a manner which allows them to select and implement decisions that are in their best interests, as well as in the interest of their social systems, families and communities.

The program’s mission is to educate professional counselors to work with persons with disabilities as well as children and youth in school settings. As such, our program curriculum draws from foundational content in rehabilitation, school, and mental health counseling. Through leadership, advocacy, collaboration, use of data, and action, our graduates will be competent at identifying and overcoming barriers that impede equal access to educational, social, environmental, and career opportunities for all persons. Our graduates will be dedicated to promoting and facilitating the personal achievement, empowerment, and quality of life of all the populations we serve.

C. Goals and Objectives

1. To prepare counselors for state licensure and national counselor certifications.
2. To prepare counselors to work effectively with diverse populations, their family-members, and their communities as well as program administrators and all other stakeholders.
3. To prepare counselors who possess excellent skills in Counseling. Graduates will possess

knowledge of theory and research, skills in appraisal, and expertise in intervention techniques, with emphasis in applications to persons with disabilities, including those with mental health disorders.

4. To prepare counselors who have the knowledge and skills necessary to practice within rehabilitation, school, and mental health counseling programs.
5. To prepare counselors who demonstrate healthy self-awareness and understanding, and who understand the importance of self-care for counselors.
6. To prepare counselors who counsel within the ethical guidelines of the American Counseling Association (ACA), the American Mental Health Counseling Association (AMHCA), the American School Counselor Association (ASCA), and the Commission on Rehabilitation Counselor Certification (CRCC) as well as other relevant professional codes of ethics.
7. To prepare counselors who counsel with sensitivity, caring, and appropriate approaches for diverse environments and populations.
8. To prepare counselors who consult and advocate on behalf of the client as well as assist people to advocate for themselves.

D. Specialization in Rehabilitation and Mental Health Counseling

Rehabilitation and Mental Health Counseling has its origins in state-federal vocational rehabilitation programs. Today, Rehabilitation and Mental Health Counseling is a vibrant specialization of the counseling profession encompassing new functions for rehabilitation counselors in a variety of settings. Rehabilitation and mental health counselors engage in a counseling process which includes communication, goal setting, and beneficial growth or change through self-advocacy, psychological, vocational, social and behavioral interventions. Rehabilitation and mental health counselors utilize many different techniques and modalities, including, but not limited to:

- assessment and appraisal;
- diagnosis and treatment planning;
- utilization review (UR) in agencies without medical personnel;
- career (vocational) counseling;
- psychoeducational and prevention programs;
- individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of physical and mental health disabilities;
- brief and solution-focused therapies for individuals (adult and birth to 18), families couples, groups;
- crisis management;
- case management, referral, and service coordination;
- licit and illicit substance abuse treatment;
- treatment and program evaluation and research;
- interventions to remove environmental, employment, and attitudinal barriers;
- referral and consultation services among multiple parties and regulatory systems;
- job analysis, job development, and placement services, including assistance with employment and job accommodations; and
- the provision of consultation about and access to rehabilitation technology.

Rehabilitation and mental health counselors are specifically trained to provide a variety of essential services to persons with disabilities, including counseling. This expanded scope of practice includes services such as case management, advocacy, and consultation. As a result, rehabilitation and mental health counselors are uniquely positioned to work in a wide-range of rehabilitation and mental health settings that provide these services.

The Rehabilitation and Mental Health Program at the University of Arizona, formerly known as the Rehabilitation Counseling Program, enjoys a rich history in Arizona and at the national level. The Program was established in 1961, with the first class graduating in 1963. We have continually attracted students from diverse racial and ethnic backgrounds as well as students with disabilities throughout the history of our program. The Rehabilitation Program, which was ranked 6th nationally by US News and World Report (2013), is the only program approved by the Arizona Board of Regents to deliver academic degrees in Rehabilitation in the State of Arizona. The Program has the further distinction of becoming the first CORE (Council on Rehabilitation Education) accredited Rehabilitation Master's program in the United States (1975) and, more recently in Fall 2014, CACREP-accredited for Clinical Rehabilitation Counseling and Mental Health Counseling. Our undergraduate rehabilitation program was the first CORE registered Bachelor of Science program in the United States (1999).

Faculty members recognize the importance of scholarships and have expended a considerable amount of effort to obtain grants to meet the financial needs of their students. The rehabilitation program has a long history of successful grant activities for student support (e.g., Rehabilitation Services Administration long-term training grant) and community services (e.g., Technical Assistance and Continuing Education grant). Currently, an Arizona Rehabilitation Services Administration (RSA) intergovernmental service agreement will provide tuition and stipends to support 50 part-time Master's students, employed by RSA, for the next 5 years (2014 – 2019). Rehabilitation and mental health faculty will continue to be dedicated to pursuing grants for the betterment of the program. Additionally, a five-year RSA grant provides non-RSA students with access to financial support as well as hands-on experience in the Arizona RSA system.

Rehabilitation and Mental Health Counseling has an excellent career outlook because of the variety of occupational opportunities available to graduates. Today's rehabilitation and mental health counseling training programs offer students the competencies and skills to work with consumers/clients in diverse employment settings that include, but are not limited to: public and private vocational rehabilitation, community-based rehabilitation and case management settings, residential and outpatient psychiatric and substance abuse treatment programs, hospital-based rehabilitation units, counseling programs/agencies in the private sector, as well as independent living and assistive technology programs.

More information about the history and practice of Rehabilitation and Mental Health Counseling can be found at <http://www.crc certification.com/>

E. Specialization in School Counseling

Professional School Counseling, with its roots in vocational guidance, emerged during the early 1900s when the United States saw an expansion of counseling roles that paralleled the social reform movement (Southern, Erford, Vernon, & Davis-Gage, 2010). Jesse B. Davis, a high school principal, is generally credited with establishing the first school guidance program in 1907. The American School

Counselor Association (ASCA) was founded in 1952, which placed new emphasis on group and individual counseling to increase academic achievement and improve the school climate (Southern, et al.). In the 1960s, federal funds contributed to the expansion of university programs to train school counselors, and the profession expanded its focus beyond vocational guidance to include personal and social development. Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

- School Guidance Curriculum – consists of structured lessons designed to help students achieve the desired competencies and to provide students with the knowledge and skills appropriate for their developmental level.
- Individual Student Planning – school counselors coordinate ongoing systemic activities designed to help students establish personal goals and develop future plans.
- Responsive Services – consist of prevention and/or intervention activities to meet students' immediate and future needs. These needs can be necessitated by events and conditions in students' lives and the school climate and culture, and may require any of the following: 1) individual or group counseling; 2) consultation with parents, teachers and other educators; 3) referrals to other school support services or community resources; 4) peer helping; 5) psychoeducation; 6) intervention and advocacy at the systemic level.

Professional school counselors incorporate organizational processes and tools that are concrete, clearly delineated, and reflective of the school's needs. Processes and tools include:

- agreements developed with and approved by administrators for each school year addressing how the School Counseling program is organized and what goals will be accomplished
- advisory councils including: students, parents/guardians, teachers, counselors, administrators and community members to review School Counseling program goals and results and to make recommendations
- the use of student data to effect systemic change within the school system so every student receives the benefit of the School Counseling program
- action plans for prevention and intervention services defining the desired student competencies and achievement results
- allotment of the professional school counselor's time in direct service with students as recommended in the ASCA National Model
- the use of annual and weekly calendars to keep students, parents/guardians, teachers, administrators, and community stakeholders informed and to encourage active participation in the School Counseling program

Professional school counselors develop confidential relationships with students to help them resolve and/or cope with problems and developmental concerns.

The School Counseling program in the College of Education began in the 2000-2001 academic year. It was originally housed in the Department of Educational Psychology, and moved to the new Disability and Psychoeducational Studies in 2009 as part of the university's transformation initiative.

Graduates are employed as K-12 school counselors in Arizona and many other states around the country. Several of the graduates have gone on to earn doctoral degrees, another was a Fulbright

scholar working in Malaysia schools, and several have positions in higher education in various student service positions. Employment of school counselors is expected to grow by 19 percent from 2010 to 2020, about as fast as the average for all occupations. The number of students attending schools at all levels is expected to increase during the projections decade, boosting demand for both school and career counselors.

PreK-12 Guidance Counselor Certification in Arizona for School Counselor

The most recent criteria for obtaining a Guidance Counselor Certificate (PreK-12) from the Arizona Department of Education are available at:

<http://www.ade.az.gov/certification/requirements/Professional/GuidanceCounselor-R2.pdf>

These include:

1. A Master's or more advanced degree from an accredited institution.
2. Completion of a graduate program in guidance and counseling from an accredited institution or a valid guidance counselor certificate from another state.
3. One of the following:
 - a. Completion of a supervised counseling practicum in School Counseling from an accredited institution;
 - b. Two years of verified, full-time experience as a school guidance counselor (verified by letter from District Superintendent or Personnel Director); or
 - c. Three years of verified teaching experience (verified by letter from District Superintendent or Personnel Director)

Portions of this document are from the American School Counselor Association.
<http://www.schoolcounselor.org/content.asp?pl=325&sl=133&contentid=240>

CHAPTER III

ADMISSION TO THE PROGRAM

A. Admission Standards

All applicants to the University of Arizona's Counseling Program must submit applications and be accepted by the Graduate College *and* the DPS Department.

The minimum Graduate College entrance requirements for the Counseling Program are as follows:

- a. A completed bachelor's degree from an accredited institution with a Grade Point Average (GPA) of at least 3.0 on a 4.0 scale in the last 60 credit hours. Alternatively, 12 credits of graduate coursework from an accredited institution with a GPA of at least 3.0 on a 4.0 scale.
- b. A completed application, official undergraduate and graduate transcripts, and payment of Graduate College application fees. The application deadline for admission to Fall term is **January 15**. Based on resources, including availability of faculty advisors, the department will limit the number of applicants accepted. Admission information and the application are available on the Graduate College Website: <http://grad.arizona.edu/admissions>
- c. Completed Personal Data Form.
- d. TOEFL: Total and TWE scores must be submitted for students for whom English is a second language.
- e. Long Range Goals: A brief statement (200-500 words) of the applicant's long-range professional goals.
- f. Letters of recommendation are completed by three persons (including one who has been a supervisor) who can attest to successful work experience and/or potential as a counselor.
- g. An interview, following the initial screening of the above material. This can occur in person or via other forms of communication (e.g., Skype, via telephone).

B. Matriculation and Enrollment

Once a student is admitted to the Counseling Program, the student will:

1. Contact the advisor assigned in the acceptance letter to plan first semester courses. See the list of courses (Appendix B) and register.
2. Take the core 48 graduate credits in *Counseling* plus 12 credits in the specialization area: *Rehabilitation and Mental Health Counseling* or *School Counseling* (total credits 60).

3. Maintain a minimum grade point average (GPA) of 3.0, and earning a B or better in all of the clinical course work.

4. Develop in conjunction with the assigned advisor, a Plan of Study as early as the second semester, to be submitted to the Graduate College. There are two very important links, one is for the departmental forms: <http://www.coe.arizona.edu/dps/students> . The other link can be found by logging into GradPath at <http://grad.arizona.edu/gsas/gradpath>.

a. GRATHPATH FORMS

Please follow the instructions below to access GradPath:

- Go to UAccess.arizona.edu
- Click on the link to the Student Center
- Log in
- Select GradPath forms from the “other academic” drop down menu
- Click on the double blue arrow
- Select GradPath forms

This should take you to your GradPath forms. The first form you will need to complete is the Responsible Conduct of Research Statement. After you have submitted the Responsible Conduct of Research Statement you will be able to create, fill out and submit a Plan of Study. When you submit your Plan of Study it will begin routing to the various approvers in your department, then come to the Graduate College.

Once the Plan of Study has been approved by all the reviewers you will have access to complete and submit the Master’s/Specialist Committee Appointment form. That form is required even if you did not have a committee – in that case you can pick a box on the form to indicate that you did not have a committee and just list your advisor.

The final GradPath form, the Master’s/Specialist Completion Confirmation will need to be submitted by your graduate coordinator.

Please feel free to contact your Degree Counselor, Lori D’Anna (ldanna@email.arizona.edu) if you have any questions or concerns.

b. Graduation requirements

- There is one very important last milestone for students to submit in GradPath when completing the degree called: *Master’s/Specialist Committee Appointment Form* in GradPath. Without submitting the form we cannot initiate the Completion of Degree and the diploma is not awarded to the student. One of the requirements that must be met before we award a degree is that all of the GradPath forms have been submitted and received final approval.
- It is important for students to know who to get in contact with in case of Convocation questions, or where to register. If you have specific questions after you have completed the online registration for Convocation please contact Tracy Kenyon, tekenyon@email.arizona.edu or call the Student Services Office at 621-7865.

5. Prior to enrolling in Practicum, the student will complete the following prerequisite courses:

- a. SERP 546 (Counseling Skills and Techniques) and
 - b. SERP525 (Counseling Theories) and
 - c. SERP 506 (Introduction to School Counseling) or SERP 565 (Principles of Rehabilitation and Mental Health) depending on specialization.
 - d. SERP 547 (Group Counseling) can be taken prior to or during first Practicum.
4. Register for the comprehensive exam administered the final semester of the student's program. Students who selected the Rehabilitation and Mental Health Counseling Specialization will sit for the exam administered by the Commission on Rehabilitation Counselor Certification (CRCC). Those students should check the CRCC website, located at <http://crccertification.com> for application deadlines to avoid graduation delays. The application is typically due about 5 months prior to the exam date. Students are informed if they passed or not directly following the exam. Test scores are no longer provided either at the testing center or by the CRCC. Students who selected the School Counseling specialization complete a professional presentation and earn a minimum score of 151 on the Praxis School Guidance and Counseling exam (#5421). Information can be obtained at <http://www.ets.org/Media/Tests/PRAXIS/pdf/5421.pdf>
5. Complete all course work and register for graduation. Refer to the graduation deadlines online at the Graduate College website for commencement and information regarding deadlines: <http://grad.arizona.edu/academics/degree-certification/deadlines-for-graduation>

C. UAccess

UAccess is our portal to all your personal information and it will list the courses you are enrolled for in the current semester, including associated links to course readings in the digital library and to Desire 2 Learn (D2L). You can see your grades, look at your schedule, and get your SAPR (Student Academic Progress Report).

D. Course Registration

How to register for your SERP course through UAccess:

1. Go to the UAccess: <http://uaccess.arizona.edu/>
2. Click on "Student Center"
3. Log in using your UANetId
4. In the Academics section, click on "Enroll". This will take you to the Add Classes screen.
5. Click on the SEARCH tab at the top of this screen. This will take you to the Search Criteria screen.
6. For TERM, select the semester you will be taking this class - (Fall 2016)
7. In SUBJECT, type in or select SERP.

8. For CAMPUS verify it says UAOnline.
9. Click the green SEARCH button. You should see all the SERP courses on the screen.
10. Scroll down to select your class and click on "Enroll" at the bottom of the screen to register for the course.

CHAPTER IV

MASTERS DEGREE IN COUNSELING

A. Academic Advising

Each student is assigned an advisor. Chosen from the Counseling Faculty, the advisor's responsibilities include:

1. Approving the Plan of Study
2. Monitoring student progress
3. Determining readiness for clinical practice experiences
4. Approving field experience placement
5. Advising students about employment possibilities

Current Advisors

Rehabilitation and Mental Health Counseling

Easton, Amanda, Ph.D., CRC, LPC
amandaeaston@email.arizona.edu

Hartley, Michael, Ph.D., CRC
mthartley@email.arizona.edu

Johnson, Philip, Ph.D., CRC
johnsonp@email.arizona.edu

Perry, Vanessa, Ph.D., CRC
vmpperry@email.arizona.edu

School Counseling

Bauman, Sheri, Ph. D., NCC
sherib@email.arizona.edu

Falco, Lia, Ph.D.
ldf@email.arizona.edu

Steen, Sam, Ph.D.
samsteen@email.arizona.edu

It is recommended students meet with their advisors regularly. *It is the student's responsibility to contact his/her advisor and make an appointment.* Group advising meetings may be held in lieu of individual meetings.

Scheduling of courses in each program is designed to accommodate full-time and part-time students. The 60 credit semester sequence can be completed in a minimum of two years (for full-time students including summer classes) Most students should plan to take two-three years to complete their program.

B. Program of Study

A student's program of study for the MA degree in Counseling has three objectives: (a) to offer a broad based curriculum in Counseling consistent with the scholar-practitioner model of training; (b) to meet the appropriate accreditation criteria; (c) to permit graduates of the program to become certified and become licensed professionals in the state of Arizona, and (d) to permit students to specialize in either School Counseling or Rehabilitation and Mental Health Counseling.

The MA Program in Counseling requires a minimum of 60 credits. For those students wishing to transfer courses into their Program of Study from another university, a petition must be submitted to the student's academic advisor (a maximum of 12 credits may be applied). For those courses which a student has taken more than five years prior to admission, program faculty may request that these courses be repeated. In conjunction with his/her major professor, each student is responsible for developing a Plan of Study as early as possible during the first few months in residence, to be submitted to the Graduate College no later than the second semester in residence. All deficiencies must be satisfied before the Plan of Study is approved.

The Graduate Program in Counseling at the University of Arizona includes coursework based on the curriculum standards from CACREP, CORE and ASCA (Appendix A). Students will graduate with a MA degree in the major area of Counseling with a specialization in Rehabilitation and Mental Health Counseling or School Counseling. (Appendix B)

Appendix B contains a complete listing of core courses required of all students and 12 additional units for each specialization. Please refer to the course descriptions in the Academic Catalog (<http://catalog.arizona.edu/>) for a general description of all courses in the DPS department and elective courses that can be chosen in the College of Education and the Department of Disability & Psychoeducational Studies. The course numbering system is explained at the Graduate College website (<https://grad.arizona.edu/academics/course-listing-and-numbering>). All courses are three credit hours unless otherwise noted. Appendix C presents the recommended course sequence for a full-time and a part-time student.

C. Comprehensive Exam

Students must complete a comprehensive exam in their last semester prior to graduating. The Rehabilitation and Mental Health Counseling and School Counseling specializations have separate comprehensive exam procedures and exams.

Rehabilitation and Mental Health Counseling Specialization

Students in the Rehabilitation and Mental Health Counseling specialization must register and achieve a passing score on the Commission on Rehabilitation Counselor Certification (CRC) exam. Students need to have completed the majority of coursework before taking the exam. The CRC Exam is offered three times per year: fall, summer, and spring. Most students take the exam in the final semester of the program, usually during the spring semester around March 1st. The deadline to register for the spring exam is usually around October 1st. Additional information is located at <http://www.crccertification.com/>.

Students in the Rehabilitation and Mental Health Counseling specialization will also take the Mental Health Standards Knowledge Assessments at the end of the semester prior to intended graduation. For any standard in which mastery is not demonstrated, students, in collaboration with their advisor, will develop a plan to review material related to the standard and demonstrate the knowledge before being approved for having met all graduation requirements.

If a student does not earn a passing score on the CRC exam, an oral exam with a minimum of two faculty examiners will be required. An one-hour oral exam with the student's advisor and at least one other faculty member will provide an opportunity for the student to demonstrate the requisite knowledge of Rehabilitation and Mental Health Counseling. An oral exam is only scheduled in cases where a student does not pass the CRC exam. If the student does not pass the oral exam, he or she will re-take the CRC exam the following semester. The student must be registered as a student in the semester in which he or she graduates. It prepares graduates to be skillful in all components of Counseling. The student may register for a minimum of one unit and may register for any University of Arizona class offered.

School Counseling Specialization

Students within the school counseling specialization must earn a score of 151 on the Praxis Professional School Counselor Exam (5421) no later than one month prior to graduation. Information about the exam can be found at <https://www.ets.org/praxis/prepare/materials/5421>

Students in the school counseling specialization will also take the SC Standards Knowledge Assessments at the end of the semester prior to intended graduation. For any standard in which mastery is not demonstrated, students, in collaboration with their advisor, will develop a plan to review material related to the standard and demonstrate the knowledge before being approved for having met all graduation requirements.

CHAPTER V

CLINICAL PRACTICE IN COUNSELING

Clinical practice experiences organized through the University of Arizona's Counseling Program are carefully integrated into the training program and serve the following functions: (a) refining supervised clinical experiences obtained in applied courses in Counseling Program, (b) extending scholarly knowledge from coursework under supervision directly to applied settings, (c) implementing evidence-based assessment and intervention methods learned in courses, (d) experiencing professional practice issues associated with the delivery of counseling services, and (e) receiving feedback from clinical supervisors regarding professional competencies and skills in the delivery of counseling services.

All students will complete a mental health practicum. In addition, students complete a practicum and internship in their specialization.

A. Clinical Practice Resources

The University of Arizona, Counseling Program has strong affiliations with a number of on-campus and off-campus service organizations approved for supervised clinical practice experience. These affiliations provide students with a broad range of opportunities to develop consultation skills, therapy skills, assessment and diagnostic skills, and direct intervention skills under the supervision of qualified professionals. Additionally, we have a Clinical Placement Coordinator to help with placements.

All students are required to meet with Ms. Camelia Shaheed, the Clinical Placement Coordinator, to discuss available practicum and internship sites. No placement is considered complete until Ms. Shaheed reviews the prospective site and Site Supervisor credentials for appropriateness. The consultation and placement Site Agreement, which you receive during your practicum/internship class, needs to be completed no later than the semester prior to the semester in which the student intends to complete his or her first practicum. Ms. Camelia Shaheed can be reached at camysmarvel@email.arizona.edu

B. Practicum (100 hours)

Practicum experiences are expected to be consistent with the scholar-practitioner orientation of the Counseling Program. All clinical placements are consistent with the established ethical standards and accreditation guidelines of the American School Counseling Association (ASCA) and Council for the Accreditation of Counseling and Related Programs (CACREP). Refer to the Clinical Practice Manual for Students & Faculty for a complete list of requirements, goals, objectives, and responsibilities.

C. Internship (600 hours)

The internship is a more intensive experience wherein the student is expected to demonstrate broader skills in all aspects of professional functioning. Internship experiences should be at sites that are appropriate to students' career goals. Refer to the Clinical Practice Manual for Students & Faculty for a complete list of requirements, goals, objectives, and responsibilities.

Sample sites who historically provided supervision of counseling services to MA students (subject to change):

Amphitheater Public Schools
Las Familias Counseling Agency (internship)
AZ Center for the Blind & Visually Impaired (ASL required)
Marana School District
Native American Connections (Phoenix)
Arizona School for the Deaf & Blind (ASL required)
National Council on Alcoholism and Drug Dependence (NCADD) (Phoenix)
Office of Special Education and Rehabilitative Services (OSERS)
Beacon Group
Page Unified School District
Paradise Valley School District
Calvary Addiction Recovery Center
Phoenix Unified School District
Casa De Vida
Pima Com. Col. Downtown & East Campus
Catalina Foothills School District
Cedar Ridge Counseling
Cottonwood (internship and behavioral experience only)
Pima County Juvenile Court Center
Child Family Resources (internship)
Pinal Hispanic Council
Our Family
CODAC
Primavera Services
DES/RSA
The Center for Living Skills
Project PEPP
Providence of Arizona
University of Arizona Disability Resource Center
Safford Arizona Public Schools
Douglas Arizona School District
Sahuarita Unified School District
Easter Seals Blake Foundation
Sunnyside Unified School District
Flowing Wells School District
Tanque Verde Unified School District
Focus Employment Services
The Salvation Army
Gilbert Arizona Public Schools
Tucson Unified School District
Helping Associates Inc.
Vail Unified School District
Indian Oasis Unified School District
Yaqui Tribal Health Center La Paz Counseling

For School Counseling specialization students, additional information on school districts listed above can be obtained via Camelia Shaheed and by visiting the Arizona Department of Education (ADE) website at: <http://www.ade.state.az.us/>.

CHAPTER VI

STUDENT RESOURCES

The Program encourages students to become involved in research and supervised practice related to counseling. A number of on-campus and community resources are also utilized to provide research and clinical placement experiences for students.

A. Student Support Services

1. Counseling and Psychological Services (CAPS)

Counseling and Psychological Services (CAPS), located in the Campus Health Service building offers psychological counseling to students to help them cope with personal problems so that they can successfully achieve their educational goals. Licensed professionals are available to provide brief treatment for anxiety, depression, difficulties with relationships, family problems, food/body image concerns, alcohol and drug (ADD) concerns, life crises and other issues. Other available services include consultative services by phone, online screenings for depression, eating disorders, suicide, alcohol, and anxiety, and support groups for eating and body image. There are also classes specifically for graduate students on strategies for success.

2. The Strategic Alternative Learning Techniques (SALT) Center

The Strategic Alternative Learning Techniques (SALT) Center is a freestanding, fee-based (<http://www.salt.arizona.edu/admissions/fees.shtml>) department within the Division of Campus Life that serves the needs of many students diagnosed with Learning Disabilities or Attention Deficit Hyperactivity Disorder (ADHD). SALT students receive individualized educational planning and monitoring, assistance from trained tutors with course work, and an array of workshops geared toward the individual academic needs of these students. Additionally, students have the opportunity to use the SALT computer lab (complete with an array of assistive technology) and/or "drop-in" to either the SALT Writers Lab or the SALT Math Lab, both staffed with highly trained tutors.

Upon requesting SALT services, each student is assigned to a Learning Specialist. These individuals assist students as they navigate through the University of Arizona. Each Learning Specialist is an individual who demonstrates encouraging, accepting, and nonjudgmental behaviors creating a secure environment for students to prosper. This safe atmosphere also enables students to successfully collaborate with Learning Specialists to create a unique learning plan, entitled Individualized Learning Plans (ILP). Each specially designed ILP is created to meet the postsecondary environmental needs of the student. The SALT Center also provides students with the opportunity to learn about other available resources.

3. Disability Resource Center

The Disability Resource Center collaborates with students, faculty and staff to create educational environments that are usable, equitable, sustainable and inclusive of all members of the university community. However, if you encounter academic or physical barriers on campus, DRC staff is available to partner with you in finding good solutions or to implement reasonable accommodations. DRC works proactively with instructors in re-imagining the design of their

courses. Our goal is to encourage faculty to think broadly about all the different characteristics students may bring to the classroom and to create educational experiences that will be meaningful to each of them. When we are successful in this partnership, you may not need to use the individual classroom accommodations you have used before. An example is notetaking. When an instructor posts class notes on an open Website for all students, the individual accommodation of 'note-taking' may not be required. Additional information is available at <http://drc.arizona.edu/students>.

4. Financial Assistance

In terms of financial assistance, the university maintains the Office of Financial Aid in the Administration Building that is available to students for applying for such loans as federal Stafford loans, university scholarships, and scholarship and loans from various private foundations. In addition, scholarship funds and tuition waiver funds are available through the Office of the Associate Dean of the Graduate College for students who are from diverse backgrounds.

In the past, the DPS department has been able to offer some financial assistance to students in the form of tuition remissions, scholarships/fellowships, and assistantships. When opportunities arise, the program faculty make every effort to inform eligible students of all potentially available funding sources. Students are encouraged to contact their adviser or the program director for information on other sources of possible funding. Student funding is not guaranteed. Students are also urged to contact the Graduate College and the Psychology Department for possible funding opportunities. In addition, students should discuss their financial needs with personnel at the Office of Financial Aid, Administration Building – Room 203, Tucson, AZ 85721. (520) 621-1858 or email at askaid@arizona.edu.

B. Research and Study Resources

1. University Information and Technology Services (UITS)

The University Information and Technology Services (UITS) Lab is located on the subfloor of the College of Education building, and is available for use as an electronic classroom equipped with 20 student machines containing the latest software. Also on the same floor is a room for distance education and videotape editing rooms. Computer equipment from the UITS can be borrowed both by faculty and students for making presentations in classes. For further information, please visit the UITS website at: <http://oscr.arizona.edu> or 520-621-6727.

2. Center for Computing Information Technology (CCIT)

The Center for Computing and Information Technology (CCIT/UITS) houses the University's mainframe computers. The mainframe machines are linked to personal computers in the College of Education. Educational and informational facilities are also available in the Center and a technical reference room contains reference manuals, various technical books and periodicals. Many Computer Center publications are available. The Center provides programming consulting services and conducts non-credit short courses open to the public. For further information about their services visit the UITS website at <http://uits.web.arizona.edu/> or 520-621-2248.

3. Main Library

The University of Arizona Library contains more than 1.5 million books, bound periodicals, microforms, maps, government publications and other materials. The library is committed to providing all possible support services to students to facilitate their learning and obtaining scholarly documents either within the library system, through inter-library loan, or via online computer database searches by visiting <http://www.library.arizona.edu>. The library even emails documents to students upon request.

4. Library (College of Law)

The College of Law Library is one of the best legal research facilities in the Southwest, with a collection of over 300,000 volumes. The latest in computer-based legal research is available through LEXIS and WESTLAW, and there is a computer lab for word processing, computer assisted legal instruction, and research.

5. Library (Banner University Medical Center)

The Arizona Health Sciences Library (AHS) is a member of the National Network of Libraries of Medicine founded by the National Library of Medicine (NLM) and serves as the designated resource library for Arizona through the Pacific Southwest Regional Medical Library Service (PSRMLS). The Arizona Health Sciences Library is a founding member of the Arizona Health Information Network (AZHIN). In addition to AHSL, the AZHIN consortium is made up of the University of Arizona, the major teaching hospitals in Arizona, and a growing number of other Arizona health-related organizations.

The University of Arizona Medical Center Library's primary purpose is to serve the students, faculty, and staff of the University of Arizona Colleges of Medicine, Nursing, and Pharmacy, as well as University Medical Center. A strong secondary purpose is to serve as an informational resource for licensed health-related personnel throughout the state. Library collections are also accessible for other members of the University of Arizona community who have need of material found only in this library. The library maintains a state-of-the-art information retrieval system enabling students to locate references by computer from their homes or from University offices. The AHS library collection contains 225,195 cataloged volumes, 95,357 monographs, 129,838 journals, micro fiche/files/cards 1799, and 90 computer software(s)/CD-ROM.

6. Office of the Vice President for Research

The Office of the Vice President for Research processes all sponsored research proposals submitted by the faculty, students, and staff, maintains records of all sponsored research, assists the faculty and staff in certain aspects of proposal preparation, and helps in locating sponsors for research projects.

A computerized information system maintained by this office can produce various reports on many aspects of the University's total research program. Information contained in reports generated by this office is available to the general public and may be of value to local and state government agencies. For further information about the services this office provides, please visit <http://vpr.arizona.edu/>

A collection of books and periodicals that provide information on the research programs of many federal agencies and foundations is available in this office. Copies of monthly publications that provide information on research programs that have recently been announced also are on file.

CHAPTER VII

ADDITIONAL STUDENT INFORMATION

A. Coursework and Grades

1. Course Syllabi

At the beginning of each semester, professors are required to provide students with a course syllabus. The syllabus contains an outline of course content and requirements that are to be completed by the student throughout the semester. A course syllabus is considered to be a contract between the professor and each student; therefore, you must keep those for future reference. The syllabus specifies particular requirements that must be completed by students in order to receive a grade in the course. A syllabus may be changed by a professor during the semester at any time with reasonable notice. Students should retain their syllabi after completing their courses as they may be asked to produce them many months or years later when applying for licensure or other credentials.

2. Grades

At the end of each semester, students will receive their grade. Grades received for the courses taken in this department are an A, B, C, D, or E. Other grades for courses include Pass (P) and Superior (S). According to the University of Arizona grading policies (as described in the latest edition of the Graduate Catalog), a "C" grade is a passing grade but does not show adequate competence. For our practicum and internship course, if a student receives less than a B, he/she may not be able to continue in the program.

Grades of "I" (Incomplete)

The grade of "I" for "Incomplete" may be awarded only at the end of the semester when all but a minor portion of the student's course work has been satisfactorily completed. Students should make arrangements with the instructor to receive an incomplete grade before the last day of classes in a semester. Students have a maximum of one calendar year to remove an Incomplete. Incomplete grades are not included in the calculation of the grade-point average until one year from the date of the award. Instructors are encouraged to use the Report of Incomplete Grade Form as a contract with the student as to what course work must be completed by the student for the "I" grade to be removed and replaced with a grade. On the form, the instructor states: (1) which assignments or exams should be completed and when; (2) how this work will be graded; and (3) how the student's course grade will be calculated. Both the instructor and student sign this agreement and both should retain copies. After the course work is completed, the instructor should assign the appropriate grade on the UAccess Grade Roster. After posting, the new grade will be included in the calculation of the student's GPA. An Incomplete not removed within one year is replaced by a failing grade of "E" and counted as an "E" in determining the grade-point average. If there is a possibility that the student's cumulative grade-point average will fall below 3.00 through the conversion of Incomplete grades to failing grades, a student will not be permitted to graduate. Note: in rare situations, an instructor may grant an Incomplete in a Practicum course. It is up to the instructor to determine whether the student needs to do all 100 hours the next semester. That decision will depend on the specific

situation. If a student fails practicum, the student will need the advisor's permission to enroll in a subsequent semester.

Independent Study

Independent study courses can be arranged with a professor to pursue a research project or other activity that is outside of, or an extension of, the regular curriculum. Independent Study may NOT be used to take a required course at a time other than the scheduled semester. Rare exceptions may be made in the case of pressing extenuating circumstances. There is an *Independent Study Form* that must be completed by the student and the faculty member prior to registering for an Independent Study course.

Withdrawal from Class

Withdrawal from a course within the first four weeks after registration will result in the deletion of the course from the student's academic record. After the fourth week and through the end of the tenth week of classes, the grade of "W" may be awarded to students earning a passing grade at the time of the official withdrawal. After the 10th week, students will receive a failing grade of "E". Consult <http://grad.arizona.edu/academics/policies/grading-policies> to obtain detailed information about withdrawal from courses.

Grade Appeal Policy

A student may appeal a grade during the first regular semester after the semester or summer term in which the grade was awarded. Grade appeals are not processed during the summer sessions unless the dean of the college in which the course is offered determines that the case warrants immediate review. The appeal involves a stepwise and formal process, progressively involving the instructor, the department head, and the dean of the college which offers the course. It may also involve a committee appointed by the dean to review and make recommendations. Written verification of each step as well as close adherence to a timetable is indispensable. The dean of the college offering the course has the final authority to make a decision regarding the grade appeal. There is no special form for appeals. The student should detail the reasons for their appeal in a formal letter. The Graduate College does not process or become involved in such appeals. The Grade Appeal Policy and timetable can be found in The University of Arizona electronic catalog.

Technology, Social Media and Distance Counseling:

Counselors recognize that service provision is not limited to in-person, face-to-face interactions. Counselors actively attempt to understand the evolving nature of technology, social media, and distance counseling and how such resources may be used to better serve their clients. Counselors appreciate the implications for legal and ethical practice when using technology, social media, or distance counseling and are particularly mindful of issues related to confidentiality, accessibility, and online behavior.

Technology, social media, and distance counseling are changing the way we communicate and work, offering new models to engage with our clients, evaluatees, colleagues, and the general public. We believe this kind of interaction may:

- enhance and embrace evolving communication styles;
- expedite service provision; and
- reduce and/or eliminate barriers.

Regardless of the technology used or its application, rehabilitation counselors are held to the same level of expected behavior and competence as defined by the *Code of Professional Ethics for Counselors*. They need to be aware of risks and limitations, which may include but are not limited to:

- confidentiality, privacy, and security;
- actual or perceived unethical behavior; and
- inability to establish or maintain good rapport.

B. Student Grievance Procedure

The Graduate College has a student grievance procedure to ensure that students who feel they have been treated unfairly have access to a standard procedure for resolving that grievance. Consult the University of Arizona Student Handbook via internet at <http://grad.arizona.edu/academics/policies/grading-policies> for more information about this procedure.

In cases of discrimination, including sexual harassment, case summaries are sent to the University Affirmative Action Officer. For more information, please visit <http://equity.arizona.edu/>

C. Discrimination and Sexual Harassment Policy

A student who believes that 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 at 621-3268 <http://drc.arizona.edu>. Students are also encouraged to access the Affirmative Action homepage <http://equity.arizona.edu> for information on discrimination, including sexual harassment, and the ADA.

D. Code of Academic Integrity

Integrity is expected of every student in all academic work. The guiding principle of academic integrity is that a student's submitted work must be the student's own. Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the Code whether or not faculty members establish special rules of academic integrity for particular classes. Failure of faculty to prevent cheating does not excuse students from compliance with the Code. Any attempt to commit an act prohibited by these rules will be subject to sanctions to the same extent as completed acts. The procedures for reviewing a suspected violation are found in the complete Code of Academic Integrity available in the Dean of Students Office, Old Main, Room 203, or visit <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

E. Rights and Responsibilities Regarding Disability Access

The University of Arizona is committed to equal educational opportunities for students with disabilities and recognizes that reasonable accommodations or modifications may be necessary to ensure access to campus courses, services, activities, and facilities. The Disability Resource Center (DRC) is the office designated by the University to review disability documentation, determine reasonable

accommodations, and develop plans for the provision of such accommodations. An equally important part of the DRC is serving faculty in designing educational environments that are inclusive. For more information, visit the DRC website at <http://drc.arizona.edu/>

F. Counseling Credentials

The Counseling program is designed to prepare graduates to obtain initial state licensure and/or certification as a counselor. Counselors are required to keep skills current by taking additional training for licensure/certification renewal. Each state has its own requirements for continuing education.

Students completing the rehabilitation and mental health specialty may apply during their last semester of coursework to become Certified Rehabilitation Counselors (CRC), a credential administered by the CRCC. Information about this credential can be found at <http://crccertification.com>

After an appropriate period of supervised practice, graduates with the School Counseling specialization may seek to obtain a Nationally Certified School Counselor certification from the National Board for Certified Counselors. Information about this credential can be found at <http://nbcc.org/ncsc>

Depending on the state in which they practice, all graduates are encouraged to become Licensed Professional Counselors (LPC). In the state of Arizona, the Board of Behavioral Health Examiners regulates the LPC. Information about the LPC in the state of Arizona can be found at <http://azbbhe.us/>

After becoming licensed, graduates are encouraged to stay current on information regarding portability to other states through the Association of State Counseling Boards (AASCB). For more information go to: <http://www.aascb.org>

G. Student Review and Retention

Students in the Counseling Program at The University of Arizona are evaluated on a regular basis on both academic and nonacademic standards.

Academic Standards

- A minimum grade of C must be achieved on all course work to obtain graduate credit.
- A cumulative B average must be maintained in all graduate level courses.
- Students unable to meet these requirements become ineligible for graduation and are placed on academic probation.
- Students will remain on probation until an additional 9 credit hours have been attempted. Those unable to remove the probationary status are subject to academic dismissal. ·
Withdrawal from a course while on probation will not be allowed.

Nonacademic Standards

In addition to maintaining high scholastic standards, students enrolled in the program must develop skills necessary to work with people with diverse needs. The faculty expects students, as future mental health, rehabilitation, and school counselors, to:

- be committed to personal growth and professional development;
- demonstrate appropriate social skills;
- be concerned about people;

- demonstrate emotional and mental fitness in their interactions with other students and faculty; and be able to receive and give constructive feedback; and
- use the skills and techniques that are generally accepted by others in the profession.

Further, students are expected to adhere to the codes of ethics of their professional associations (ACA, ASCA, CRCC, etc.) and the relevant regulatory boards of the state of Arizona. A student's acceptance in the program does not guarantee his or her fitness to remain in the program. The faculty are responsible for assuring that only those students who continue to meet program standards are allowed to continue in the program.

Each year, a review of every student's progress in the program will be conducted by program faculty. See Form A below that guides this review. The purpose of the review is to provide students with specific feedback that goes beyond what is conveyed in the course grade. In some cases, the review could result in the creation of an Improvement Plan to give the student an opportunity to address areas in which improvement is needed.

Multicultural sensitivity and appreciation of diversity in the broadest sense is an essential component of being an effective professional counselor. If a student demonstrates deficits in these areas, and/or does not act in a manner consistent with the ACA Code of Ethics, an Improvement Plan will be developed by the student, his/her advisor, and the program director.

H. Endorsement Policy

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.

I. Evaluating Student Fitness and Performance

Members of the faculty evaluate student fitness and performance at the end of each semester. The faculty make judgments as to the student's professional fitness and performance based on observations of course performance, evaluations of students' performances in simulated practice situations (role plays), supervisor's evaluations of students' performances in clinical situations (practicum and internship), and their adherence to their discipline's codes of ethics. Faculty will identify additional help students may need to be successful, and to recognize outstanding achievements of students in their work. In addition to reviewing student's academic performance, students' professional fitness will be evaluated using the Professional Fitness Review Form (See Appendix). All students will receive feedback after any formal evaluation by the faculty. If a student is not making satisfactory progress as evidenced by grades **and/or** professional/personal behaviors, the faculty advisor will meet with the student to discuss evaluation. A student progress form will be completed by the faculty, reviewed with the student, signed, and placed in the student's file each semester that the student is enrolled in the program.

On rare occasions, faculty may become concerned about a student's suitability for entry into the counseling profession even though the student may be evidencing satisfactory performance in academic course work.

Examples of behaviors that may be evidence of professional impairment include, but are not limited to, the following:

- Violation of professional standards or ethical codes;
- Inability or unwillingness to demonstrate appropriate professional skills at an acceptable level of competency;
- Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements;
- Interpersonal behaviors and interpersonal functioning that impairs one's professional functioning; and
- Inability to exercise sound clinical judgment, exhibiting poor interpersonal skills, and pervasive interpersonal problems.

An effort will be made to identify the problem and to work out a solution with the student and the program. When student difficulty is noted by the individual professor, the following procedures will be used:

- Professor initiates a meeting with the student to discuss his/her concerns;
- Faculty member presents in writing his/her concern to the Program Director;
- The concerns of the faculty member are discussed in a faculty meeting;
- The advisor will arrange an advisor-student conference in which the concerns of the Program Faculty are shared with the student and an agreement of remedial steps is contracted;
- The advisor presents the contract to the other faculty members;
- The advisor will monitor subsequent progress in carrying out the recommendations of the Program Faculty;
- The advisor presents an evaluation to Program Faculty;
- The advisor provides feedback to the Program Faculty on student progress;
- A student not satisfied with the decision can follow the Graduate College Grievance Policy available at: <http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy>.
- If it is deemed that a student's professional fitness is in question, the faculty may recommend the following actions:
 - A formal reprimand;
 - Additional practicum and/or clinical work;
 - Additional Assignments
 - Personal mental health counseling (individual or group);
 - Temporary leave of absence from the program;
 - Additional academic course work;
 - Additional supervision;
 - Formal probation;
 - Encouragement to withdraw from the program; and/or
 - Formal dismissal from the program.

APPENDIX A
REQUIRED COURSES

I. CORE COURSES (48 UNITS)¹

| SERP | Course Title | Completed |
|-------------|--|------------------|
| 525 | Counseling Theories | _____ |
| 545 | Psychosocial, Cultural, and Familial Diversity in Counseling | _____ |
| 546 | Counseling Skills and Techniques | _____ |
| 547 | Group Counseling | _____ |
| 556 | Research Methods | _____ |
| 563 | Assessment in Counseling | _____ |
| 579B | Diagnosis & Treatment of Mental Health Disorders | _____ |
| 580 | Medical Aspects of Disability | _____ |
| 584 | Problems of Drug Abuse | _____ |
| 588 | Ethical, Legal, & Professional Issues in Counseling | _____ |
| 594 | Practicum: Mental Health | _____ |
| 593 | Internship | _____ |
| 579C | Counseling with Couples and Families | _____ |

II. SPECIALIZATION IN REHABILITATION AND MENTAL HEALTH COUNSELING (12 UNITS)

| SERP | Course Title | Completed |
|-------------|------------------------------------|------------------|
| 565 | Principles of Rehabilitation | _____ |
| 585 | Vocational Planning and Placement | _____ |
| 594 | Practicum Rehabilitation Specialty | _____ |
| | Elective (<i>TBD by Advisor</i>) | _____ |

OR

III. SPECIALIZATION IN SCHOOL COUNSELING (12 UNITS)

¹ Students may **not** take two practicum experiences in the same semester, nor may they take practicum and internship at the same time.

| SERP | Course Title | Completed |
|-------------|--|------------------|
| 506 | Introduction to School Counseling | _____ |
| 510 | Counseling over the Lifespan | _____ |
| 550 | Career Development and Advanced Educational Planning for School Counselors | _____ |
| 594 | Practicum – School Counseling Specialty | _____ |

APPENDIX B

UA CATALOG COURSE DESCRIPTIONS FOR REQUIRED COURSES

The Master's Degree in Counseling Program curriculum is guided by the state standards for professional counselors, which are based on existing CACREP, ASCA and CORE Standards.

SERP 506 – Introduction to School Counseling (3 units)

Description: Orientation to the role and activities of a K-12 school counselor. Emphasis on the components of a developmentally-oriented school guidance counseling program. Grading Basis: Regular Grades: A, B, C, D, E

SERP 510 - Counseling over the Lifespan (3 units)

Description: School Counseling strategies to enhance human development, based on major findings of developmental theories and research from infancy to late adulthood. Grading Basis: Regular Grades: A, B, C, D, E

SERP 525 - Counseling Theory (3 units)

Description: This course provides a basis in theories of individual counseling. Grading Basis: Regular Grades: A, B, C, D, E

SERP 545 - Psychosocial, Cultural, and Familial Diversity in Counseling (3 units)

Description: Individual, family, and community diversity are examined in relation to working with community agencies, individual counseling, and small group facilitation. Grading Basis: Regular Grades: A, B, C, D, E

SERP 546 - Counseling Skills and Techniques (3 units)

Description: Knowledge and application of basic counseling skills in response to individuals/families in a variety of settings; crisis intervention strategies and ethical issues for the counselor. Grading Basis: Regular Grades: A, B, C, D, E

SERP 547 - Group Counseling (3 units)

Description: This course will address small group counseling techniques. Grading Basis: Regular Grades: A, B, C, D, E

SERP 550 - Career Development and Advanced Educational Planning for School Counselors (3 units)

Description: Emphasizes decision making for school counselors related to assisting students with assessment of interests, personality, values, skills, and goals for career planning and attainment of necessary advanced education and/or training to meet career planning objectives. Grading Basis: Regular Grades: A, B, C, D, E

SERP 556 - Research and Program Evaluation in Counseling (3 units)

Description: Basic concepts essential to the comprehension of research in counseling, including measurement principles, descriptive statistics, and program evaluation. Grading Basis: Regular Grades: A, B, C, D, E

SERP 563 - Assessment in Counseling (3 units)

Description: The emphasis is on instruments, techniques, and issues related to assessment. The course examines theoretical, legal, and ethical issues that stem from the administration, use, and interpretation of assessment instruments. Grading Basis: Regular Grades: A, B, C, D, E

SERP 565 - Principles of Rehabilitation (3 units)

Description: Principles underlying rehabilitation programs and interdisciplinary relationships of agencies engaged in rehabilitation services. Graduate-level requirements include submission of a group research exercise/presentation, conduct NCRE email networking, submit scholarly paper. Open to rehabilitation majors only.

Grading Basis: Regular Grades: A, B, C, D, E

SERP 579B - Diagnosis and Treatment of Mental Health Disorders (3 units)

Description: Examination of the diagnostic and treatment process used in assessing and counseling persons with psychiatric disabilities. The course is organized and structured using the Diagnostic and Statistical Manual of Mental Disorders.

Grading Basis: Regular Grades: A, B, C, D, E

SERP 580 - Medical Aspects of Disability (3 units)

Description: Etiology, therapy, and prognosis of the major disabilities, including drug and alcohol; assessment of physical capacities and limitations; typical restorative techniques. Grading Basis: Regular Grades: A, B, C, D, E

SERP597C – Counseling with Couples and Families (3 units)

Description: This course will focus on the theories, skills and techniques associated with the practice of counseling with couples and families. Grading Basis: Regular grades: A, B, C, D, E

SERP 584 - Problems of Drug Abuse (3 units)

Description: Survey course for counselors concerned with drug abuse; diagnostic and counseling approaches to drug use and abuse. Grading Basis: Regular Grades: A, B, C, D, E

SERP 585 - Vocational Planning and Placement (3 units)

Description: Problems of physical, mental, social, and emotional disability, as they relate to the formulation of a rehabilitation plan; exploration of the various sources of occupational and career choice information, case management and job placement and development. Grading Basis: Regular Grades: A, B, C, D, E

SERP 588 - Ethical, Legal, and Professional Issues in Counseling (3 units)

Description: Examination of various issues crucial to the practice of counseling. Topics include ethical, cultural, legal, and professional concerns. Grading Basis: Regular Grades: A, B, C, D, E

SERP 593 - Internship (12 units)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment. Flat Fee \$35.00 Grading Basis: Regular Grades: S, P, F

SERP 594 - Practicum (3 units)

Description: The practical application, on an individual basis, of previously studied theory and the collection of data for future theoretical interpretation. Grading Basis: Regular Grades: S, P, F

APPENDIX C

RECOMMENDED 2 YEAR PLAN OF STUDY (FULL-TIME STUDENTS)

Fall, Year One

1. SERP 525 Counseling Theory
2. SERP 546 Counseling Skills and Techniques
3. SERP 580 Medical Aspects of Disability
4. SERP 588 Ethical, Legal, and Professional Issues in Counseling
5. SERP 565 Principles of Rehabilitation (Specialization in Rehabilitation) **OR**
SERP 506 Introduction to School Counseling (Specialization in School)

Spring, Year One

1. SERP 545 Psychosocial, Cultural, and Familial Diversity in Counseling
2. SERP 587 Psychosocial Aspects of Disability as an elective (Specialization in Rehabilitation) **OR**
SERP 510 Counseling over the Lifespan (Specialization in School)
3. SERP 547 Group Counseling
4. SERP 584 Problems of Drug Abuse
5. SERP 594 Practicum (Specialization in Rehabilitation) OR
SERP 594B Practicum (School Counseling)

Summer, Year One

1. SERP 594D Practicum Mental Health Setting (Specialization in School)

Fall, Year Two

1. SERP 579B Diagnosis and Treatment of Mental Health Disorders
2. SERP 597C Counseling with Couples and Families
3. SERP 563 Assessment in Counseling
4. SERP 585 Vocational Planning and Placement (Specialization in Rehabilitation) **OR**

Spring, Year Two

1. SERP 556 Research and Program Evaluation in Counseling
2. SERP 593 Internship
3. SERP 550 Career Development and Advanced Educational Planning (Specialization in School)

Summers

*Students may complete required courses during the summers to reduce their course load during the academic year.
The following courses frequently are offered during the summer:

SERP 556 Research and Program Evaluation in Counseling
SERP 580 Medical Aspects of Disability
SERP 584 Problems of Drug Abuse
SERP 594D Practicum (Mental Health Setting)

APPENDIX D

RECOMMENDED 3 YEAR PLAN OF STUDY (PART-TIME STUDENTS)

Fall, Year One

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

Spring, Year One

1. SERP 587 Psychosocial Aspects of Disability as an elective (Specialization in Rehabilitation) **OR**
SERP 510 Counseling over the Lifespan (Specialization in School)
2. SERP 547 Group Counseling
3. SERP 584 Problems of Drug Abuse

Summer, Year Two

1. SERP 556 Research and Program Evaluation in Counseling

Fall, Year Two

1. SERP 580 Medical Aspects of Disability
2. SERP 588 Ethical, Legal, and Professional Issues in Counseling
3. SERP 585 Vocational Planning and Placement (Specialization in Rehabilitation)

Spring, Year Two

1. SERP 545 Psychosocial, Cultural, and Familial Diversity in Counseling
2. SERP 594 Practicum (Specialization in Rehabilitation) **OR**
SERP594B Practicum (School Counseling)
3. SERP 550 Career Development and Advanced Educational Planning (Specialization in School)

Summer, Year Three

1. SERP 594D Practicum Mental Health Setting (Specialization in School)

Fall, Year Three

1. SERP 563 Assessment in Counseling
2. SERP 597C Counseling with Couples and Families
3. SERP 579B Diagnosis and Treatment of Mental Health Disorders

Spring Year Three

- SERP 593 Internship

APPENDIX E
Schedule of Courses

Fall

Intro to School Counseling – 506

Principles of Rehab – 565

Med Aspects – 580

Ethics – 588

Theories – 525

Skills – 546

Assessment - 563

Marriage & Family Counseling – 597C

Vocational Planning – 585

Diagnosis & Treatment – 579

MH & Rehab Practicum – 594

School Practicum – 594b

Internship – 593 (or 593b for school)

Spring

Lifespan Development - 510

Multicultural Counseling – 545

Psychosocial Aspects - 587

Research Methods – 556

Group Counseling – 547

Internship – 593

Practicum – 594b

Career Planning - 550

Prob in Drug Abuse – 584

Summer I

MH Practicum – 594

Med Aspects – 580 (RSA only or by permission)

Summer II

Problems in Drug Abuse - 584

Research Methods – 556

MI – 554 (RSA only or by permission)

Courses available to Non Degree Seeking students:

Principles of Rehab - SERP 565

Med Aspects of Disability - SERP 580

Psychosocial Aspects of Disability - SERP 587

Problems in Drug Abuse - SERP 584

Introduction to School Counseling – SERP506

APPENDIX F

PROFESSIONAL ORGANIZATIONS

Students and graduates are encouraged to join and become active in professional organizations or associations. There are many benefits derived from membership in a professional organization. As a member of a professional organization, the student:

1. Will receive publications and other material (e.g., conference announcements, online forum digests, job announcements, etc.) available to the organizations' and associations' membership
2. Is entitled to reduced membership rates and reduced registration rates for professional meetings/workshops
3. Is eligible for such membership services as professional liability insurance, legal defense fund, library resource use, etc.
4. Has a method of direct involvement with activities and issues pertinent to the profession.
5. Is affiliated with other professionals having interests and areas of similar expertise.
6. Has a way to stay up-to-date in the knowledge, practices, and research findings in the field.

Students in the Counseling program should follow the professional code of ethics and certification guidelines established by the following organizations:

American School Counseling Association (ASCA)

1101 King Street, Suite 625
Alexandria VA 22314
<http://www.schoolcounselor.org>

American Counseling Association (ACA)

5999 Stevenson Ave.
Alexandria, VA 22304
(703) 823-9800
<http://www.counseling.org>

American Mental Health Counseling Association (AMHCA)

801 N. Fairfax Street, Suite 304 Alexandria, VA 22314 800-326-2642 or 703-548-6002
<http://www.amhca.org/>

Arizona School Counselors Association

P.O. Box 30776 Mesa, AZ 85275-0776
<http://www.azsca.org> **Association for
Specialists in Group Work**
<http://www.asgw.org>

Commission on Rehabilitation Counselor Certification (CRCC)

1699 E Woodfield Road, Suite 300
Schaumburg, IL 60173
<http://www.crc certification.com/>

FORM A
 University of Arizona
 Department of Disability and Psychoeducational Studies
Counseling Program

**COUNSELING MASTERS STUDENT
 ANNUAL REVIEW FORM**

Student Name: _____
Academic Year: _____ **Advisor:** _____

This form evaluates progress in achieving the competencies required for graduation from Counseling Program at the University of Arizona. It is expected that the number of competencies achieved will increase yearly as students complete various Program requirements. The Competencies are **bolded** and examples of the specific skills are listed below.

| Competency Achieved | Acceptable | Needs Attention | N/A | Comments |
|--|-------------------|------------------------|------------|-----------------|
| <i>Professional Dispositions – personal characteristics and behaviors that impact one’s ability to be an effective counselor.</i> | | | | |
| (1) Demonstrates an awareness of his/her own belief systems, values, needs & limitations (herein called “beliefs”) and the effect of “self” on his/her work with clients. | | | | |
| (2) Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients. | | | | |
| (3) Responds non-defensively & alters behavior in accordance with supervisory feedback | | | | |
| (4) Demonstrates ability to flex to changing circumstance, unexpected events, & new situations | | | | |
| (5) Maintains appropriate boundaries with supervisors, peers, and clients | | | | |
| (6) Is motivated and engaged in the learning and development of his/her counseling | | | | |
| (7) Manages conflicts and/or misunderstandings in a productive manner. | | | | |

| | | | | |
|---|--|--|--|--|
| <i>Professional Orientation and Ethical Practice – An understanding of all of the following aspects of professional functioning:</i> | | | | |
| (1) Professional roles, functions, and relationships with other human service providers, including strategies for interagency, inter-organization, collaboration, and communications. | | | | |
| (2) Professional organizations, including membership benefits, activities, services to members, and current issues. | | | | |
| (3) Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients. | | | | |
| <i>Social and Cultural Diversity – An understanding of the cultural context of relationships, issues, and trends in a multicultural society, including all of the following:</i> | | | | |
| (1) Multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally. | | | | |
| (2) Counselors’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body. | | | | |
| (3) Counselors’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination. | | | | |
| <i>Human Growth and Development – An understanding of the nature and needs of persons at all developmental levels and in multicultural contexts, including all of the following:</i> | | | | |
| (1) Theories of individual and family development and transitions across the life span. | | | | |
| (2) Human behavior, including an understanding of developmental crises, disability, psychopathology, and situational and environmental factors that affect both normal and abnormal behavior. | | | | |
| (3) Theories for facilitating optimal development and wellness over the life span. | | | | |
| <i>Career Development – An understanding of career development and related life factors, including all of the following:</i> | | | | |
| (1) Career development theories and decision-making models. | | | | |

| | | | | |
|--|--|--|--|--|
| (2) Career development program planning, organization, implementation, administration, and evaluation. | | | | |
| (3) Career and educational planning, placement, follow-up, and evaluation. | | | | |
| <i>Helping Relationships – An understanding of the counseling process in a multicultural society, including all of the following:</i> | | | | |
| (1) Counselor characteristics and behaviors that influence helping processes. | | | | |
| (2) Essential interviewing and counseling skills. | | | | |
| (3) Counseling theories that provide the student with models to conceptualize client presentation and that help the student select appropriate counseling interventions. Students will be exposed to models of counseling that are consistent with current professional research and practice in the field so they begin to develop a personal model counseling. | | | | |
| <i>Group Work – studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, theories, methods, skills, and other group approaches in a multicultural society, including all of the following:</i> | | | | |
| (1) Principles of group dynamics, including group process components, developmental stage theories, group members’ roles and behaviors, and therapeutic factors of group work. | | | | |
| (2) Group leadership or facilitation styles and approaches, including characteristics of various types of group leaders and leadership styles. | | | | |
| (3) Group counseling methods, including group counselor orientations and behaviors, appropriate selection criteria and methods, and methods of | | | | |
| (4) Direct experiences in which students participate as group members in a small group activity, approved by the program, for a minimum of 10 clock hours over the course of one academic term. | | | | |

| | | | | |
|---|--|--|--|--|
| Assessment – An understanding of individual and group approaches to assessment and evaluation in a multicultural society, including all of the following: | | | | |
| (1) Basic concepts of standardized and non-standardized testing and other assessment techniques, including norm-referenced and criterion-referenced assessment, environmental assessment, performance assessment, individual and group test and inventory methods, psychological testing, and | | | | |
| (2) Social and cultural factors related to the assessment and evaluation of individuals, groups, and specific populations. | | | | |
| (3) Ethical strategies for selecting, administering, and interpreting assessment and evaluation instruments and techniques in counseling. | | | | |
| Research and Program Evaluation – An understanding of research methods, statistical analysis, needs assessment, and program evaluation, including all of the following: | | | | |
| (1) The importance of research in advancing the counseling profession. | | | | |
| (2) Principles, models, and applications of needs assessment, program evaluation, and the use of findings to effect program modifications. | | | | |
| (3) Ethical and culturally relevant strategies for interpreting and reporting the results of research and/or program evaluation studies. | | | | |

Student Signature _____

Date:

Faculty Advisor's Signature _____

Date:

Program Director's Signature: _____

Date: _____

FORM B

FACULTY/STUDENT RESPONSIBILITIES FORM

As a graduate student in the Counseling Program, Department of Disability and Psychoeducational Studies, College of Education, University of Arizona, I hereby certify that I have:

- (1) Met my faculty advisor prior to or during the first semester to plan my course of study.
- (2) Been informed about the student retention policy, including procedures for possible student remediation and/or dismissal from the program for reasons other than academic.
- (3) Been informed about the program's academic appeal policy.
- (4) Been given information about appropriate professional organizations.
- (5) Been informed of where to find a copy of the Code of Professional Ethics for Rehabilitation Counselors, the American School Counseling Association Code of Ethics and Standards of Practice, and other appropriate professional standards of practice such as the American Counseling Association.

As I continue through the program, I will:

- (a) Obtain information about the type and level of skill acquisition required for successful completion of training.
- (b) Participate in the training components that encourage self-growth or self-disclosure as part of the training process.
- (c) Become knowledgeable about the type of supervision settings and requirements of the sites for required clinical field experiences.
- (d) Obtain information about the evaluation procedures.
- (e) Become aware of where to receive up-to-date employment prospects for graduates.
- (f) Meet with my advisor at least once each semester.

Student Signature

Date

Faculty Signature

Date