



**Counseling Program**  
**REHABILITATION & MENTAL HEALTH COUNSELING**  
**AND**  
**SCHOOL COUNSELING**  
**Clinical Practice Manual**

**Practicum SERP 594**  
**Internship SERP 593**

*For Students & Faculty*

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# Part I: Introduction

## Purpose of the Manual

The purpose of the Clinical Practice Manual is to provide information to University of Arizona M. A. degree-seeking Counseling Program students and their University Faculty Supervisors. The information will address the context, objectives, activities and responsibilities of the supervised clinical practice component. The guidelines in this Manual are intended to be flexible because clinical practice situations differ, but not so flexible that the integrity of the clinical experience is compromised. Such differences can be due to the uniqueness of each student, each agency setting, each agency supervisor and each client. Nevertheless, this Manual will provide specific guidelines, expectations and procedures to ensure consistency and structure to Practicum and Internship clinical experiences. Additional clarification can be provided by the assigned Practicum or Internship University Faculty Supervisor.

## Glossary of Commonly Used Terms

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

**ACA:** American Counseling Association.

**Agency:** Synonymous with “site”. Any location where a student completes a field experience. It can be a rehabilitation, school or mental health setting.

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

**ASCA:** American School Counseling Association.

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

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

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

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

**CORE:** Accreditation body - Council on Rehabilitation Education.

**Counseling Student:** A Master’s level Counseling Program student pursuing a graduate degree in two emphases: Rehabilitation Counseling or School Counseling.

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

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

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

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

**Field Experience Consult:** Student consultation with the Field Experience Coordinator regarding Practica and Internship placements.

**Field Experience Coordinator:** An Arizona-licensed practitioner who assists Counseling Program students locate Practica and Internship placements.

**FERPA:** Family Educational Rights and Privacy Act. A federal law protecting the privacy of student education records. The law applies to all schools which receive funds under an applicable program of the U.S. Department of

Education. FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. FERPA restricts faculty and staff from sharing any information regarding a student without that student's written consent. If the student is above 18, but has a legal guardian, consent must be provided by the legal guardian.

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

**Indirect Hours:** Practica and Internship hours which are not direct hours. Examples include, but are not limited to, site and university supervision, training, **shadowing**, recommended on-site reading or documentation, and community in-services and workshops related to the placement. For Practica, indirect hours are 60 of 100 hours per Practicum. For Internship, indirect hours are 360 of 600 hours.

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

**Internship:** 600 hours of clinical practice experience, or its equivalent, as specified by the University Faculty Supervisor.

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

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

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

**Licensed Clinical Psychologist:** State's Licensed clinical psychologist, appropriate for Practicum/Internship mental health supervision.

**LISAC:** State's Licensed Independent Substance Abuse Counselor, appropriate for Practicum/Internship mental health supervision.

**LISW:** State's Licensed Independent Social Worker, appropriate for Practicum/Internship mental health supervision.

**LMFT:** State's Licensed Marriage and Family Therapist, appropriate for Practicum/Internship mental health supervision.

**LMSW:** State's Licensed Masters of Social Work, appropriate for Practicum/Internship mental health supervision.

**LPC:** State Licensed Professional Counselor, appropriate for Practicum/Internship mental health supervision.

**MSW:** Unlicensed Masters of Social Work.

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

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

**Practicum:** 100 hours of clinical practice experience per practicum. Effective Fall 2015 for incoming Counseling Program students, one or two (2) Practicum is required for the Counseling MA depending on the student's specialization - Rehabilitation or School Counseling.

**Primary Site Supervisor:** The primary Practicum or Internship supervisor of record at a placement site for a specified term. This individual possesses the minimum experience and possesses necessary license(s) and/or certification(s).

**RSA Students (AzRSA):** Arizona Rehabilitation Services Administration students *employed* by AzRSA. AzRSA

employees must work for a full year before they can become degree-seeking and before AzRSA will pay full tuition for the degree.

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

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

**Site:** Synonymous with “agency”. Any location where a student completes a field experience. It can be a rehabilitation, school or mental health setting.

**Site Supervisor:** Generic label for designated primary Practicum or Internship supervisor at a placement site for a specified term. This individual must have a minimum of two years post-graduate experience.

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

**Student Liability Insurance:** Mandatory liability coverage purchased from ACA, ARCA, AMHCA, ASCA, CRCC or HPSO for clinical field experiences. Counseling Program students cannot meet with clients/students without providing a copy of the policy which includes the student name, policy number and expiration date. The policy must be renewed annually, and it is the Counseling Program student’s responsibility to ensure continuous coverage for the duration of each Practicum or Internship.

**Triadic Supervision:** Site or university supervision which includes two (2) students and one (1) supervisor.

**University Faculty Advisor:** Faculty assigned to the student for the duration of the pursuit of the Master’s degree.

**University Faculty Supervisor:** The University of Arizona faculty overseeing a student’s Practicum or Internship for a designated semester or term.

**Volunteer:** A private and personal decision to donate time to a community agency. The agreement exists between the volunteer and the agency where the volunteer work takes place, excluding the University. Volunteer hours cannot be applied toward either Practicum or Internship. In such circumstances, some Student Liability Insurance carriers will not cover those activities since the person is not functioning as a “student”. It is the student’s responsibility to verify coverage.

## Supervised Clinical Practice Coursework

Clinical practice coursework is field-based counseling with community clients. Supervised clinical practice, which includes Practica and Internship, ranks among the most important professional preparation activities in which students participate. Going forward, Practicum will refer to a 100-hour clinical practice experience while Internship will refer to a 600-hour clinical practice experience. Students complete the equivalent of one or two 100-hour Practica, depending on specialization, and one 600-hour Internship. The primary objective of clinical practice coursework is to allow students an opportunity to develop counseling skills through supervised clinical practice. Endorsing the scholar-practitioner model of graduate training in counseling, the clinical coursework in the Counseling Program is a blend of academic and supervised clinical practice experiences.

Students complete a foundation of counseling skills training courses before participating in Practica or Internship.

The mandatory foundation courses before the first Practicum are:

1. Counseling Theory (SERP 525)
2. Counseling Skills and Techniques (SERP 546)
3. **either** Principles in Rehabilitation (SERP 565) **or** Introduction to School Counseling (SERP 506)
4. Group Counseling (SERP 547) must be taken prior to or concurrent with Practicum

To these core courses are added more advanced counseling skill courses such as Group Counseling (SERP 547), Assessment in Counseling (SERP 562), Diagnosis and Treatment of Mental Health Disorders (SERP 579B) and Counseling with Couples and Families (SERP 597C).

The guidelines and requirements for clinical coursework at the University of Arizona Counseling Program are

based on the accreditation standards established by the Council on Rehabilitation Education (CORE) and Council for Accreditation of Counseling and Related Education programs (CACREP). All supervised clinical experiences in the Counseling Program must be completed under the supervision of an experienced Site Supervisor. The Site Supervisor must hold a Master's degree in Counseling, or a related field; have a minimum of two years of pertinent professional experience; and is trained in counseling supervision. Students are also supervised at the University in one of two methods: Supervised by a University Faculty Supervisor assigned to the Practicum or Internship, or supervised by a doctoral student working under the direct supervision of a University Faculty member.

The Counseling Program emphasizes ethical decision-making skills. During Practica and Internship experiences, students adhere to relevant legal and ethical standards, including the most recent American Counseling Association (ACA) Code of Ethics, Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics, American Mental Health Counselors Association (AMHCA) Code of Ethics, and American School Counseling Association (ASCA) Code of Ethics. In addition, the federally-mandated HIPPA law and its guidelines must be adhered to in an ethical manner. An ethic code violation may result in a student's expulsion from the Counseling Program.

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

## **Mental Health, Rehabilitation and School Counseling Defined**

### **Mental Health Counseling**

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

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

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

### **Rehabilitation Counseling**

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

- Assessment and appraisal
- Diagnosis and treatment planning
- Vocational counseling
- Individual and group counseling interventions focused on facilitating adjustments to the medical and

psychosocial impact of disability

- Case management, referral, and service coordination
- Utilization Review (UR) in agencies without medical personnel
- Program development and evaluation, research, and implementation of evidence-based and best practices
- Interventions to remove environmental, employment, and attitudinal barriers
- Consultation services among multiple parties and regulatory systems
- Job analysis, job development, and placement services, including assistance with job accommodations
- Consultation regarding access to rehabilitation technology.

For additional information see: Commission on Rehabilitation Counselor Certification (CRCC) at <http://www.crccertification.com/>

### **School Counseling**

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

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

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

## Part II: Policies and Procedures

### Securing a Clinical Site

Practicum and internship field experiences are excellent opportunities for students to work within a diverse spectrum of clinical settings. As such, students are strongly encouraged to regularly discuss potential Practicum and Internship sites with the Field Experience Coordinator, Faculty and fellow students as they progress through the Counseling Program. To assure the best educational opportunity for each student, a placement site must be approved by the Counseling Program Faculty before it is considered for student placement. Approval is based on the agency's provision of adult and child/family mental health, rehabilitation or school counseling services.

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

1. The Counseling Program student should review the list of clinical placement sites (see end of this section and Student Handbook) for a sample of possible opportunities. The list, while not an exhaustive one, facilitates a discussion between the student and the Field Experience Coordinator's initial consult. Note that many agencies will not deal directly with students regarding placements. Students are strongly encouraged to schedule a Field Experience consult to discuss all placement options and procedures. Students should still feel free to network with peers, graduates and community professionals to identify agencies which dovetail with their career interests and goals. The Field Experience Coordinator values the information gained from those resources.
2. A Course Sequence Plan, developed with the student's Faculty Advisor, will facilitate the Field Experience Coordinator consult and the placement search. Note that some agencies fill their placements one year in advance, others one semester in advance and others a few weeks before a term begins. Each Counseling Program student not only competes with other Counseling Program students for placements, but also competes with students in five (5) other UA clinical disciplines and seven (7) other teaching institutions. The earlier the student meets with the Field Experience Coordinator to discuss the Plan of Study for the two (2) Practica and Internship, the better the placement outcomes. This is especially true in cases where a student desires a placement in a rural community or a placement outside Tucson, Az.
3. The Counseling Program student should meet with the Faculty Advisor as soon as possible during first semester in order to create the Course Sequence Plan. The Course Sequence Plan is necessary for the consult with the Field Experience Coordinator before the middle of the first semester of study. At a minimum, the student should consult with the Field Experience Coordinator one semester in advance of the needed placement.
4. Field experience assignments cannot always be tailored to the Counseling Program student's wishes.
5. Site Supervisors must hold a Master's degree in Counseling, or a related field, and have a minimum of two (2) years of pertinent post-graduate professional experience, be trained in counseling supervision. State licenses and national certifications are not mandatory. Site Supervisors with less than two (2) years of post-graduate professional experience cannot act as Primary Site Supervisors. School Counseling Site Supervisors must hold a current credential from the Arizona Department of Education as a School Guidance Counselor.
6. When the Field Experience Coordinator introduces a Counseling Program student to a potential placement, the student will respond to that Site Liaison within 24 hours and address all requests promptly. This is especially critical for students wishing to complete a Practicum or Internship in a rural community.
7. Regarding mental health placements, the Counseling Program student will maintain contact with the Field Experience Coordinator a minimum of once every week until placed. Community mental health agencies are busy and the process can quickly become frustrating and stressful.
8. Anytime a Counseling Program student finds a placement site without the Field Experience Coordinator's assistance, the student will provide the Field Experience Coordinator with the agency name; and the



- prospective Site Supervisor's name, email and phone prior to signing the Rehabilitation or Mental Health **Site Agreement** or the **School Site Counseling Contract**. The Field Experience Coordinator will contact the prospective Site Supervisor for a resume, and may review the site and/or prospective Site Supervisor with the designated faculty member before returning to the student.
9. Anytime a Counseling Program student seeks a placement at his or her place of employment, the Field Experience Coordinator must be advised **before** the student takes action. The Field Experience Coordinator will contact the current "employment" supervisor and the potential Site Supervisor prior to the signing of the **Site Agreement** or **School Site Counseling Contract**. During the Practicum and/or Internship, the Counseling Program student **must** be supervised by someone other than the "employment" supervisor.
  10. For the interview:
    - a. Mental Health Placements: Placement is highly competitive, particularly for Practicum, and agencies are becoming increasingly selective. Regardless of the emphasis – Rehabilitation or School Counseling – mental health issues are a professional reality. Furthermore, at least nine (9) disciplines address mental health applications and seek placements. Agencies have a finite number of placement slots regardless of the applicant's discipline.
    - b. General homework before the interview
      - i. Review the agency's website for information about it and its services
      - ii. Generate one or two questions related to the agency's service continuum or philosophy
      - iii. Bring a current resume
      - iv. Important: Bring a typed schedule of available days and times. Sites are never obliged to work around student schedules.
      - v. Bring a **Site Agreement** or **School Site Counseling Contract** to the interview
    - c. Clinical homework before the interview
      - vi. Differentiate between DAP and SAP notes
      - vii. Demonstrate knowledge of Motivational Interviewing, CBT, DBT
      - viii. Articulate your clinical philosophy [never say "I want to help people"]
      - ix. Differentiate between evidenced-based practices, best practices, emerging practices
    - d. Dress for the placement interview as for a job interview
    - e. Answer questions directly and succinctly, yet informatively. Interviewers often look at how thoughtful and cohesive a response is more than the accuracy of it
    - f. Always send a thank you note or thank you email the following day, not the same day
  11. The Counseling Program student should disclose potential conflicts of interest or the appearance of conflicts of interest with the placement agency. This includes previous or current relationships between supervisors, clients or other agency employees. These must be discussed with the University Faculty Supervisor prior to the student's placement in the agency.
  12. Once a site accepts a Counseling Program student, the student and Site Supervisor complete the **Site Agreement** or **School Site Counseling Contract**. Note the **Site Agreement** and **School Site Counseling Contract** are completed per semester, and the dates should only reflect a single semester period. "Tasks" section should be well-developed. All sections should be completed or marked "N/A" where appropriate. The **Site Agreement** or **School Site Counseling Contract** must be signed and dated by the student and the Primary Site Supervisor. The student should submit this to the Field Experience Coordinator who will get the faculty signature and enter the documents in the student's field placement file. RSA students will submit the **Site Agreement** to Liz Piña Figueroa, Program Coordinator [lpina1@email.arizona.edu](mailto:lpina1@email.arizona.edu).

Arizona Center for the Blind & Visually Impaired  
(Phx) Arizona School for the Deaf & Blind (ASL  
required) Beacon Group  
Cactus Counseling Associates  
Calvary Addiction Recovery Center  
(Phx) Casa De Vida  
Cedar Ridge Counseling (Show Low)  
Child Family Resources (Phx, Tucson,  
etc.) CODAC  
DES/RSA/OSERS  
\*Douglas School District  
Focus Employment  
Services  
\*Gilbert School District  
Helping Associates Inc. (Casa Grande)  
\*Indian Oasis Unified School  
District La Paz Counseling (Parker,  
Lake Havasu) Las Familias  
Counseling Agency  
\*Marana School District  
Native American Connections (Phx)  
NCADD (Phx)  
\*Page Unified School District  
\*Paradise Valley and \*Phoenix School  
Districts Pascua Yaqui Tribal Health Center  
Pima County Juvenile Court Center  
Pinal Hispanic Council  
Primavera Services  
Project PEPP  
Providence of  
Arizona  
\*Safford Public  
Schools The  
Salvation Army  
\*Tucson School Districts  
University of Arizona Disability Resource Center  
\*Vail Unified School District

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

### **Practicum Requirements (SERP 594)**

Effective Fall semester 2015, new School Counseling specialization students must complete **two** Practica experiences, one of which must be in a mental health setting and the other which must be in a school setting. The two Practica experiences are completed in two different semesters, not the same semester.

Effective Fall semester 2015, new Rehabilitation Counseling specialization students must complete **one** Practicum experience in either Rehabilitation or Mental Health.

Counseling Program RSA students complete one Practicum experience which occurs in a mental health setting. The Rehabilitation Practicum is waived because RSA students are required to work at RSA for a minimum of one year as Vocational Rehabilitation Counselors before they can become degree-seeking.

All non-RSA students, Rehabilitation or School Counseling specialization, who matriculated in the Counseling Program prior to Fall 2015 must complete two Practica experiences.

When a Counseling Program student is employed at an agency which can offer supervised counseling duties appropriate to a Practicum, the student must alert the Field Experience Coordinator of her or his interest in completing a Practicum at that agency. If the agency meets the general criteria for the Practicum, the student must

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

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

Prior to the first Practicum, the student will complete

1. Counseling Theory (SERP 525) and Counseling Skills and Techniques (SERP 546)
2. **either** Principles in Rehabilitation (SERP 565) or Introduction to School Counseling (SERP 506)
3. Group Counseling (SERP 547) may be taken prior to or during Practicum

1. The Counseling Program student will purchase and provide the Field Experience Coordinator and placement site with a copy of Student Liability Insurance policy from a professional organization. This will occur no later than two (2) weeks prior to the start of the Practicum and must cover every day of the Practicum experience. The policy copy will include the student’s name, policy number and policy expiration date. Student Liability Insurance is valid for one (1) year. As previously mentioned, organizations such as ACA, ARCA, AMHCA, ASCA, CRCC or HPSO offer Student Liability Insurance. ACA covers rehabilitation, school, and mental health placements. Note that ASCA Student Liability Insurance covers School Counseling placements not mental health placements. RSA students will submit the proof to Liz Pina Figueroa, Program Coordinator (lpina1@email.arizona.edu).
2. The Counseling Program student will obtain and provide a copy of a Level One Fingerprint Clearance card the first semester of graduate study. A Level One Fingerprint Clearance Card is valid six (6) years. This level of clearance is mandated for many placements, especially at agencies serving under-age children or vulnerable adults. Caution: the initial application takes at least 4 weeks and a renewal takes longer. Some governmental agencies (VA, American Indian Nations) will complete their own background check just prior to the placement regardless of the student’s possession of a Level One Fingerprint Clearance.
3. The Site Supervisor and student will complete, sign, date and submit a **Site Agreement** or **School Site Counseling Contract** to the Field Experience Coordinator . All fields must be completed. These documents will be submitted to the Field Experience Coordinator according to the following schedule (a semester in advance):
  - a. Fall semester placements: July 1 of previous Spring semester
  - b. Spring semester placements: November 1 of previous Fall semester

c. Summer session placements: April 1 of previous Spring Semester

RSA students will submit the **Site Agreement** to Liz Piña Figueroa, Program Coordinator [lpina1@email.arizona.edu](mailto:lpina1@email.arizona.edu). **Weekly Activity Log hours cannot pre-date the signature date on the Site Agreement or School Site Counseling Contract or first day of semester** (see #6). Site hours worked before the signature date are not applied to the Practicum.

4. The Counseling Program student will follow site rules and regulations; ACA, CRCC, AMHCA, and/or ASCA ethical standards and codes; federal HIPPA regulations regarding health information privacy; and FERPA regulations regarding other Counseling Program students placed at the same site. Consistent with the ACA Code of Ethics F.6.d. "Endorsements", 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.
5. *In the event a Counseling Program student wishes to terminate a placement prior to the **Site Agreement or School Site Counseling Contract** end date, the student will do the following before terminating the placement:*
  - a. Schedule a meeting with the University Faculty Supervisor to discuss all concerns and plan of action.
  - b. If termination of placement is pursued, the student will alert the Site Supervisor of the intention to terminate the placement via a formal resignation letter offering the standard two (2) week notice. The Site Supervisor may waive the two week notice at her/his discretion. The two (2) week notice is an ethical and professional obligation necessary for the coordination of client re-assignment and seamless continuity of care.
6. Of the 100 clock hours, a minimum of 40 direct client/student hours must be in professional counseling activities contributing *d i r e c t l y* to professional counseling skill development. To accrue the 40 direct client/student hours, the Counseling Program student may act as the primary facilitator or co-facilitator in group and family therapies. **Note: co-facilitation does not apply to individual (1:1) therapy.** Shadowing, a training method, cannot meet the 40-hour requirement. Examples of direct client/student counseling activities include individual, group, family & couples counseling; intake assessments; crisis care management; advocacy; and community education. To ensure the development of individual and family or couples counseling and assessment skills, a maximum of 16 hours of group counseling are applied to the 40 direct client/student hour minimum per Practicum. The Counseling Program student may participate in more than 16 hours, but cannot apply more than 16 to the 40 direct-hour requirement. Before a Counseling Program student can accumulate group hours, the student must be observed by qualified site staff for a minimum of two (2) group sessions. The observer must submit the **Group Therapy Endorsement** form to the University Faculty Supervisor prior to the student independently facilitating a group.
7. The Counseling Program student will maintain an accurate **Weekly Activity Log** of site activities, direct and indirect client contact hours, type of hours, and site and faculty supervisory hours. The student will not work at the site as a "student" outside the formal semester start and end dates. Should the student decide to do so, the student does so independently of the University of Arizona. Under such circumstances, the Counseling Program student is a community "volunteer" or a paid employee. The Counseling Program student should contact the Student Liability Insurance carrier to understand coverage limitations surrounding "student" versus "volunteer" activities. Typically, insurance carriers do not cover "volunteer" activities.

8. The Counseling Program student will maintain an average caseload of 4 ongoing clients as assigned by the agency Site Supervisor, unless the agency has an alternative structure regarding cases and caseloads.
9. The Counseling Program student will conduct an average of 4 counseling sessions per week, approximately one-hour in length, unless shorter sessions are appropriate for a particular client or service or intervention methodology.
9. The Counseling Program student will audio and/or video record at least six (6) counseling sessions and/or per the Practicum University Faculty Supervisor's direction. Written client permission (Form D) is mandatory to record and play the recording during site and university faculty supervision sessions. This Clinical Practice Manual includes the authorization form for adult clients, legal guardians of adult clients, parents, and legal guardians of anyone under 18 years of age. Recordings will adhere to the limits specified by those legally responsible parties. Counseling Program students and faculty guard all information according to federal HIPPA and FERPA confidentiality regulations during the span of each placement. **Recordings are deleted or destroyed per the directions of the University Faculty Supervisor.**
10. The Counseling Program student will play and critique audio and/or video recordings of the counseling sessions during site and faculty supervision sessions for feedback on clinical counseling skill development. The Site Supervisor may elect to attend the Counseling Program student's session instead of attending to audio and/or video recordings. Counseling Program students and faculty guard all information according to federal HIPPA and FERPA confidentiality regulations during the span of each placement. **Recordings are deleted or destroyed per the directions of the University Faculty Supervisor.**
11. The Counseling Program student will participate in an average of 1.0 hour per week of individual or triadic supervision (2 students) with the Site Supervisor and an average of 1.0 hour of individual or triadic supervision with the University Faculty Supervisor, or University Doctoral Candidate Supervisor acting in that capacity. RSA students will meet with the designated RSA University Faculty Supervisor or University Practicum Clinical Supervisor, or University Doctoral Candidate Supervisor acting in that capacity.
12. The Counseling Program student will participate in an average of 1.5 hours per week of group supervision with a University Faculty Supervisor or University Doctoral Candidate Supervisor acting in that capacity. RSA students will meet with the designated RSA University Faculty Supervisor, or University Doctoral Candidate Supervisor acting in that capacity.
13. The Counseling Program student will respond appropriately to summative and formative feedback resulting from observation of applied clinical skills. Feedback includes the mid-term and final evaluation. The Counseling Program student will discuss feedback with the University Faculty Supervisor or University Doctoral Candidate Supervisor, especially if the student has difficulty hearing constructive feedback.
14. Top Priority: The Site Supervisor and University Faculty Supervisor alliance is essential for the Counseling Program student's educational and professional growth. *That relationship has priority over the relationship between the Site Supervisor and the Counseling Program student.* The Site Supervisor and University Faculty Supervisor or University Doctoral Candidate Supervisor schedule at least two (2) visits per semester. Throughout the semester, the two supervisors maintain contact at the start and mid-term or as indicated by the Counseling Program student's performance to discuss the Counseling Program student's progress. The contacts ensure issues are addressed in a transparent, timely, and proactive manner. Complete transparency on the part of the Site Supervisor cannot be overstressed, regardless of the issue or

its resolution. Placement experiences influence Internship experiences which, in turn, influence post-graduate employment experiences. The University Faculty Supervisor will maintain HIPPA and FERPA standards unless the Counseling Program student provides written consent to release any private information.

## Internship Requirements (SERP 593)

Counseling Program students complete one 600-hour Internship experience. Internship differs from Practicum in length and, subsequently, in responsibility and intensity. Counseling Program students are expected to demonstrate professional competence across a broad spectrum of advanced counseling skills. Internship is typically completed during the Counseling Program student's last semester at a site congruent with the student's professional goals.

When a Counseling Program student is employed as a practitioner and those duties are congruent with Internship duties, that student must alert his or her University Faculty Advisor of his or her interest in applying that work experience toward the Internship obligation. *The student will wait for the University Faculty Advisor's decision before taking any action.*

If the University Faculty Advisor approves the request

1. For those Counseling Program students already employed as practitioners, 32 of 40 weekly employment hours will count toward the Internship.
2. The Counseling Program student, however, must spend the remaining 8 weekly employment hours counseling clients in
  - a. a different setting and
  - b. counseling a different client population and
  - c. under the supervision of a different Site Supervisor

For RSA Counseling Program students, 32 of 40 weekly employment hours can be completed at the student's RSA site. The RSA Counseling Program student, however, must spend the remaining 8 weekly employment hours per both of the following:

1. counseling clients at an alternate RSA site and
2. counseling a different client population at the different RSA site and
3. under the supervision of a different Site Supervisor

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

1. Prior to Internship, the Counseling Program student will have completed a minimum of 75% of the total required coursework for the Master's degree. Furthermore, the student will have successfully passed Practica without incident. RSA students must pass one mental health Practicum, discussed in "Practicum Requirements".
2. The Counseling Program student will purchase and provide a copy of Student Liability Insurance from a professional organization to the Field Experience Coordinator. This will occur no later than two (2) weeks prior to the start of the Practicum and must cover every day of the Practicum experience. The RSA student need not purchase or provide a copy of Student Liability Insurance because the Internship is completed at an RSA site. If an RSA student selects to complete Internship outside RSA, that student will purchase and provide a copy of Student Liability Insurance from a professional organization to Liz Pina Figueroa, Program Coordinator (lpina1@email.arizona.edu). Student Liability Insurance has a shelf life of one (1) year. The copy must include within it the student's name, policy number and policy expiration date. Some organizations which offer Student Liability Insurance are the ACA, ARCA, AMHCA, the ASCA, CRCC, or HPSO. ACA covers rehabilitation, school, and mental health placements. Note that ASCA Student Liability Insurance covers School Counseling placements not mental health placements.
3. A copy of a Level One Fingerprint Clearance card will already be on file from the first semester of

the Counseling Program student's graduate work. A Level One Fingerprint Clearance Card is valid for six (6) years. This level of clearance is mandated for many placements, especially those where under-age children or vulnerable adults are served. Caution: the initial application takes at least 4 weeks, renewals take longer. Some governmental agencies (VA, American Indian Nations) will complete their own background check just prior to the placement regardless of the student's possession of a Clearance card.

4. The Counseling Program student will complete, sign and submit the **Independent Study/Internship/Preceptorship Course Form** to the Field Experience Coordinator for additional signatures. RSA students will submit this to the designated RSA University Faculty Supervisor, not to Liz Pina, Program Coordinator.
5. The Site Supervisor and Counseling Program student will complete, sign, date and submit a **Site Agreement** or **School Site Counseling Contract** to the Field Experience Coordinator. These documents will be submitted to the Field Experience Coordinator according to the following schedule (a semester in advance):
  - a. Fall semester placements: July 1 of previous Spring semester
  - b. Spring semester placements: November 1 of previous Fall semester
  - c. Summer session: April 1 of previous Spring semester

RSA Counseling Program students will submit the **Site Agreement** to Liz Piña Figueroa, Program Coordinator [lpina1@email.arizona.edu](mailto:lpina1@email.arizona.edu). **Weekly Activity Log hours cannot pre-date the signature date on the Site Agreement or School Site Counseling Contract.** Site hours worked before the signature date are not applied to the Internship.

6. The Counseling Program student will follow site rules and regulations; ACA, CRCC, AMHCA, and/or ASCA ethical standards and codes; and federal HIPPA and FERPA regulations regarding health information privacy. *In the event a Counseling Program student wishes to terminate a placement prior to the end date of the **Site Agreement** or **School Site Counseling Contract**, the student will do the following before discussing termination with the Site Supervisor or terminating the placement:*
  - a. Schedule a meeting with the University Faculty Supervisor to discuss all concerns and develop a plan of action.
  - b. If termination of placement is pursued, the Counseling Program student will alert the Site Supervisor of the intention to terminate the placement via a formal resignation letter offering the standard two (2) week notice. The Site Supervisor may waive the two weeks at her/his discretion. The two (2) week notice is an ethical and professional obligation and courtesy necessary for the coordination of client re-assignment and seamless continuity of care.
7. Of the 600 clock hours, a minimum of 240 direct client/student hours will be in professional counseling activities directly contributing to enhancement of professional counseling skills. To accrue the 240 direct client/student hours, the Counseling Program student may act as the primary facilitator or co-facilitator in group or family therapies. **Note: co-facilitation does not apply to individual (1:1) therapy.** If the training method – shadowing - is necessary, it cannot meet the 240-hour requirement. Examples of direct client/student counseling activities include, but are not limited to individual, group, and family & couples therapies; intake assessment; case management; advocacy; and community education.
8. The Counseling Program student will maintain an accurate **Weekly Activity Log** of site activities, including direct client contact hours and type, and site supervision hours. The student will not work at the site outside the formal semester start and end dates as a “student”. Should the student decide to do so, the student is acting independently of the University as a community “volunteer” or as a paid



employee. The student should contact the Student Liability Insurance carrier to understand coverage limitations surrounding “student” versus “volunteer” activities. Many carriers do not cover “volunteer” activities.

9. The Counseling Program student will participate in an average of 1.0 hour per week of individual or triadic supervision (2 students) with the Site Supervisor. The Counseling Program student will also participate in an average of 1.5 hours per week of group supervision with the University Faculty Supervisor (or University doctoral student supervisor). RSA students will meet with the designated RSA University Faculty Supervisor.
10. The Counseling Program student will maintain an ongoing caseload as assigned by the Site Supervisor.
11. The Counseling Program student will conduct counseling sessions approximately one-hour in length, unless shorter sessions are appropriate for a particular client or service or intervention methodology.
12. The Counseling Program student will engage in a variety of professional counseling activities (record keeping/notation, assessment instruments, supervision, group client progress reviews, information and referral, in-service and staff meetings, etc.).
13. The Counseling Program student will respond appropriately to summative and formative feedback resulting from observation of applied clinical skills, including the mid-term and final evaluation. Difficulties in this area should be immediately addressed with the University Faculty Supervisor.
14. Top Priority: The Site Supervisor and University Faculty Supervisor alliance is essential for the Counseling Program student’s educational and professional growth. *That relationship has priority over the relationship between the Site Supervisor and the Counseling Program student.* The Site Supervisor and University Faculty Supervisor or University Doctoral Candidate Supervisor schedule at least two (2) visits per semester. Throughout the semester, the two supervisors maintain contact at the start and mid-term or as indicated by the Counseling Program student’s performance to discuss the Counseling Program student’s progress. The contacts ensure issues are addressed in a transparent, timely, and proactive manner. Complete transparency on the part of the Site Supervisor cannot be overstressed, regardless of the issue or its resolution. Placement experiences influence Internship experiences which, in turn, influence post-graduate employment experiences. The University Faculty Supervisor will maintain HIPPA and FERPA standards unless the Counseling Program student provides written consent to release any private information.

## Part III: Roles and Responsibilities

### Counseling Student Responsibilities

1. The Counseling Program student will maintain Student Liability Insurance throughout the clinical experience. Student Liability Insurance must be renewed annually. Sometimes a policy will lapse in the middle of a term. The Counseling Program student must monitor expiration dates to ensure continuity of liability coverage. In contrast, the Level One Fingerprint Clearance Card is renewed every six (6) years. Again, Counseling Program students will verify the Clearance Card is valid throughout the Counseling Program tenure. Renewal of the Card will exceed five (5) weeks.
2. The Counseling Program student must have access to the Site Supervisor in person or via cell phone. **A Site Supervisor, or back-up supervisor, must be present or available via telephone at all times.**
3. The Counseling student is never alone on-site, with or without a client/student, for any reason. If all staff leave the placement building, the student must leave or temporarily relocate to another agency building where staff is present. The student should discuss the temporary relocation option with the Site Supervisor, in advance, to avoid client/student service provision issues.
4. Within the community, the Practicum/Internship is a job, not only a class. Counseling Program students not only represent themselves, but they also represent the University at large and the Counseling Program in particular. It is the Counseling Program student's responsibility to dress and to behave per the agency's appearance and professional conduct policies, and as common sense dictates. When in doubt, the Site Supervisor.
5. The Counseling Program student will make prior arrangements for time away, careful to follow the notice standard - one week advance notice. The student will inform both the Site Supervisor and the University Faculty Supervisor of all planned absences. When an emergency precludes advance notice, the student will notify the Site Supervisor immediately. Promptness and reliability speak to professional behavior. The student should be vigilant and proactive in this area since a trend of no-shows, absences or late arrivals can be labeled as an ethical or procedural violation by the agency and/or the Site Supervisor.
  - a. Absences due to illness should be addressed with the Site Supervisor. If necessary, collaborate regarding an alternate time to complete the missed hours.
  - b. University holidays during the semester: Internship students differ from Practica students in that they must adhere to the **agency** holiday schedule – if the agency is open for business, the Internship student must attend unless previously arranged with the Site Supervisor. If the Site Supervisor agrees, the Practicum student may choose to work during a University-recognized holiday during the semester. If the Practicum student is absent during a holiday, the student is responsible for all work due during the holiday and must plan accordingly. Practicum and Internship students must discuss and schedule absences with the Site Supervisor one week prior to an event or holiday.
6. The Counseling Program student will conform to site rules and regulations, and to relevant ethical standards of the following: ACA, ASCA, CRCC and/or AMHCA. In addition, the student will adhere to federal HIPPA and FERPA confidentiality guidelines.
7. The Counseling Program student will notify the University Faculty Supervisor immediately if, for any reason during the placement the Counseling Program student is unable to: perform the essential functions of the site's counseling role or to meet the Counseling Program Practicum/Internship requirements; if the Counseling Program student has any concerns regarding the placement site or Site Supervisor; or if the Counseling Program student receives constructive feedback from the Site Supervisor. The student will not delay in disclosing any information relevant to her/his professional development at the site in the hope "something will change".

8. The Counseling Program student understands the following policy: The Site Supervisor and University Faculty Supervisor alliance is essential for the Counseling Program student's educational and professional growth. *That relationship has priority over the relationship between the Site Supervisor and the Counseling Program student.* The Site Supervisor and University Faculty Supervisor or University Doctoral Candidate Supervisor schedule at least two (2) visits per semester. Throughout the semester, the two supervisors maintain contact at the start and mid-term or as indicated by the Counseling Program student's performance to discuss the Counseling Program student's progress. The contacts ensure issues are addressed in a transparent, timely, and proactive manner. Complete transparency on the part of the Site Supervisor cannot be overstressed, regardless of the issue or its resolution. Placement experiences influence Internship experiences which, in turn, influence post-graduate employment experiences. The University Faculty Supervisor will maintain HIPPA and FERPA standards unless the Counseling Program student provides written consent to release any private information.
9. The Counseling Program student will respond non-defensively and constructively to summative and formative feedback regardless of its source – Site Supervisor, University Faculty Supervisor, all site employees, other Counseling Program students. The Counseling Program student understands the need for transparency between the Site Supervisor and the University Faculty Supervisor or University Doctoral Candidate Supervisor to ensure issues are addressed in a timely and proactive manner. The University Faculty Supervisor or University Doctoral Candidate Supervisor maintains HIPPA and FERPA standards unless the Counseling Program student provides written consent to release any piece of private information.
10. The Counseling Program student will maintain an accurate **Weekly Activity Log** of site activities, including direct client contact hours and type, and supervision hours. This document is submitted weekly following each University Faculty Supervisor group supervision meeting.
11. The Counseling Program student will submit **Student Evaluation of Site** and **Student Evaluation of Site Supervisor** twice (2) per semester: Mid-term and end of the semester.
12. The Counseling Program student will attend all scheduled University Faculty Supervisor group supervision meetings and adhere to the group supervision requirements. Site and faculty supervision count as indirect hours.
13. The Counseling Program student will attend all weekly scheduled individual clinical supervision with the Site Supervisor and the University Faculty Supervisor in order to receive and solicit feedback on counseling skill performance. Whenever possible, the student will reschedule in advance.
14. The Counseling Program student will provide at least six (6) audio/video recordings of counseling sessions to the Faculty Supervisor for review, or for Faculty Supervision group case presentation/discussion. Prior signed consent is required (Form D). Recordings are deleted within two (2) weeks. **Recordings are deleted or destroyed per the directions of the University Faculty Supervisor.**
15. The Counseling Program student will verify the Site Supervisor emailed/mailed the **Site Supervisor Evaluation of Student** at mid-term and end of semester to the University Faculty Supervisor.
16. The Counseling Program student will be prepared to discuss the Site Supervisor's and University Faculty Supervisor's **Evaluation of Student Performance Evaluation** at mid-term and at the end of semester.
17. The Counseling Program student will always respond non-defensively and constructively to summative and formative feedback regardless of its source – Site Supervisor, University Faculty Supervisor, all site employees, other Counseling Program students.

## Site Supervisor Responsibilities

**Site Supervisors must have the following qualifications:** A minimum of a Master's degree in counseling or related profession with equivalent qualifications, including appropriate state licenses and/or certifications; and a minimum of two years of professional experience in the program area in which the Counseling Program student is enrolled.

### Responsibilities:

1. Top Priority: When necessary, the Site Supervisor schedules a University Faculty Supervisor visit. Throughout the semester, the University Faculty Supervisor and Site Supervisor maintain contact via email, phone calls and in-person meetings to discuss the Counseling Program student's progress. Complete and timely transparency on the part of the Site Supervisor cannot be overstressed. Practica experiences affect Internship experiences which, in turn, affect post-graduate experience. The Site Supervisor and University Faculty Supervisor alliance is essential for the Counseling Program student's educational and professional growth.
2. The Site Supervisor orients the Counseling Program student to the agency, staff, agency goals and agency mission, and chain of command when needing supervisory support; and designates an office with necessary equipment for the Counseling Program student to adequately conduct individual and group counseling sessions. The student will use that office to document client sessions.
3. The Site Supervisor assists the Counseling Program student with establishing semester goals.
4. The Site Supervisor and the Counseling Program student will develop a Practicum/Internship on-site schedule.
5. For Practicum, the Counseling Program student must complete a minimum of 100 clock hours. Of the 100 clock hours, a minimum of 40 direct client/student hours must be in professional counseling activities directly contributing to professional counseling skill development. To accrue the 40 direct client/student hours, the student may act as the primary facilitator or co-facilitator in group or family therapies. **Note: co-facilitation does not apply to individual (1:1) therapy.** Shadowing is a training method and cannot meet the 40-hour requirement. Examples of direct client/student counseling activities include individual, group, family and couples counseling and intake assessment. To ensure the development of individual and family or couples counseling and assessment skills, a maximum of 16 hours of group counseling can be applied to the 40 direct client/student hour minimum per Practicum.
6. For Internship, the Counseling Program student must complete 600 clock hours, a minimum of 240 direct client/student hours must be in professional counseling activities directly contributing to enhancement of professional counseling skills. To accrue the 240 direct client/student hours, the student may act as the primary facilitator or co-facilitator in group or family therapies. **Note: co-facilitation does not apply to individual (1:1) therapy.** Shadowing, if necessary, cannot meet the 240-hour requirement. Examples of direct client/student counseling activities include, but are not limited to individual, group, and family & couples therapies; assessment; case management; advocacy; and community education.
7. The Site Supervisor meets with the Counseling Program student individually or in a triad (2 students) for a minimum of one hour per week for supervision, where the student's progress is discussed and the learning experience is facilitated. Observations of the Counseling student's work are discussed, with strengths and areas for improvement reviewed. The Site Supervisor allows audio/video recording when requested by Counseling Program students and authorized by the persons taped if of legal age, parents of minors, and legal guardians of minors and adults.
8. The Site Supervisor reviews the Counseling student's **Weekly Activity Log**. When accurate, the Site Supervisor will initial designated areas.

9. Top Priority: The Site Supervisor and University Faculty Supervisor alliance is essential for the Counseling Program student's educational and professional growth. *That relationship has priority over the relationship between the Site Supervisor and the Counseling Program student.* The Site Supervisor and University Faculty Supervisor or University Doctoral Candidate Supervisor schedule at least two (2) visits per semester. Throughout the semester, the two supervisors maintain contact at the start and mid-term or as indicated by the Counseling Program student's performance to discuss the Counseling Program student's progress. The contacts ensure issues are addressed in a transparent, timely, and proactive manner. Complete transparency on the part of the Site Supervisor cannot be overstressed, regardless of the issue or its resolution. Placement experiences influence Internship experiences which, in turn, influence post-graduate employment experiences. The University Faculty Supervisor will maintain HIPPA and FERPA standards unless the Counseling Program student provides written consent to release any private information.
10. If for any reason during the placement, the Site Supervisor has reason to believe the Counseling Program student is unable to perform essential functions of the placement, based on regularly scheduled direct and indirect observations and assessments, the Site Supervisor will immediately notify the University Faculty Supervisor. If issues persist, the Site Supervisor, in consultation with the University Faculty Supervisor and the Counseling Program student, will develop and implement a **Remediation Plan**.
11. The Site Supervisor maintains confidentiality regarding information obtained during supervision with the Counseling Program student, but not from the University Faculty Supervisor as part of the professional development agreement between the Counseling Program and the site.
12. The Site Supervisor completes Counseling Program student mid-term and final evaluations forms, discusses the evaluations with the student. Completed **Site Supervisor Evaluation of Student** forms are mailed or emailed or given to the student for University Faculty Supervisor review.
12. The Site Supervisor supports the professional development of the Counseling student by providing information about available learning opportunities such as conferences, workshops and trainings.

### **University Faculty Supervisor Responsibilities**

1. Review, sign and date the Counseling student's **Site Agreement** or **School Site Counseling Contract**.
2. Contact the Site Supervisor regarding student progress at least twice a semester and as indicated by the Counseling Program student's progress.
3. Be available to Counseling Program students and Site Supervisors throughout the semester via conferences, phone calls, and emails to discuss field experience concerns. Top Priority: The Site Supervisor and University Faculty Supervisor alliance is essential for the Counseling Program student's educational and professional growth. *That relationship has priority over the relationship between the Site Supervisor and the Counseling Program student.* The Site Supervisor and University Faculty Supervisor or University Doctoral Candidate Supervisor schedule at least two (2) visits per semester. Throughout the semester, the two supervisors maintain contact at the start and mid-term or as indicated by the Counseling Program student's performance to discuss the Counseling Program student's progress. The contacts ensure issues are addressed in a transparent, timely, and proactive manner. Complete transparency on the part of the Site Supervisor cannot be overstressed, regardless of the issue or its resolution. Placement experiences influence Internship experiences which, in turn, influence post-graduate employment experiences. The University Faculty Supervisor will maintain HIPPA and FERPA standards unless the Counseling Program student provides written consent to release any private information.
4. Facilitate and support the Counseling Program student professional development by introducing resources,

workshops, curricula, and counseling publications including specific articles related to issues encountered in the field experiences.

5. Schedule and facilitate group supervision meetings around the academic class schedule. In the group supervision, Counseling Program students discuss their clinical experiences in order to learn from one another and to obtain ideas for treatment planning, case conceptualization, and receive and solicit feedback from one another.
6. Engage in ongoing assessment of the Counseling Program student's performance and communicate with the Site Supervisor regarding issues. The Faculty Supervisor, in consultation with the Counseling Program student and Site Supervisor, will develop a **Remediation Plan** if a persistent or serious issue requires formal intervention.
7. Review the Clinical Practice Manual during the first group supervision meeting, and refer to it as needed.
8. Ensure Practicum/Internship forms are submitted to the Field Experience Coordinator.
9. Request Counseling Program students update forms as information changes.
10. Monitor and sign **Weekly Activity Log**, including the distribution of direct/indirect hours.
11. Schedule, if needed, an on-site orientation with new Site Supervisors to ensure understanding of the field experience requirements.
12. Visit sites, if needed and (when authorized by the Site Supervisor and the persons recorded if of legal age, parents of minors, and legal guardians of minors and adults), to observe the Counseling Program student providing services. The visit can also serve as an opportunity to consult with the Site Supervisor regarding the Counseling Program student's progress.
13. Obtain evidence of the Counseling Program student's performance through direct observation (if authorized per #11 above), audio/ video recording and Site Supervisor feedback. Provide objective, clear, and timely feedback on performance to the Counseling Program student.
14. Review the mid-term and final **Evaluation of Student Performance, Student Evaluation of Site, and Student Evaluation of Site Supervisor** and pass to the Field Experience Coordinator for the placement file. RSA students will submit the forms to Liz Pina Figueroa, Program Coordinator (lpina1@email.arizona.edu).
15. Maintain HIPPA and FERPA guidelines regarding healthcare and education information privacy, unless the Counseling Program student provides written consent.
16. Determine the final grade of the Counseling student, and turn in grades on-line as required by the University of Arizona.

## Part IV: University Policies

### Discrimination and Sexual Harassment

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

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

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

### Graduate Student Grievances

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

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### Evaluation of Agency and Agency Site Supervisor

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**FORM A: SITE AGREEMENT**

**Semester [one semester per form]:** \_\_\_\_\_

100-Hour Practicum     600-Hour Internship     Other: \_\_\_\_\_

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

Student UA Email: \_\_\_\_\_

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

Student's Placement Address: \_\_\_\_\_

**Primary Site Supervisor**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Degree(s): \_\_\_\_\_ License(s) & Certification(s): \_\_\_\_\_

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

**Secondary Site Supervisor (if needed)**

Name: \_\_\_\_\_ Title: \_\_\_\_\_

Degree(s): \_\_\_\_\_ License(s) & Certification(s): \_\_\_\_\_

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

**Student Site Tasks: (specify)**

\_\_\_\_\_  
 \_\_\_\_\_

**Student Site Days & Hours:** \_\_\_\_\_

**Student Professional Liability Insurance: (covers the full semester)**

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

**Level One Fingerprint Clearance Card:**

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

**\*\*\* Agreement \*\*\***

\_\_\_\_\_ will provide \_\_\_\_\_

Site

Student

with 1.) Ongoing clients and the opportunity to record sessions between the following dates

\_\_\_\_\_ and \_\_\_\_\_  
 Semester start                  Semester end

and 2.) Clinical supervision at least one (1) hour weekly.

Signed: \_\_\_\_\_

**Primary Site Supervisor**                  Date

\_\_\_\_\_  
 \_\_\_\_\_

**Student**                  Date

Signed: \_\_\_\_\_

Secondary Site Supervisor                  Date

\_\_\_\_\_  
 \_\_\_\_\_

**University Faculty Supervisor**                  Date

(Copy Distribution: Primary Supervisor and Secondary Supervisor, University Supervisor, Student)

## Attachment to Site Agreement

### It is understood that:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**FORM A1: SCHOOL SITE AGREEMENT**

**Semester [one semester per form]:** \_\_\_\_\_

**100-Hour Practicum**     **600-Hour Internship**     **Other:** \_\_\_\_\_

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

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

Student Email: \_\_\_\_\_

Student Home Phone: \_\_\_\_\_ Cell Phone: \_\_\_\_\_

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

School Address: \_\_\_\_\_ Zip: \_\_\_\_\_

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

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

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

Start Date: \_\_\_\_\_ End Date:(one semester only) \_\_\_\_\_

Days at Site \_\_\_\_\_ Hours at Site \_\_\_\_\_

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

Site Supervisor Signature: \_\_\_\_\_

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

under the supervision of: \_\_\_\_\_  
Site Supervisor

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

University Faculty Supervisor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## Attachment to School Site Counseling Contract

### It is understood that:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**FORM B: CLIENT CONSENT**

**Semester [one semester per form]:** \_\_\_\_\_

**100-Hour Practicum**     **600-Hour Internship**     **Other:** \_\_\_\_\_

This form is to be read in its entirety to clients of the Counselor-in-Training:

You have been assigned to me: \_\_\_\_\_ by \_\_\_\_\_  
(University Counselor-in-Training) (Referral Source)

From: \_\_\_\_\_ to \_\_\_\_\_  
(Agency) (Purpose)

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

1. I believe people have the ability to address their issues and work toward meeting their personal life goals.
2. I will help you by listening carefully and helping you listen to yourself better.
3. I will not judge you or tell you what to do.
4. After you have cooperatively identified what your issues and goals are, I will help you examine alternative ways of reaching your goals and solving or coping with your problems.
5. I will work with you cooperatively in a safe environment.

**CONFIDENTIALITY**

When counseling minors, you must read and sign the "Minor Child in School Recording Consent Form"

All personal information will be kept confidential and in a safe place, with the following EXCEPTIONS:

1. If you provide WRITTEN permission for specific information to be provided to another person, agency, or potential employer for the benefit of your personal growth.
2. If there is any intent to willfully harm yourself or someone else.
3. If there is any danger that your behavior may harm or is harming a child, elderly person, a spouse, or any other person known or unknown to you.
4. I will review audio tapes with the University Faculty Supervisor and/or peer Counselors-in-Training for the purpose of developing counseling skills. This may be done in an individual supervision session or in a small group session. The tapes will be erased by the end of the semester, except for special written permission by you to keep the tape longer for peer review purposes.
5. I will take notes during and after counseling sessions to be used in understanding you better and developing goals/treatment plans as required by the agency where you receive counseling. The notes will be placed in your agency treatment file. Your agency supervisor/counselor will have access to those notes.
6. If you are on probation, parole, facing any pending court actions or under court order, I may be obligated to share information with a legal authority who is supervising you while you fulfill your legal responsibilities.
7. I will be obligated to report to the agency supervisor any violation of specific agency conditions that you are required to meet through an agreement or contract while accepting services from that agency.

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Counselor-in-Training Signature

\_\_\_\_\_  
Date

**University of Arizona**  
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College of Education P.O. Box 210069 Tucson, AZ 85721-0069  
**FORM C: EMERGENCIES/NON-ATTENDANCE AT COUNSELING SESSIONS**

**Semester [one semester per form]:** \_\_\_\_\_  
 100-Hour Practicum     600-Hour Internship     Other: \_\_\_\_\_

If for any reason, you cannot attend a counseling session due to an emergency, you agree to call your University counselor-in-training at (telephone #)

\_\_\_\_\_

I, \_\_\_\_\_, by my signature do hereby acknowledge I have read, understand and agree with the preceding information, and have been provided with a copy for my personal use.

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

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College of Education P.O. Box 210069 Tucson, AZ 85721-0069  
**FORM D: CONSENT TO RECORD**

**Semester [one semester per form]:** \_\_\_\_\_  
 **100-Hour Practicum**     **600-Hour Internship**     **Other:** \_\_\_\_\_

I, the undersigned, do hereby consent to the recording of my o voice and/or o image, or that of my minor child or adult to whom I act as legal guardian, by \_\_\_\_\_ (Counselor-in-Training), acting under the authority of The University of Arizona. I understand the material being recorded is available only for educational and supervisory purposes, and I do hereby consent to such use.

I release The University of Arizona and its undersigned representative, acting under the authority of The University of Arizona, from any and all claims arising out of such taping and recording for supervision purposes only, as is authorized by The University of Arizona.

I understand I may revoke my consent at any time except to the extent that action has been taken thereon.

This release will expire on or before \_\_\_\_\_

\_\_\_\_\_  
Client/Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Legal Guardian or Legal Representative Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
UA Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Date

**FORM D1: CONSENTIMIENTO INFORMADO PARA FILMAR EN VIDEO O AUDIO A MENORES**

Semester [one semester per form]: \_\_\_\_\_  
 100-Hour Practicum     600-Hour Internship     Other: \_\_\_\_\_

Yo, la persona que firma abajo, voluntariamente doy mi consentimiento para que \_\_\_\_\_ grabe y/o filme mi voz y/o imagen (o la de mi hijo menor de edad), actuando bajo la autoridad de la Universidad de Arizona. Yo entiendo que el material que será grabado estará disponible solamente con el propósito de educación y supervisión, así yo voluntariamente doy permiso para ese uso.

Yo libero a Universidad de Arizona y a sus representantes, actuando bajo la autoridad de Universidad de Arizona, de cualquier y todas las posibles demandas que podrían levantarse de estas grabaciones que serán usadas con el propósito de supervisión solamente, como es autorizado por Universidad de Arizona.

Yo entiendo que yo puedo retirar mi consentimiento en cualquier momento excepto si alguna acción legal ha sido tomada.

Este consentimiento expirara \_\_\_\_\_

\_\_\_\_\_  
Firma del Participante

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Tutor o Pariente Cercano

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Estudiante en UA Consejería Escolar

\_\_\_\_\_  
Fecha

\_\_\_\_\_  
Firma del Consejero Escolar

\_\_\_\_\_  
Fecha



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**FORM E: WEEKLY ACTIVITY LOG**

Semester [one semester per form]: \_\_\_\_\_

100-Hour Practicum     600-Hour Internship     Other: \_\_\_\_\_

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

Primary Site Supervisor [Print]: \_\_\_\_\_ Secondary Site Supervisor [Print]: \_\_\_\_\_

Week#	Week of	Site Hours	Client Hours	Group Hours	Activity Log	UA Sup. Initials	Agency Sup. Initials
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							

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**FORM F: COUNSELING SESSION WORKSHEET**

**Semester [one semester per form]:** \_\_\_\_\_  
 100-Hour Practicum     600-Hour Internship     Other: \_\_\_\_\_

UA Student Name: \_\_\_\_\_ Session Date: \_\_\_\_\_

Client ID: \_\_\_\_\_ Session#: \_\_\_\_\_ Session Length (min): \_\_\_\_\_

Date of Last Session: \_\_\_\_\_

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Short-Term Client Goals:

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Current Session Goal(s):

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Summary of Session Primary Points and Themes:

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Progress and Limitation to Progress:

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Techniques Utilized:

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Next Session Goal(s):

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**FORM G: COUNSELING SESSION SELF EVALUATION**

Semester [one semester per form]: \_\_\_\_\_  
 100-Hour Practicum     600-Hour Internship     Other: \_\_\_\_\_

Student Name: \_\_\_\_\_ Session Date: \_\_\_\_\_

Client ID: \_\_\_\_\_ Session Length: \_\_\_\_\_

What are your impressions about this session?

Excellent     Very Good     Good     Fair     Poor     Very Poor

During this session	Very much	1	2	3	4	5	Not at all
Client and UA student contact improved		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Progress toward target behavior(s):		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
a)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c)		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Changes since last session in:	If Yes			
	YES	NO	Pos.	Neg.
Motivation for change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific target behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emotional and affective regulation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Daily life pattern	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Collaboration with student counselor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assumption of responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intensity of session	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Termination is    Distant  1     2     3     4     5    imminent

During the session I was able to follow the client's communications:

Closely  1     2     3     4     5    Not at all

The main theme(s) of current session were

(a) \_\_\_\_\_ Resolved  1     2     3     4     5 Requires more attention

(b) \_\_\_\_\_ Resolved  1     2     3     4     5 Requires more attention

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**FORM H: TAPE CRITIQUE**

**Semester [one semester per form]:** \_\_\_\_\_

100-Hour Practicum     600-Hour Internship     Other: \_\_\_\_\_

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

Client Initials: \_\_\_\_\_ Session #: \_\_\_\_\_

Summary of session content:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Intended goals:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comment on positive counseling skills and behaviors:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comment on areas of counseling practice which need improvement:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Comment on counselor-client dynamics which are of concern:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Suggestion(s) for further counseling with this client:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Date Tape Submitted: \_\_\_\_\_ University Supervisor Initials: \_\_\_\_\_



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**FORM J: STUDENT EVALUATION OF SITE**

Semester [one semester per form]: \_\_\_\_\_

100-Hour Practicum     600-Hour Internship     Other: \_\_\_\_\_

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

**SA: Strongly Agree A: Agree D: Disagree SD: Strongly disagree NA: Not applicable**

Rate the site according to the following scale ...	SA	A	D	SD	NA
1. This site was appropriate for my needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. My responsibilities were clearly discussed with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clients assigned to me were appropriate for my current counseling skill level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. My Site Supervisor was readily accessible.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Arrangements were made for an office or counseling space.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Site Supervisor offered timely, constructive and helpful feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Tasks were consistent with skills learned in counseling class and in supervision with my University Faculty Supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Site requirements were reasonable and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I recommend this site to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My placement at this site was a vital part of my graduate experience.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

What aspects of your experience did you like best?  
 \_\_\_\_\_

What aspects of your experience did you like least?  
 \_\_\_\_\_

What changes would you recommend to improve the student placement experience at this site?  
 \_\_\_\_\_

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

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 College of Education P.O. Box 210069 Tucson, AZ 85721-0069  
**FORM K: STUDENT EVALUATION OF SITE SUPERVISOR**

**Semester [one semester per form]:** \_\_\_\_\_  
 100-Hour Practicum     600-Hour Internship     Other: \_\_\_\_\_

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

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

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

Rate the Site Supervisor according to the following scale...	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
1. Quality of interactions with the Site Supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Overall professional attitude and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Punctual; and arranged consistent, mutually satisfactory meetings times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reviewed counseling tapes alone, with me or as needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Offered timely and constructive feedback regarding counseling strategies and provided a framework for understanding client needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Consistently delegated and explained tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Understood counseling as a profession and as a practitioner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I recommend this Site Supervisor to other Counseling Program students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments, recommendations, cautionary remarks:

\_\_\_\_\_

\_\_\_\_\_  
 Student Signature

\_\_\_\_\_  
 Date

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College of Education P.O. Box 210069 Tucson, AZ 85721-0069  
**FORM L: SITE SUPERVISOR EVALUATION OF STUDENT**  
(Mid-Term & Semester's End)

**Semester [one semester per form]:** \_\_\_\_\_

**100-Hour Practicum**     **600-Hour Internship**     **Other:** \_\_\_\_\_

Student: \_\_\_\_\_ Period at Site: \_\_\_\_\_ to \_\_\_\_\_  
(Begin Date) (End Date)

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

Did you observe or act as co-counselor in any sessions? \_\_\_\_\_ If yes, number of sessions: \_\_\_\_\_

How many hours per week was this student at the site? \_\_\_\_\_

How many cases were assigned to this student? \_\_\_\_\_

Please comment on positive personal characteristics and professional skills, strengths and areas of growth and recommendations for areas in need of growth.

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Does this student possess qualities and skills you look for when hiring a counselor? If not, please explain.

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How would you rate this student in comparison to current and previous Practicum/Internship students?

Upper 10%     Upper 25%     Between 25% and 75%     Lower 25%     Lower 10%

Comments:

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Rate the student according to the following scale...	Unacceptable	Marginally Acceptable	Acceptable	Very Good	Superior	Not Applicable
	1	2	3	4	5	N/A
1. Professional in attire and appearance.	1	2	3	4	5	N/A
2. Functioned without close supervision and approached problems proactively and/or creatively.	1	2	3	4	5	N/A
3. Dependable, a reliable team member, flexible in meeting worksite needs.	1	2	3	4	5	N/A
4. Received and implemented constructive feedback.	1	2	3	4	5	N/A
5. Provided constructive feedback in an appropriate manner.	1	2	3	4	5	N/A
6. Demonstrated growth [increased skill and knowledge] and increasing independence.	1	2	3	4	5	N/A
7. Completed total number of hours/days in a timely manner and as scheduled.	1	2	3	4	5	N/A
8. Developed positive relationships with all agency staff, and with community service or resource providers.	1	2	3	4	5	N/A
9. Communicated about and developed a plan of action to avoid incidents of tardiness and absence.	1	2	3	4	5	N/A
10. Demonstrated knowledge of professional organizations and their standards and credentials.	1	2	3	4	5	N/A
11. Adhered to exemplary ethical and legal standards.	1	2	3	4	5	N/A
12. Maintained confidentiality of all site staff and of all those served including verbal, electronic, and print media and asked Supervisor when in doubt.	1	2	3	4	5	N/A
13. Interacted with peers, site staff and all agency levels, and as an agency representative within the community, in a professional, respectful and cooperative manner.	1	2	3	4	5	N/A
14. Used technology in the role of counselor.	1	2	3	4	5	N/A
17. Demonstrated proper boundaries and comportment toward site staff and those served; and can verbally report violations to Site Supervisor when necessary.	1	2	3	4	5	N/A
18. Recognized own counseling limitations and sought supervision &/or referred individuals as indicated.	1	2	3	4	5	N/A
19. Aware of professional issues: Scope of provider status, expert witness status, disclosure guidelines, scope of privilege.	1	2	3	4	5	N/A
20. Drew from and applied current and relevant resources/ research to inform, and meet service-provision needs.	1	2	3	4	5	N/A
21. Demonstrated tact, self-awareness, sensitivity to others, and an ability to relate to diverse populations.	1	2	3	4	5	N/A
22. Used strategies reflecting sensitivity to culture (diversity, equity), learning styles, developmental stage, gender, special needs, and socio-economic backgrounds.	1	2	3	4	5	N/A
23. Demonstrated the ability to use educational, vocational, personal and social information to facilitate decision-making, and prepare individuals for future personal, interpersonal, educational, or vocational opportunities.	1	2	3	4	5	N/A
24. Implemented program principles/strategies designed to enhance the progress and development of others.	1	2	3	4	5	N/A
25. Suggested, advocated for and implemented prevention and intervention plans [developmental issues, health & wellness, communication/language, resiliency, motivation, current status versus goals, etc.]	1	2	3	4	5	N/A
26. Provided effective individual and group counseling and guidance to promote personal, interpersonal, professional development.	1	2	3	4	5	N/A
27. Provided effective small group counseling [psycho-educational, psychotherapeutic, task, peer-led] and guidance to promote learning and eliminate/minimize barriers.	1	2	3	4	5	N/A
28. Understood the range mental health services network: Inpatient, day programs, partial care, outpatient, intensive outpatient, aftercare, etc.	1	2	3	4	5	N/A
29. Made appropriate community referrals for needed resources/services for individuals and their families, via agency-updated referral information, to promote understanding and seamless access.	1	2	3	4	5	N/A

30. Identified symptoms or indicators for co-occurring

conditions, substance disorders, personality, mood, aggression, danger to self/others, persistently and acutely disabled.	1	2	3	4	5	N/A
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31. Analyzed assessment data resulting in valid inferences when evaluating needs and the effectiveness of implemented treatments or programs.

1	2	3	4	5	N/A
---	---	---	---	---	-----

32. Demonstrated ability to assess and manage: intake interview [includes taking history], suicide risk, psychosocial and medical status, mental status, service planning, discharge planning.

1	2	3	4	5	N/A
---	---	---	---	---	-----

33. Selected and appropriately used assessment strategies/tools [DSM, Adult Recovery Teams, Child-Family Teams, psychometrics, IEP meetings, etc.] to evaluate presentation; progress; career, personal, and social development.

1	2	3	4	5	N/A
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34. For mental/behavioral conditions: Applied knowledge regarding stages of dependence, stages of change, and stages of recovery to implement the appropriate treatment modality and placement criteria within the care continuum.

1	2	3	4	5	N/A
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35. Participated in conferences and consultations reflecting principles & competencies in prevention, education, learning, diagnosis, treatment, referrals, etc. throughout the service continuum.

1	2	3	4	5	N/A
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36. Understood roles and responsibilities in trauma or crisis or disaster preparation/response as needed and via drills.

1	2	3	4	5	N/A
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37. Understood how services/programs [& policy], entitlements, and accountability/ regulations; and administration and finance interact in service delivery opportunities.

1	2	3	4	5	N/A
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**Student Comments:**

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\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor Name & Signature

\_\_\_\_\_  
Date

**University of Arizona  
Counseling Program**

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

**FORM M: UNIVERSITY FACULTY SUPERVISOR EVALUATION OF STUDENT**

**Semester [one semester per form]:** \_\_\_\_\_

100-Hour Practicum     600-Hour Internship     Other: \_\_\_\_\_

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

**Professional Behavior:** Student professional behavior is assessed and evaluated from the start to the end of the semester for each Practicum and Internship. Several observable behavioral categories are considered to be an integral part of student professional function.

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

Major strengths:

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Areas to refine:

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\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
University Faculty Supervisor Signature

\_\_\_\_\_  
Date

University of Arizona  
Counseling Program  
Department of Disability and Psychoeducational Studies  
College of Education P.O. Box 210069 Tucson, AZ 85721-0069  
**FORM N: GROUP COUNSELING FACILITATION ENDORSEMENT**

Semester [one semester per form]: \_\_\_\_\_  
 100-Hour Practicum \_\_\_\_\_

The following Counseling Program student must be observed by qualified site staff for a minimum of **two (2)** group sessions prior to conducting a group independently. Please submit this completed form to the designated University Faculty Supervisor via email or FAX [520-621-3821].

I, \_\_\_\_\_, with \_\_\_\_\_, have observed/co-facilitated  
Site Supervisor Agency  
\_\_\_\_\_ group sessions with \_\_\_\_\_.  
Number of Sessions Student Name

I endorse \_\_\_\_\_ to independently facilitate group sessions.  
Student Name

\_\_\_\_\_  
Site Supervisor Signature

\_\_\_\_\_  
Student Counselor Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date