M.A. Degree in Counseling Program
Rehabilitation and Mental Health
School Counseling
Clinical Practice Manual
For Students & Faculty
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Practicum SERP 594
Internship SERP 593

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Part I: Introduction
Purpose of the Manual

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

Supervised Clinical Practice Coursework

Supervised clinical practice coursework includes Practicum and Internship. Both are among the most important professional preparation activities in which students participate. Practicum is a 100-hour clinical experience, while Internship is a 600-hour clinical experience. Students complete one or two Practicum courses, depending on specialization, and one 600-hour Internship. The objective of clinical practice coursework is to provide students an opportunity to develop counseling skills through clinical experience, reflection, and supervision. Endorsing the scholar-practitioner model of graduate training in counseling, the clinical coursework in the Counseling Program at The University of Arizona is a blend of academic and applied learning along with structured supervision.

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

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

When in doubt, a Counseling Program student will seek guidance from the Site Supervisor and/or the University Faculty Supervisor, not a peer Site Supervisor question should be directed to the University Faculty supervisor
Mental Health, Rehabilitation, and School Counseling Defined

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

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

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

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

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

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

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

Part II: Policies and Procedures
Securing a Clinical Site

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

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

1. **Top Priority:** Communication between the Site Supervisor and the University Faculty Supervisor is essential for the graduate student’s educational and professional growth. For that reason, the Site Supervisor-University Faculty Supervisor relationship has priority over the Site Supervisor- student relationship. The Site Supervisor and University Faculty Supervisor may schedule a site visit during the semester. They will maintain contact at the start, middle, and end of the semester or as indicated by the student’s performance. The contacts ensure issues are addressed in a transparent, timely, and proactive manner. Transparency on the part of the student cannot be overstressed, regardless of the issue or its resolution. Professionalism during Practicum influences Internship opportunities, which, in turn, influences post-graduate employment opportunities. The University Faculty Supervisor will maintain HIPPA and FERPA standards unless the student provides written consent to release any
private information.

2. The student will obtain a Level One Fingerprint Clearance card (Level One, IVP fingerprint clearance card) the first semester of graduate study, which is valid six (6) years. This level of clearance is mandated by schools and many clinical agencies, especially those that serve under-age children or vulnerable adults. For example, the IVP Level One fingerprint card is mandatory for school placements, School Counselor certification applications, and/or counseling children or adults with severe and persistent mental illness. In the case of School Counseling Certification, any other card will result in denial of the application. Caution: the initial Level One Fingerprint Clearance Card application takes at least 4 weeks and a renewal takes longer. Additionally, some governmental agencies (VA, American Indian Nations) may complete their own background check prior to the placement regardless of the student’s possession of a Level One Fingerprint Clearance. [http://www.azed.gov/wp-content/uploads/PDF/InformationforFingerprintClearanceCard.pdf](http://www.azed.gov/wp-content/uploads/PDF/InformationforFingerprintClearanceCard.pdf)

The student will purchase Student Liability Insurance, valid for one (1) year, from a professional organization a minimum of two weeks prior to the start of Practicum or Internship. The liability policy must cover each day of the clinical placement experience. The policy will include the student’s name, policy number, and policy expiration date. Professional organizations such as ACA, ARCA, AMHCA, ASCA, CRCC or HPSO offer Student Liability Insurance. ASCA Student Liability Insurance insures school counseling placements not mental health placements. ACA insurance covers all rehabilitation counseling, school counseling, and mental health placements. ACA coverage: [https://www.counseling.org/membership/aca-and-you/students](https://www.counseling.org/membership/aca-and-you/students)

3. The student can review the list of sample sites in the next section. The list, while inexhaustive, facilitates a discussion during the initial mandatory consultation with the Clinical Placement Coordinator. Some agencies do not deal only with the Clinical Placement Coordinator due to specific requirements. Students are, therefore, strongly encouraged to consult with the Clinical Placement Coordinator to discuss placement options and procedures. Students should feel free to network with peers, graduates, and community professionals to identify agencies which dovetail with their career interests and goals.

4. The student will meet with the assigned Faculty Advisor to develop a Course Sequence Plan for the semester that Practicum and Internship will be registered for. Some agencies fill their placement rosters one year in advance, others one semester in advance and others a few weeks before a term. Placements are competitive. Each Counseling Program student competes with other Program students, students from other universities, students from other clinical disciplines. The earlier the student meets with the Clinical Placement Coordinator, the better the placement outcomes. This is especially true when a student desires to place in a rural community or outside Tucson, AZ. Note: Clinical placements cannot always be tailored to student wishes.

5. The student will check email at least once per day. When the Clinical Placement Coordinator introduces a student to a potential placement, the student will respond to that email within 24 hours and address all requests related to it promptly. Note: The student will maintain contact with the Clinical Placement Coordinator a minimum of once every week and will maintain the email trail until the Site Agreement is signed. The process can otherwise quickly become frustrating and
stressful.

6. When the student finds a placement site without the Clinical Placement Coordinator’s assistance, the student will introduce the Clinical Placement Coordinator, via email and with the student in copy, to the prospective Site Supervisor. The Clinical Placement Coordinator will return to the student with a decision about the appropriateness of the site as a placement. All placements are considered “pending” until the Clinical Placement Coordinator states otherwise.

7. When the student seeks a placement at his/her current place of employment, the Clinical Placement Coordinator must be advised before the student takes any action. The student must complete a placement in a different department and under a different supervisor to qualify for a placement at a current place of employment. When the student is able to meet that guideline, the student will introduce the Clinical Placement Coordinator, via email and with the student in copy, to the prospective supervisor.

8. When the student has been introduced to a site, the student will schedule an interview with the contact person. As part of the interview process, the student will:
   I. Review the agency’s website for information about it and its services
   II. Generate questions related to the agency’s service continuum or philosophy
   III. Bring a current resume and a schedule of available days and times. Placement sites are not obliged to work around student schedules
   IV. Prepare to answer questions directly and succinctly, yet informatively. Interviewers often look at how thoughtful and cohesive a response is more than the accuracy of it
   V. Approach and dress for the placement interview as a job interview
   VI. Disclose potential conflicts of interest or the appearance of conflicts of interest with the placement agency. This includes previous or current relationships between supervisors, clients, or other agency employees. These must be discussed with the University Faculty Supervisor prior to the student’s placement in the agency.
   VII. Discuss specific access needs.
   VIII. Thank the Site Supervisor for the meeting, and send a thank you note.

9. When the Clinical Placement Coordinator approves the placement and the site accepts the student, the student and Site Supervisor complete the Site Agreement or School Site Counseling Contract. Site Agreements and School Site Counseling Contracts are completed per semester and the signatures (e.g., Site Supervisor, student) and signature dates should only reflect a single semester period, and all signatures must be original (not electronic). “Tasks” section should be well-developed. All sections should be completed and signed or marked “N/A” where appropriate. The student will bring the form to the first class day of Practicum or Internship.

10. Students will not work at the 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 as a community “volunteer” or a paid employee. The Student Liability Insurance is void for “volunteer” roles.

11. The student will follow site rules and regulations; ACA, CRCC, AMHCA, and/or ASCA ethical standards and codes; federal HIPPA regulations regarding health information privacy; and FERPA regulations regarding other Counseling Program students placed at the same site. Consistent with the ACA and
CRCC Code of Ethics, Site and Faculty Supervisors endorse supervisees (Counseling Program students) for certification, licensure, employment, or completion of an academic or training program only when they believe that supervisees are qualified for the endorsement. Regardless of qualifications, Site and Faculty Supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

12. When a student must terminate a placement prior to the Site Agreement’s or School Site Contract’s end date, the student will do the following prior to termination:
   I. Schedule a meeting with the University Faculty Supervisor to discuss concerns.
   II. If termination is pursued, the student will alert the Site Supervisor of the intention to terminate the placement via a formal resignation letter offering the standard two-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 necessary for the coordination of client re-assignment and seamless continuity of care.

Practicum Requirements

The Practicum requirement is 100 clock hours, 40 of which must be direct client/school student hours in professional counseling activities contributing directly to the students’ professional counseling skill development. As prerequisites to Practicum, students must successfully complete the following foundational courses:

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

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

As part of the 40 direct client/student hours, the student may act as the primary facilitator or co-facilitator in group and family therapies. Note: co-facilitation does not apply to individual therapy. Shadowing, a training method, cannot meet the 40-hour requirement of direct client contact hours. Examples of direct client/student counseling activities include individual, group, couples and family counseling; intake assessments; crisis care management; advocacy; and community education. To ensure the development of individual and family or couples counseling and assessment skills, a maximum of 16 hours of group counseling may apply toward the mandatory 40 client/student hour requirement. The student may participate in more than 16 hours, but cannot apply more than 16 to the 40 direct-hour requirement. A student must be observed by a qualified staff member for group facilitation skills before the student can accumulate group hours independently.

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

✓ The School Counseling Specialization requirement is two Practicum courses: (1) one in a
mental health setting, and (2) another in a school setting.

✓ The Rehabilitation Counseling Specialization requirement is **one** Practicum in a rehabilitation and mental health setting, unless the student receives RSA funding that has additional stipulations.

✓ The Rehabilitation Counseling Specialization and Arizona State RSA Training Grant requirement is **one** Practicum in a mental health setting. The rehabilitation component is waived as long as the student has worked a minimum of one year as a Vocational Rehabilitation Counselor before becoming degree-seeking.

✓ The Rehabilitation Counseling Specialization and Federal RSA Training Grant requirement may include either **one** or **two** Practicum courses depending on the grant. The requirements vary for various Federal RSA Training Grants, and the student should discuss the Practicum requirement with their University Faculty Advisor.

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

1. The student will maintain an average caseload of 4 ongoing clients as assigned by the Site Supervisor, unless the agency has an alternative structure regarding caseloads.

2. The student will conduct an average of 4 counseling sessions per week, approximately one-hour in length, unless shorter sessions are indicated for client needs, service, or intervention methodology.

3. The student will audio and/or video record at least six (6) counseling sessions unless directed otherwise by the University Faculty Supervisor. Written client permission is mandatory for the recording and its review during site and university faculty supervision sessions. The Clinical Practice Manual has consent forms for adult clients, legal guardians of adult clients, parents, and **parents or legal guardians** of those under 18 years of age. Recordings will adhere to the limits specified in the consent documents and agency policies. Students and University Faculty supervisors protect all information according to federal HIPPA and FERPA confidentiality regulations during the span of each placement. **Recordings are destroyed per the direction of the University Faculty Supervisor.**

4. The student will play and critique counseling session recordings during site and faculty supervision sessions for feedback on counseling skill development. Site Supervisors may attend the student’s session instead of reviewing recordings. Students and University Faculty supervisors protect all information according to federal HIPPA and FERPA confidentiality regulations across the span of each placement.

5. The student will participate in an average of 1.0 hour per week of individual or triadic supervision (2 students) with the Site Supervisor and an average of 1.0 hour of individual or triadic supervision with the University Faculty Supervisor, or University Doctoral Candidate Supervisor acting in that capacity. Arizona RSA students will meet with the designated RSA University Faculty Supervisor, University Practicum Clinical Supervisor, or University Doctoral Candidate Supervisor acting in that capacity.
6. The student will participate in 1.5 hours per week of group supervision with the University Faculty Supervisor or University Doctoral Candidate Supervisor acting in that capacity. Arizona RSA students will meet with the designated RSA University Faculty Supervisor or University Doctoral Candidate Supervisor acting in that capacity.

Internship Requirements

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

Differences between Internship and Practicum:

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

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

If the request is approved:

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

Students must carry Student Liability Insurance and the Fingerprint Clearance Card per page 6, point #2 directions of this Manual.

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

1. Of the 600 clock hours, a minimum of 240 direct client/student hours will be in professional counseling activities directly contributing to the enhancement of the student’s professional counseling skills. As part of the 240 direct client/student hours, the student may act as the primary facilitator or co-facilitator in group or family therapies. **Note: co-facilitation does not**
apply to individual therapy. Shadowing cannot meet the 240-hour requirement. Examples of direct client/student counseling activities include, but are not limited to individual, group, and family & couples therapies; intake assessment; case management; advocacy; and community education.

2. The student will participate in 1.0 hour per week of individual or triadic supervision with the Site Supervisor and another 1.5 hours per week of group supervision with the University Faculty Supervisor. Arizona RSA students will meet with the designated Arizona RSA University Faculty Supervisor.

3. The student will maintain an ongoing caseload as assigned by the Site Supervisor.

4. The student will conduct counseling sessions approximately one-hour in length, unless shorter sessions are indicated for clients or the intervention methodology.

5. The student will engage in a variety of professional counseling activities (record-keeping/notation, assessment instruments, supervision, group client progress reviews, information and referral, in-service and clinical staff meetings, etc.).

Clinical Placement Site Examples

Many of the sites listed below have specific qualification requirements. All sites should be discussed with the Clinical Placement Coordinator in advance.

Amphitheater Public Schools
Arizona Center for the Blind & Visually Impaired (Phoenix)
Arizona School for the Deaf & Blind (American Sign Language required)
Beacon Group
Casa De Vida
Catalina Foothills School District
CODAC (Internship)
DES/RSA
DIRECT
Focus Employment Services
Gilbert School District*
Helping Associates Inc. (Casa Grande)
Indian Oasis Unified School District La Paz Counseling (Parker, Lake Havasu)*
Las Familias Counseling Agency (Internship)
Marana School District*
NCADD (Phoenix, Group experience)
Office of Special Education and Rehabilitative Services (OSERS)
Page Unified School District*
Paradise Valley*
Phoenix School Districts*
Pascua Yaqui Tribal Health*
Safford Public Schools*
Sahuarita Unified School District*
Sunnyside Unified School District*
Part III: Roles and Responsibilities

Counseling Student Responsibilities

1. When the students attends the first day of Practicum or Internship, the student will bring the *Placement Packet’s three documents:
   a. Site Agreement or School Site Contract, signed by the student and Site Supervisor
   b. Copy of the Student Liability Insurance Policy (one year)
   c. Copy of Level One IVP Fingerprint Clearance card (six years)

*Students cannot legally or ethically meet with clients until the Placement Packet is delivered to the University Faculty Supervisor.

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

2. The student must have access to the Site Supervisor in person or via phone. A Site Supervisor, or back-up supervisor, must be either present or available via telephone at all times. Students cannot be the only individuals at a site. If all staff leave the building, the student must leave or temporarily relocate to another building where staff is present. The student should discuss this point with the Site Supervisor at the start of placement to avoid issues.

3. Within the community, placements are jobs as well as an academic course. Students represent themselves, the University, and the Counseling Program. It is the student’s responsibility to dress and to behave per the agency’s conduct policies, and as common sense would dictate. When in doubt, the student will seek guidance from the Site Supervisor.

4. Promptness and reliability are professional behaviors. The student should be vigilant and proactive in this area to avoid no-shows, absences, or late arrivals. Such behavior can be labeled as an ethical or procedural violation by the agency and/or the Site Supervisor.

Students must discuss and schedule holiday and other time away with the Site Supervisor, careful to follow the one-week notice standard for an event or holiday, and must coordinate coverage and address responsibilities for the time away. Unless otherwise agreed upon, students will adhere to the agency schedule of operation.

When an unplanned absence precludes advance notice, the student will notify the Site Supervisor immediately. Absences due to illness should be addressed with the Site Supervisor. If necessary, students will schedule an alternate time to complete the missed hours.
5. The student will conform to site rules and regulations, and to relevant ethical and confidentiality standards of the following organizations: ACA, ASCA, CRCC, AMHCA, HIPPA, and FERPA.

6. The student will notify the University Faculty Supervisor immediately if, for any reason during the placement, the student cannot perform the essential functions of the Practicum or Internship; if the student has concerns regarding the placement or Site Supervisor; or if the student receives constructive feedback from the Site Supervisor. The student will disclose all information relevant to her/his professional development at the site, even in the hope “something will change.”

7. The student will respond non-defensively and constructively to summative and formative feedback regardless of its source – Site Supervisor, University Faculty Supervisor, all site employees, or other students. The student understands the need for transparency between the Site Supervisor and the University Faculty Supervisor or University Doctoral Candidate Supervisor to ensure issues are addressed in a timely and proactive manner.

8. The student will maintain an accurate Activity Log of direct and indirect site activities, and supervision hours (site and faculty supervision are indirect hours).

9. The student will ensure the Site Supervisor submits the Activity Log and the Site Supervisor Evaluation of Student at the mid-term and end the semester. The student will discuss the evaluations with the University Faculty Supervisor.

10. The student will submit the Student Evaluation of Site and Site Supervisor.

11. The student will attend all scheduled supervision meetings at the site and at the university. Whenever possible, the student will reschedule meetings in advance. The student will adhere to all supervision requirements. The student will receive and solicit feedback on counseling skill performance in all those formats.

Site Supervisor Responsibilities

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

Responsibilities:

1. The Site Supervisor orients the student to the agency, staff, agency goals, agency mission, and chain of command when needing supervisory support; and designates an office with necessary equipment for the student to adequately conduct counseling sessions and to document client sessions.

2. The Site Supervisor and the student will develop a Practicum/Internship schedule and goals at the start of placement.
3. The Site Supervisor meets with the student individually or in a triad (2 students) for a minimum of one hour per week for supervision to discuss progress and learning needs. The supervisor may sit in on sessions or review session recordings.

4. The Site Supervisor reviews and initials the Activity Log.

5. If, for any reason during the placement, the Site Supervisor believes the student is unable to perform essential placement functions, based on consistent direct and indirect observations and assessments, the Site Supervisor will immediately notify the University Faculty Supervisor. If issues persist, the student, Site Supervisor, and University Faculty Supervisor will develop and implement a Remediation Plan.

6. The Site Supervisor will complete student mid-term and final performance evaluations and discusses each with the student. The forms are mailed, emailed, or given to the student for University Faculty Supervisor review.

13. The Site Supervisor supports the professional development of the student by providing information about available learning opportunities such as conferences, workshops and trainings.

**University Faculty Supervisor Responsibilities**

1. Review, sign, and date the student’s Placement Packet so the student can download it into D2L.

2. Contact the Site Supervisor regarding student progress at the start, middle, and end of the semester and as indicated by the student’s progress (via conferences, phone calls, and emails).

3. Continuously assess student performance and communicate with Site Supervisors regarding emergent issues. In consultation with the student and Site Supervisor, develop a Remediation Plan if a persistent or serious issue requires formal intervention.

4. Facilitate and support the student’s professional development as needed and by introducing resources, workshops, curricula, and counseling articles related to field experience needs.

5. Schedule and facilitate group supervision where students discuss clinical experiences, learn from one another, acquire ideas for treatment planning and case conceptualization, and receive and solicit feedback from one another.

6. Engage in ongoing assessment of student performance and communicate with the Site Supervisor regarding issues. In consultation with the student and Site Supervisor, will develop a Remediation Plan if a persistent or serious issue requires formal intervention.

7. Ensure Practicum/Internship forms are submitted in a timely manner. Request that students update forms as information changes.

8. Monitor, review, and initial the Activity Log, including the distribution of direct/indirect hours.

9. Schedule, if needed, an on-site orientation with new Site Supervisors to ensure understanding of
the placement requirements.

10. Obtain evidence of the student’s performance through direct observation (if authorized), recordings, and Site Supervisor feedback. Provide the student with timely, objective, and clear feedback as needed and via the University Faculty Supervisor Evaluation of the Student.

11. Review the mid-term and final Site Supervisor Evaluation of Student and the Student Evaluation of Site & Supervisor with the student.

12. Maintain HIPPA and FERPA privacy guidelines regarding health and education information, unless the student provides written consent.

13. Determine student final grades and submit them 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. Visit the DRC web-site - http://drc.arizona.edu/ for more details.

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

Graduate Student Grievances

The University of Arizona’s graduate student grievance policy and procedures can be found at http://grad.arizona.edu/Catalog/Policies/Grievance_Policy.php
Part V: Glossary of Commonly Used Terms

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


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

Arizona RSA Students (AzRSA): Arizona Rehabilitation Services Administration student employees, who work for a full year at AzRSA before they are eligible to receive full tuition for the MA Counseling degree.

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

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

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

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

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

CRC: A national Certified Rehabilitation Counselor certification, not a license.

CRCC: The Commission on Rehabilitation Counselor Certification.

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

Clinical Experience: A Practicum or Internship.

Clinical Placement Consultant: Consult with the Clinical Placement Coordinator for Practicum and Internship placements.

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

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

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

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

**Internship:** 600 hours of clinical practice experience, 240 of which must be client contact hours. School counseling students complete internships in academic, not mental health, settings.

**LAC:** State’s Licensed Associate Counselor, which precedes LPC. Cannot act as a Primary Site Supervisor due to “Associate” status.

**Level One Fingerprint Clearance:** Typically issued by each state’s Department of Public Safety, this card is required when working with children or vulnerable adults. It reflects a “passed” background check and is valid for six (6) years. Initial applications take a minimum of 4 weeks and renewals takes longer. Students must ensure continuous coverage for placements. Many agencies require this clearance even if children and vulnerable adults are not served. Other agencies insist on their own clearance directly prior to the placement’s start date.

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

**Placement Packet:** The School Contract or Site Agreement, Liability Insurance Policy, and Level One Fingerprint Clearance Card. Students may not meet with clients until this packet is received and approved by the assigned Faculty Supervisor.

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

**Practicum:** 100 hours of clinical practice experience, 40 of which must be client contact hours. A student has the option of completing one or two (2) Practicum depending on the student’s plan of study. School Counseling students, however, must complete one school counseling and one mental health practicum.

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

**Shadowing:** A passive field experience training method that involves observation, not participation, of a clinical activity. This type of training cannot be applied toward the Practicum and Internship direct hour requirements, but can be applied to non-direct hour requirements.

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

**Student:** Formally participates in learning activities during formal academic semesters, and under the direct supervision of University Faculty.

**Student Liability Insurance:** Mandatory liability coverage purchased from ACA, ARCA, AMHCA, ASCA, CRCC or HPSO for field experiences, annually renewed. Counseling Program students cannot meet with clients/students without this. Student must ensure continuous coverage for the duration of each placement.

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

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

**University Faculty Supervisor:** Faculty overseeing a Practicum or Internship course for a designated semester.

**Volunteer:** A private and personal decision to donate time to a community agency, which excludes the University of Arizona and exists exclusively between the volunteer and the agency where the volunteer work takes place. Volunteer hours cannot be applied toward Practicum or Internship. Liability policies are void during volunteer work since the person is not “student” nor receiving faculty oversight.
Part VI: Forms

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

FORM A: SITE AGREEMENT

Semester: ____________ Year: ________

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

Student:
Name: ___________________________ Phone: ___________________________
UA Email: ___________________________ @email.arizona.edu

Site:
Student’s Placement Address: ____________________________________________ Phone: ___________________________

Primary Site Supervisor
Name: ___________________________ Title: ___________________________
Degree(s): ___________________________ License(s) & Certification(s): ___________________________
Phone: ___________________________ Email: ___________________________

Back-Up or Secondary Site Supervisor
Name: ___________________________ Title: ___________________________
Degree(s): ___________________________ License(s) & Certification(s): ___________________________
Phone: ___________________________ Email: ___________________________

Student Site Tasks: (specify)
______________________________________________________________

Student Site Days & Hours: _________________________________________

Student Professional Liability Insurance: (covers the FULL semester) ATTACH POLICY EACH SEMESTER
Company: ___________________________ Policy #: ___________________________ Expiration Date: ___________________________

Level One Fingerprint Clearance Card: (covers the FULL semester) ATTACH FRONT CARD COPY EACH SEMESTER
Issuer: ___________________________ Card #: ___________________________ Expiration Date: ___________________________

*** Agreement ***

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

Signed: ___________________________ Primary Site Supervisor Date ___________________________ Student Date ___________________________

Signed: ___________________________ Back-Up or Secondary Site Supervisor Date ___________________________ University Faculty Supervisor Date ___________________________
Attachment to Site Agreement

**FOR SITE SUPERVISOR**

It is understood that:

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

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

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

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

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

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

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

The Site Supervisor will provide orientation to the site; and weekly supervision, individually or in triad (two students + Site Supervisor); and office space with necessary equipment for he Counseling program student to adequately complete and document client sessions. **The Site Supervisor will alert the University Faculty Supervisor, without delay, regarding any issue the student receives constructive feedback about. That information will be used to facilitate professional growth for that student as well as that student’s peers. When faculty does not know immediately, faculty cannot help immediately.**

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

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

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

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

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

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

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

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

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

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

August 2018  20
Semester: ___________  Year: ___________

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

Student Name: ____________________________________________

Student Address: ___________________________________________ Zip: _________

Student Email: ____________________________________________

Student Home Phone: ________________________________  Cell Phone: ____________________________

School Name: __________________________________________________________________________

School Address: __________________________________________________________________________ Zip: _________

Principal ___________________________ Email: ____________________________

Site Supervisor: __________________________________________________________________________

Site Supervisor Phone: ________________________________  Email: ____________________________

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

Days at Site ___________________________  Hours at Site ___________________________

________________________________________  Company: ___________________________
Student Professional Liability Insurance: (covers the FULL semester) ATTACH POLICY EACH SEMESTER  Policy #: ___________________________  Expiration Date: ___________________________

________________________________________  Issuer: ___________________________
Level One Fingerprint Clearance Card: (covers FULL semester) ATTACH FRONT CARD COPY EACH SEMESTER  Card #: ___________________________  Expiration Date: ___________________________

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

Site Supervisor Signature: ___________________________  

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

_________________________________________________________  School

under the supervision of: ___________________________  Site Supervisor

Principal Signature: ___________________________  Date: _________________

Student Signature: ___________________________  Date: _________________

University Faculty Supervisor Signature: ___________________________  Date: _________________
Attachment to School Site Counseling Contract

FOR SITE SUPERVISOR

It is understood that:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

FORM B: CLIENT CONSENT  
Semester: ______________ Year: ____________  

Site: ___________________________  

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

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

You have been referred to: ____________________________ for the purpose(s) of ____________________________ . 

University Counselor-in-Training  

GUIDING PRINCIPLES  

You can expect the following from me, your University Counselor-in-Training:  
1. I believe people have the ability to address any issue and work toward meeting personal goals.  
2. I will help you by listening carefully to you and by helping you listen better to yourself.  
3. I will not judge you or tell you what to do. I will collaborate with you in a safe environment.  
4. I will help you explore ways to reach your personal goals.  

CONFIDENTIALITY  

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

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

RECORDINGS  

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

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

Client Signature: ____________________________ Date: ____________  

Legal Guardian/Legal Representative Signature: ____________________________ Date: ____________  

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

Usted ha sido designado a: _________________________ para el propósito de _______________________________________.

Consejero en-Entrenamiento

PRINCIPIOS FUNDAMENTALES

La filosofía del Consejero en-Entrenamiento:

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

CONFIDENCIALIDAD

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

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

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

GRABACIONES

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

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

____ No consiento para ser grabado.

Firma del Cliente: ___________________________________________ Fecha: ____________
Firma del Guardián Legal/Representante Legal: ____________________________ Fecha: ____________
Firma del Estudiante Universitario-en-Entrenamiento: _________________________ Fecha: ____________
### FORM C: ACTIVITY LOG

Semester: ______________ Year: ______________

- [ ] 100-Hour Practicum
- [ ] Internship: Hours: __________
- [ ] Check Box if Federal RSA Grant Placement

**Student Name:** ________________________________ **Agency Site:** ________________________________

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

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Direct with Clients</th>
<th>Direct with Group</th>
<th>Site Supervision</th>
<th>University Supervision</th>
<th>Other Indirect</th>
<th>Activity Details</th>
<th>Site Sup. Initials</th>
<th>Univ. Initials</th>
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**TOTALS:** | | | | | |
**FORM C1: School Counseling Weekly Activity Log**

Semester: ___________ Year: ___________

- □ 100-Hour Practicum
- □ Internship: Hours: ___________
- □ Check Box if Federal RSA Grant Placement

Student: ___________________________________ Site: ___________________________________

**DIRECTIONS:**

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

<table>
<thead>
<tr>
<th>ACTIVITIES</th>
<th>* Examples</th>
<th>Week 1 From:</th>
<th>Week 1 To:</th>
<th>Week 2 From:</th>
<th>Week 2 To:</th>
<th>Week 3 From:</th>
<th>Week 3 To:</th>
<th>Week 4 From:</th>
<th>Week 4 To:</th>
<th>Monthly Totals</th>
<th>Cum Total</th>
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<tbody>
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<td>Administrative</td>
<td>Clerical, scheduling</td>
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<td>Individual Student Planning</td>
<td>Individual counseling, academic advising</td>
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<td>Responsive Services</td>
<td>Family consultation, Agency referral,</td>
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<td>Group counseling</td>
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<td>School Guidance curriculum</td>
<td>Lesson planning/prep</td>
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<td>System Support</td>
<td>Conferences, workshops,</td>
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<td>504/IEP meetings, etc.</td>
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<td>Site Supervision</td>
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<td>University Supervision</td>
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<td>Other</td>
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</table>

*Items in bold count toward direct contact hours

Student’s Signature __________________________________________ Date __________

Site Supervisor’s Signature _________________________________ Date __________

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

What were goals of the session?

What were general impressions about the session?

What were the main themes of the session?

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

Student: ____________________________________________  Client Initials: _______

Summary of session content:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Intended goals:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Comment on positive counseling skills and behaviors:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Comment on areas of counseling practice which need improvement:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Comment on counselor-client dynamics which are of concern:
_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Suggestion(s) for further counseling with this client:
_________________________________________________________________________
_________________________________________________________________________
FORM F: STUDENT EVALUATION of SITE SUPERVISOR & SITE
Semester: _________  Year: ________

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

Student: ___________________________________________________________

Site & Supervisor Name(s): ___________________________________________

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

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

Describe aspects of the site experience you valued.

____________________________________________________________________

Describe aspects of the site experience you valued least.

____________________________________________________________________

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

____________________________________________________________________

Additional comments:

____________________________________________________________________
**FORM G: SITE SUPERVISOR EVALUATION OF STUDENT**

(Mid-Term & Semester’s End)

Semester: ___________ Year: ________________

- [ ] 100-Hour Practicum  - [ ] Internship: Hours: _________  - [ ] Check Box if Federal RSA Grant Placement

(2 pages)

Student Name: ___________________________  Site: ___________________________

Site Supervisor (print): ___________________________

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

<table>
<thead>
<tr>
<th></th>
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<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</table>

14. For mental/behavioral conditions: Applied knowledge regarding stages of dependence, stages of change, and stages of recovery to implement the appropriate treatment modality and placement criteria within the care continuum.

<table>
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<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>N/A</th>
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</table>

15. Participated in conferences and consultations reflecting principles & competencies in prevention, education, learning, diagnosis, treatment, referrals, etc. throughout the service continuum.

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<th>4</th>
<th>5</th>
<th>N/A</th>
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</thead>
</table>

PLEASE PROVIDE ADDITIONAL COMMENTS BELOW:

__________________________________________  ________________
Supervisor Name & Signature                  Date
FORM H: UNIVERSITY FACULTY SUPERVISOR EVALUATION OF STUDENT
Semester: _______________ Year: ____________

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

Student Name: ___________________________

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

Please rate the student on the following scale:

<table>
<thead>
<tr>
<th>Unacceptable</th>
<th>Marginally Acceptable</th>
<th>Acceptable</th>
<th>Good</th>
<th>Superior</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Professional Behavior:
1. Prepares and submits all course paperwork (includes placement) in a timely, organized, and legible manner.
   - Rating: 1 2 3 4 5 N/A
2. Demonstrates dependability (punctuality, follow-through with commitments, etc.).
   - Rating: 1 2 3 4 5 N/A
3. Dresses appropriately.
   - Rating: 1 2 3 4 5 N/A
4. Recognizes own limitations and seeks help when necessary and appropriate.
   - Rating: 1 2 3 4 5 N/A
5. Participates in professional development activities.
   - Rating: 1 2 3 4 5 N/A
6. Demonstrates knowledge of professional organizations, their preparation standards, and credentials relevant to practice.
   - Rating: 1 2 3 5 5 N/A

Intrapersonal Behavior:
7. Accepts, provides, and utilizes feedback.
   - Rating: 1 2 3 4 5 N/A
8. Displays mature and appropriate behavior.
   - Rating: 1 2 3 4 5 N/A
9. Demonstrates ability to function independently.
   - Rating: 1 2 3 4 5 N/A
10. Exhibits usual and customary judgment and discretion in both student and professional activities.
    - Rating: 1 2 3 4 5 N/A
11. Presents a generally pleasant, open, and non-hostile attitude.
    - Rating: 1 2 3 4 5 N/A

Interpersonal Behavior:
12. Cooperates with and is respectful of others.
    - Rating: 1 2 3 4 5 N/A
    - Rating: 1 2 3 4 5 N/A
14. Develops and maintains positive relationships with peers and faculty.
    - Rating: 1 2 3 4 5 N/A
15. Develops a satisfactory working relationship with supervisors.
    - Rating: 1 2 3 4 5 N/A
16. Communicates appropriately and effectively.
    - Rating: 1 2 3 4 5 N/A
17. Demonstrates ethical responsibility.
    - Rating: 1 2 3 4 5 N/A
18. Adapts well to new situations.
    - Rating: 1 2 3 4 5 N/A

Major strengths of Supervisee:

Areas to Refine:

__________________________________________
__________________________________________
__________________________________________

August 2018  32