



Clinical Practice Manual

COUNSELING AND MENTAL HEALTH WITH
SPECIALIZATION IN REHABILITATION COUNSELING
AND SCHOOL COUNSELING

For Students, Site Supervisors, & Faculty

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

Practicum SERP 594

Internship SERP 593

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Part I: Introduction

Purpose of the Manual

The purpose of this manual is to provide information to students as well as agency site supervisors and university faculty supervisors regarding the context, objectives, activities, and responsibilities of the supervised clinical practice component within the M.A. Degree in Counseling and Mental Health at the University of Arizona. The guidelines in this manual are somewhat flexible, recognizing that each clinical practice situation will vary, depending on the unique nature of the student, the agency setting, the caseload, and the agency supervisor. However, to ensure a level of consistency between practicum and internship experiences, this manual explains specific guidelines, expectations, as well as procedures. Need for further clarification should be directed to the university faculty who is teaching the clinical course.

Overview of Supervised Clinical Practice Coursework

Clinical practice coursework is field-based counseling with actual clients. Supervised clinical practice, which includes practicum and internship, is among the most important professional preparation activities in which students participate. The primary objective of clinical coursework is for students to develop counseling skills through supervised clinical practice. Endorsing the scholar-practitioner model of graduate training in counseling, the clinical coursework in the Counseling and Mental Health program is a blend of academic work with supervised clinical practice experiences. Students complete foundational counseling skills-training courses, including SERP 525 Counseling Theory, SERP 546 Counseling Skills and Techniques, and either SERP 565 Principles in Rehabilitation or SERP 506 Introduction to School Counseling before enrolling in practicum and internship. In addition, the practicum and internship clinical coursework is accompanied by advanced skill building courses, such as SERP 547 Group Counseling, SERP 562 Assessment in Counseling, SERP 579B Diagnosis and Treatment of Mental Health Disorders, and SERP 597C Counseling with Couples and Families. Students build upon basic counseling skills courses with increasingly more advanced counseling skill courses.

The guidelines and requirements for clinical coursework at the University of Arizona 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 and Mental Health program must be completed under the supervision of an experienced site supervisor with a minimum of a master's degree in counseling or a closely related degree, a minimum of two years of pertinent professional experience, relevant training in counseling supervision, and appropriate certifications/licenses. Students are also supervised by a university faculty member or a doctoral student working under the direct supervision of the faculty member.

The Counseling and Mental Health program emphasizes ethical decision making skills. During practicum and internship experiences, students adhere to relevant legal and ethical standards, including the most recent American (ACA) Counseling Association 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. Violating these codes of ethics may result in a student being expelled from the program.

Description of Practicum Courses

Students in the Counseling and Mental Health program complete two practicum experiences, one of which must be in a mental health setting and one of which must be in either a rehabilitation or school setting. While there is clear overlap, there are also subtle and important differences between the mental health, rehabilitation, and school practicum experiences. Here is a description of those differences.

SERP 594D - Mental Health Practicum

Working with individuals with mental health and/or substance abuse disorders, the focus is on the prevention, assessment, diagnosis, treatment referral, treatment, and review of progress with treatment. Compared to the rehabilitation or school practicum, students work exclusively with individuals with diagnosed or undiagnosed mental health and/or substance-related disorders. Further, the experience is limited to mental health counseling where students are expected to assess, plan, implement and monitor behavioral health and psychotherapeutic interventions. Practicum sites may include, but are not limited to: managed behavioral health care organizations, outpatient and inpatient treatment centers, hospitals, substance abuse treatment centers and independent practice. The Counseling and Mental Health Program prefers that agency site supervisors are licensed professionals with the Arizona Board of Behavioral Health Examiners (LPC, LCSW, LISW, LISAC for substance-related disorders); however, all potential supervisors who have the necessary education, training and experience will be evaluated on an individual basis.

SERP 594 - Rehabilitation Practicum

Working with individuals with a wide-range of disabilities, such as physical, developmental, cognitive and emotional disabilities, the focus of the practicum is on providing vocational rehabilitation, vocational evaluation, job development, independent living, case management, consultation, and advocacy. Unlike the mental health practicum, students may choose to work with individuals with any type of disability. Further, students may specialize in a wide range of rehabilitation services, such as state-federal vocational rehabilitation, private for-profit rehabilitation, and psychiatric rehabilitation. Practicum sites may include, but are not limited to: public and private vocational rehabilitation, community-based rehabilitation and case management settings, residential psychiatric and substance abuse treatment facilities, hospital-based rehabilitation units, counseling programs/agencies in the private sector, as well as independent living and assistive technology programs. The Counseling and Mental Health Program prefers that agency site supervisors are national Certified Rehabilitation Counselors (CRC); however, all potential supervisors who have the necessary education, training, and experience will be evaluated on an individual basis.

SERP 594 - School Practicum

Working with children and adolescents, the focus of the practicum is to assist all children and adolescents in the areas of academic achievement, personal, and social development, and career development. In addition to providing school guidance curriculum, students gain supervised experience in providing individual or group counseling; consultation with parents, teachers and other educators; referrals to other school support services or community resources; peer helping; psychoeducation; intervention and advocacy at the systemic level. Practicum sites are limited to K-12 schools. The Counseling and Mental Health Program prefers that school site supervisors are state certificated as School Guidance Counselors in Arizona and requires that they have a minimum of two years experience as a school counselor; however, all potential supervisors who have the necessary education, training, and experience will be evaluated on an individual basis.

Definitions of Mental Health, Rehabilitation, and School counseling

Mental Health Counseling

Mental Health counselors are highly-skilled professional counselors who provide flexible, consumer-orientated therapy. They combine traditional psychotherapy with a practical, 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 and utilization review
- Brief and solution-focused therapy
- Alcoholism and substance abuse treatment
- Psychoeducational and prevention programs
- Crisis Management

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

Rehabilitation Counseling

Rehabilitation counselors assist individuals with physical, mental, developmental, cognitive, and emotional disabilities to achieve their personal, career, 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 utilize many different techniques and modalities, including:

- Assessment and appraisal
- Diagnosis and treatment planning
- Career (vocational) counseling
- Individual and group counseling treatment interventions focused on facilitating adjustments to the medical and psychosocial impact of disability
- Case management, referral, and service coordination
- Program evaluation and research
- 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
- The provision of consultation about access to rehabilitation technology.

Commission on Rehabilitation Counselor Certification (CRCC) at <http://www.crc certification.com/>

School Counseling

Professional school counselors provide culturally competent services to students, parents/guardians, school staff and the community in the following areas:

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

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

Part II: Requirements and Procedures

Practicum Requirements (SERP 594)

Students in the Counseling and Mental Health program complete two practicum experiences, one of which must be in a mental health setting and one of which must be in either a rehabilitation or school setting. The two practicum experiences are typically taken in different semesters. To successfully pass each practicum, students are required to complete 100 clock hours over a minimum of a 10 week academic term and adhere to the following:

1. Prior to enrolling in practicum, successful completion of SERP 525 Counseling Theory and SERP 546 Counseling Skills and Techniques.
2. Obtain professional liability insurance from a professional organization, such as American (ACA) Counseling Association, American Rehabilitation Counselor Association (ARCA), American Mental Health Counselors Association (AMHCA), the American School counseling Association (ASCA), or Commission on Rehabilitation Counselor Certification (CRCC).
3. Follow the rules and regulations of the site as well as ethical standards of the American Counseling Association (ACA), Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMHCA), and American School counseling Association (ASCA) codes of ethics.
4. Spend at least 40 clock hours with actual clients in professional counseling activities that directly contribute to the development of professional counseling skills. Examples of direct client counseling activities include individual counseling, group counseling, and family and couples counseling. To ensure the development of individual counseling skills, only 16 hours of group counseling can be counted toward direct service in each practicum.
5. Keep an accurate log of activities at the site, including direct client contact hours.
6. 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.
7. Conduct an average of 4 counseling sessions per week that are approximately one-hour in length unless shorter sessions are more appropriate for a particular client.
8. Audio and/or video tape counseling sessions whenever possible. Prior to taping, obtain written permission from clients and adhere to the limits specified within that permission. All client information is confidential and will be treated as such by faculty and students involved in the course.
9. With client permission, play audio and/or video tape counseling sessions during supervision sessions in order to receive feedback on the development of clinical counseling skills.
10. Participate in an average of 1.0 hours per week of individual or triadic supervision with a university faculty member, university doctoral student, or agency site supervisor.
11. Participate in an average of 1.5 hours per week of group supervision with a university faculty member or doctoral student supervisor.
12. Respond appropriately to summative and formative feedback, including the mid-term and final evaluation.

Criteria for Waiving the Rehabilitation Practicum

A student in the Counseling & Mental Health (CMH) Program at the University of Arizona may waive the rehabilitation practicum if he/she meets all of the following criteria:

1. The student is currently employed at a site that provides rehabilitation counseling services (mental health counseling, group and family counseling, vocational/career counseling, job development and placement, work adjustment training, case management, vocational assessment, independent living skills training, etc.)
2. The student has been employed at the site for a minimum of 6 months
3. The student's current work supervisor verifies in writing that the student has been employed at the site for a minimum of 6 months and that the student has been performing his/her duties at a satisfactory level
4. The student's MHC Program faculty advisor approves the waiver

A student who elects to waive the rehabilitation practicum is responsible for enrolling in an elective course to make up the 3 units that he/she would have received for the practicum.

Internship Requirements (SERP 593)

Students complete one internship experience. Internship is different from the practicum because it is a more intensive experience in which students are expected to demonstrate professional competence in a broad set of advanced counseling skills. Internship is typically completed during the last semester in the program in a site that is appropriate to a student's career goal. If a student is already employed performing counseling duties under supervision, then 32 hours per week of employment may count toward the internship. However, the student must spend at least 8 hours per week counseling clients in a different setting or with a different client population. To successfully pass the internship, students are required to complete 600 clock hours over a minimum of a 10 week academic term and adhere to the following:

1. Prior to enrolling in internship, successful completion or be simultaneously be taking at least 75% of the total required coursework for the M.A. Degree in Counseling and Mental Health.
2. Obtain professional liability insurance from a professional organization, such as American (ACA) Counseling Association, American Rehabilitation Counselor Association (ARCA), American Mental Health Counselors Association (AMHCA), the American School counseling Association (ASCA), or Commission on Rehabilitation Counselor Certification (CRCC).
3. Follow rules and regulations of the site as well as ethical standards of the American Counseling Association (ACA), Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMHCA), and American School counseling Association (ASCA) codes of ethics.
4. Spend a minimum of 240 clock hours of direct services with clients, including but not limited to individual counseling, group counseling, and family and couples counseling, assessment, case management, advocacy, and community education.
5. Maintain an ongoing caseload as assigned by the site supervisor.
6. Keep an accurate log of activities at the site, including direct client contact hours.
7. Conduct counseling sessions with clients that are approximately one-hour in length unless shorter sessions are more appropriate for a particular client.

8. Provide a variety of professional counseling activities (e.g., record keeping, assessment instruments, supervision, information and referral, in-service and staff meetings).
13. Audio and/or video tape counseling sessions whenever possible. Prior to taping, obtain written permission from clients and adhere to the limits specified within that permission. All client information is confidential and will be treated as such by faculty and students involved in the course.
14. With client permission, play audio and/or video tape counseling sessions during supervision sessions in order to receive feedback on the development of clinical counseling skills.
9. Participate in an average of 1.0 average per week of individual with the agency site supervisor.
10. Participate in an average of 1.5 hours per week of group supervision with a university faculty member.
11. Respond appropriately to summative and formative feedback, including the mid-term and final evaluation.

Procedures for Finding a Clinical Site

Practicum and internship are excellent opportunities for students to experience working in a diverse range of clinical settings. As such, students are strongly encouraged to regularly discuss potential practicum and internship sites with faculty, staff, and fellow students as they progress through their degree program. To assure the best educational opportunity for each student, an agency site must be approved by the university program faculty before it will be considered for student placement. Approval is based on the agency providing mental health, rehabilitation, or school counseling services to children and adults, particularly individuals with disabilities and mental health disorders.

The procedures for finding a clinical site for practicum or internship are as follows:

1. Review the list of clinical practice sites available. These are agency sites that students have used in the past for practicum and internship, but it is not an exhaustive list. Students are strongly encouraged to network with current students, past graduates, and practicing counselors in the community to locate agency sites that fit their career interests and goals.
2. Contact and visit at least 3 agency sites to discuss a possible site placement. Make sure there is qualified on-site supervision, with preference for supervisors who are experienced and trained counselors and hold appropriate certifications and licenses for that practice setting. When visiting:
 - a. Dress for the interview as if you were applying for a job.
 - b. Answer questions as directly and succinctly, yet informatively as possible. Interviewers are often looking at how thoughtfully and rationally you handle the question rather than whether you give the correct answer.
 - c. Approach the interview in the same manner you would approach a job interview.
3. As necessary, disclose any potential conflicts of interest or the appearance of conflicts of interest with the agency. This includes any previous or current relationship between supervisors, clients, other employees of the agency and the student. These will be discussed with the university faculty supervisor prior to the student being placed in the agency.
4. Once a site is selected, and the student is accepted, complete the Agency Site Contract. This form is an agreement between the site and the student for the supervised clinical experience and is signed by the student, the agency site supervisor, and the university faculty supervisor teaching the clinical course.
5. Submit documentation of professional liability insurance, including the name of the company, the insurance policy number, and the expiration date of the policy to the university faculty member teaching the clinical

course. Low cost professional liability Insurance is available via membership in professional organization, such as American (ACA) Counseling Association, American Rehabilitation Counselor Association (ARCA), American Mental Health Counselors Association (AMHCA), the American School counseling Association (ASCA), or Commission on Rehabilitation Counselor Certification (CRCC).

6. Meet with the agency site supervisor and become orientated to the agency policies and procedures. Set up a weekly schedule that includes ongoing counseling sessions and regular supervision sessions.
7. Review all forms for supervised clinical coursework, including client consent forms and student performance evaluation forms.
8. If necessary, notify the university faculty supervisor immediately if there are any issues preventing the performance of the essential functions of the supervised clinical experience.

Part III: Roles and Responsibilities

Responsibilities of the Student

1. Maintain professional liability insurance throughout the clinical experience.
2. Consider the field placement to be a job, not just another class, and dress accordingly. Dress appropriately in keeping with the attire of other professionals working at the agency site.
3. Make prior arrangements if unable to attend as scheduled. Inform both the site supervisor and the university supervisor of absences. When there is an emergency that precludes prior arrangements of an absence, notify both supervisors at the earliest opportunity.
 - A. Absences due to illness should be made up by arranging with your field placement site supervisor to come in at another time to make up the hours missed.
 - C. University holidays need not be made up. However, you should arrange to be absent with your placement site supervisor prior to the holiday. You will be responsible for any work due on that day. If it is agreeable with your agency site supervisor, you may attend the placement on a university holiday.
4. Adhere to the behavioral codes of the agency site.
5. Conform to the rules and regulations of the site and to the relevant ethical standards of the American Counseling Association (ACA), Commission on Rehabilitation Counselor Certification (CRCC), American Mental Health Counselors Association (AMHCA), and American School counseling Association (ASCA).
6. Notify the university faculty supervisor immediately if, for any reason during the practicum, there is reason that the student is unable to perform the essential functions of their counseling role at the practicum site or to meet course requirements.
7. Keep an accurate log of activities at the site to include the direct client contact hours.
8. Attend all scheduled group supervision meetings and follow the group supervision requirements. These hours count as indirect hours.
9. Schedule an on-site visit/observation between the student, site supervisor and university supervisor when appropriate.
10. Meet individually with agency site supervisor or university faculty supervisor on a regular basis to obtain feedback on the performance of professional counseling skills.
11. Provide audio/video tapes of your counseling sessions for review by the university supervisor, or for case presentation/discussion during the group supervision. Obtain signed consent from client before taping.
12. Submit an evaluation of the agency site and agency site supervisor at end of field experience.
13. Ensure site supervisor mails, faxes, or emails an evaluation of the student performance at midterm and at the end of practicum or internship field experience.
14. Be prepared to discuss the university faculty supervisor and agency site supervisor evaluation of student performance at the midterm and at the end of semester.
15. Throughout the semester, respond appropriately and constructively to summative and formative feedback.

Responsibilities of the Agency Site Supervisor

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

Responsibilities:

1. The agency site supervisor assists the student with developing the goals for the semester. The supervisor orients the student to the agency, staff, agency goals and agency mission. The site supervisor and the student decide on the schedule for the practicum or internship hours at the site.
2. For each practicum experience, the student must complete a minimum of 100 hours, including at least 40 hours of direct service with students. Direct service includes individual counseling, family and couples counseling and group counseling. To ensure the development of individual counseling skills, only 16 hours of group counseling can be counted toward direct service in each practicum.
3. For the internship experience, the student must complete a minimum of 600 hours, including a minimum of 240 hours of direct services with clients, including but not limited to individual counseling, group counseling, and family and couples counseling, assessment, case management, advocacy, and community education.
4. The agency site supervisor meets with the counselor in training student for a minimum of one hour per week for supervision, wherein student progress is discussed and the student's learning experience is facilitated. Observations of the student's work are discussed, with strengths and areas for improvement reviewed. The site supervisor allows audio/video taping when requested by students. Student will have permission to record forms available in English and Spanish for the client or guardian to sign.
5. The agency site supervisor reviews the student's log form, and indicates that the log is accurate by signing and dating the form. This document is provided to the university supervisor at each group supervision meeting.
6. When necessary, the agency site supervisor participates in the visitation by the university faculty supervisor. Throughout the semester, the site supervisor maintains contact with the university supervisor via email, phone calls and in person meetings to discuss student progress of the student.
7. If for any reason during the practicum or internship, the agency site supervisor has a reason to believe that the counselor-in training-student is unable to perform the essential functions of the on-site practicum, that person will notify the University Supervisor immediately.
8. The site supervisor engages in ongoing assessment of the student's performance and communicates with the student and the university supervisor about any problems. If problems persist, the site supervisor, in consultation with the student and university supervisor, develop a remediation plan.
9. The site supervisor maintains confidentiality (with the exception of the university supervisor) regarding information obtained during supervision with the student.
10. The site supervisor completes a midterm and final evaluation forms on the student and discusses the evaluation with the student. Forms are delivered to the university supervisor.
11. The site supervisor supports the professional development of the student by informing the student of activities available to them (such as conferences and workshops).

Responsibilities of University Faculty Supervisor

1. Review student's agency site agreement.
2. Coordinate the placement of students in appropriate settings. Make contact with the director, counselor, and/or administrator of the agency.
3. Be available to students and agency site supervisors throughout the semester by conferences, phone calls and email to discuss their concerns regarding the field experiences.
4. Facilitate and support the professional development of the students by introducing them to 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, students discuss their clinical experiences in order to learn from one another and to obtain ideas for treatment plan, case conceptualization and receive feedback from one another.
6. Engage in ongoing assessment of the student's performance and communicate with the agency site supervisor about any problems. The university supervisor in consultation with the student and site supervisor, develop a remediation plan if a persistent or serious problem is reported.
7. Review the Clinical Practicum Manual during the first group supervision meeting, and refer to it as needed.
8. Collect and maintain completed practicum and internship forms and request that students update it regularly as information changes.
9. Monitor log sheets of student hours, including the distribution of direct/indirect hours.
10. Schedule, if needed, an on-site orientation with new supervisors to ensure understanding of the requirements of the field experience.
11. Visit sites, if needed, to observe the student providing services to clients and to consult with the site supervisor regarding student progress.
12. Consult as needed with the site supervisor regarding problems with the student's placement.
13. Obtain evidence of a student's performance through direct observation, audiotape, videotape and feedback from site supervisor. Provide effective and timely feedback on student's performance to the student.
14. Collect the mid-term Evaluation of Student Performance form at the appropriate time, and the Student Evaluation of Site, Student Evaluation of Site Supervisor, Si Evaluation of Student Performance at end of semester.
15. Consult with the Counseling and Mental Health faculty regarding student performance and other relevant information.
16. Determine final grade of student; and turn in grades online as required by the University of Arizona.

Part IV: University Policies

Discrimination and Sexual Harassment

A student who believes that he or she has experienced discrimination or sexual harassment should call the Affirmative Action Office at 621-9449. The student will be referred to an individual with expertise in these areas for confidential advice on handling the situation or filing a written complaint. Students with disabilities who would like information on University policies with regard to the Americans with Disabilities Act (ADA) should contact the Disabled Students Office. Students are also 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: Forms

Form A:	Agency Site Agreement
Form B:	Client Consent
Form C:	Emergency/Non-Attendance
Form D:	Minor Recording Consent
Form D1:	Minor Child Recording Consent (Spanish)
Form E:	Weekly Activity Log
Form F:	Counseling Session Worksheet
Form G:	Counseling Session Self-Evaluation
Form H:	Tape Critique Form
Form I:	Remediation Plan

FORM A: AGENCY SITE AGREEMENT

Student Name: _____ Phone: _____
Email: _____
Agency Name: _____ Phone: _____
Agency Address: _____ Fax: _____
Site Address: _____
(if different) _____ Fax: _____

Primary Supervisor

Name: _____ Job Title: _____
Degrees: _____ Certification: _____
Phone: _____ Fax: _____
Email: _____

Secondary Supervisor

Name: _____ Job Title: _____
Degrees: _____ Certification: _____
Phone: _____ Fax: _____
Email: _____

Agency Tasks: (To be performed by student)

Days and Hours Student will attend Agency: _____

-Agreement-

_____ will provide _____
(Name of Agency) (Name of Student)

with ongoing clients and the opportunity to tape sessions between the following dates: _____ and _____

Student's Professional Liability Insurance:

Company: _____ Policy #: _____ Expiration Date: _____

Signed: _____
Primary Agency Supervisor Date Student Date

Signed: _____
Secondary Agency Supervisor Date University Supervisor Date

Attachment to Agency Site Agreement

It is understood that:

Prior to placement in the Agency and prior to counseling with clients in the Agency the student will have met all University requirements to do so.

Students will only work out Agency/School Agreements with sites and site supervisors that have been approved by the Counseling & Mental Health Faculty Supervisors.

If for any reason during practicum or internship, the student, or agency site supervisor has a reason to believe that the student is unable to perform the essential functions of the site, that person will notify the University Supervisor immediately.

Students will purchase Professional Liability Insurance and will include the name of the company, the insurance policy number, and the expiration date of the policy on the Agency Agreement Form.

Students will identify a primary site/agency supervisor and when available a secondary site/agency supervisor, one of whom will be on-site at the agency whenever the student is here.

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 or other current relationship between supervisors, clients, other employees or the agency and the student will be discussed with the university supervisor prior to the student being placed in the Agency.

Students will receive orientation to the Agency and weekly supervision from the Primary and/or Secondary Agency Supervisors.

Students will have four ongoing counseling clients assigned by Agency Supervisors. When/if a client discontinues participation another client will be immediately assigned.

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

Students will audio tape counseling sessions with clients whenever possible. Students will obtain written permission from clients prior to taping and will adhere to the limits specified within that permission.

Students will work directly with their clients only on the premises of the site.

Students will not enter homes of clients without being accompanied by the Primary Site Supervisor.

Students will not transport clients.

Students will be formally evaluated by the Primary and Secondary Agency Supervisors using the evaluation forms. Grades will be given to students without the Agency Supervisor's written evaluation having been received by the University Supervisor. Agency Supervisors are requested to meet with students reviewing with them the evaluation information that they supply to the University.

Students will keep a weekly log that will be initialed by the Primary or Secondary Agency Supervisor and University Supervisor. The log will include actual number of hours spent in agency activities and shall specified each activity performed during each hour.

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

The student will meet weekly with the University Supervisor for review of portions of counseling tapes. The student will meet with other students and a faculty member for 1.5 hours weekly, and during that group meeting the student may present a tape or conduct a case presentation regarding one of the student's assigned clients. All client information is confidential and will be treated as such by faculty and students involved in the course.

FORM A

FORM A-1: SCHOOL SITE PLACEMENT CONTRACT

Check One: Practicum Internship

Student Name: _____ Cell Phone: _____

Email: _____

School/Agency Name: _____ Phone: _____

School/Agency Address: _____ Fax: _____

Address + Zip Code

Principal: _____ Email: _____

Site Supervisor: _____

Email : _____ Phone: _____

Starting Date: _____ Ending Date _____

Days at Site: _____ Hours at Site: _____

I agree to accept this University of Arizona practicum/internship student, and understand my role as site supervisor:

Supervisor Signature: _____

The practicum/internship student has my permission to complete a practicum/internship at:

_____ (Name of School) (school), under the supervision of _____ (Site Supervisor)

Principal Signature: _____ Date _____

Student Signature: _____ Date _____

University Supervisor: _____ Date _____

FORM C: EMERGENCIES/NON-ATTENDANCE AT COUNSELING SESSIONS

Check One: Practicum Internship

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 #)

THE FOLLOWING ADDITIONAL LIMITATION TO CONFIDENTIALITY APPLY TO CLIENTS OF THIS AGENCY

SIGNATURE PAGE

I, _____, by my signature do hereby acknowledge that I have read and understand the preceding information and that I have been provided with a copy of the same information.

Client Signature

Date

University Counselor-in-Training Signature

Date

Agency Supervisor Signature

Date

FORM D: MINOR RECORDING CONSENT FORM

Check One: Practicum Internship

I, the undersigned, do hereby consent to the recording of my voice and/or image (or that of my minor child) by _____, acting under the authority of The University of Arizona. I understand that 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 that 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 _____

Student/Participant Signature

Date

Guardian or Nearest Relative Signature

Date

Intern/Practicum Student Signature

Date

Site Supervisor Signature

Date

**Programa en Consejería Escolar
Universidad de Arizona**

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

Check One: Practicum Internship

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 Consejería Escolar

Fecha

Firma del Consejero Escolar

Fecha

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

FORM E: WEEKLY LOG

Student Name: _____ Agency/Site: _____

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

Agency Contract: _____ Agency Supervisor: _____

Agency Secondary Supervisor: _____ Evaluation: _____

Permission to Tape:

Client A: Client B: Client C: Client D: Client E:

FORM F: COUNSELING SESSION WORKSHEET

Student/Counselor Name: _____ Date of Session: _____

Client ID: _____ Session#: _____ Length of Session: _____

Time since last session: _____

Short-term client goals:

Goals for this session:

Summary of main points and themes in session:

Progress noted:

Techniques uses:

Goals for next session:

FORM G: COUNSELING SESSION SELF EVALUATION

Student/Counselor Name: _____ Date of Session: _____

Client ID: _____ Length of Session: _____

How do you feel about this session?

Excellent Very Good Good Fair Poor Very Poor

During this session (circle one)	Very much	1	2	3	4	5	Not at all
Client-student contact improved		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Progress was made toward targets:		<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"/>	
Between session therapy– relevant activity has been		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

<u>There has been a change since the last session in:</u>	<u>If Yes</u>			
	YES	NO	Pos.	Neg.
Commitment to 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 control	<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 themes of the session were

(a) _____ Resolved 1 2 3 4 5 needs more work

(b) _____ Resolved 1 2 3 4 5 needs more work

FORM H: TAPE CRITIQUE FORM

Student Counselor's Name: _____

Client Initials: _____ No. of Session: _____

Brief summary of session content:

Intended goals:

Comment on positive counseling skills/behaviors:

Comment on areas of counseling practice that need improvement:

Comment or concerns regarding counselor-client dynamics:

Plans for further counseling with this client:

Tape submitted (date): _____ University supervisor Initials _____

Part VI: Evaluation of Agency and Agency Site Supervisor

- Form J: Student Evaluation of Agency
- Form K: Student Evaluation of Agency Site Supervisor

FORM J: STUDENT EVALUATION OF AGENCY SITE
 (To be completed by the Student)

Check One: Practicum Internship

Agency Name: _____

Rate the following accordingly (Circle one):
SA: Strongly Agree A: Agree D: Disagree SD: Strongly disagree NA: Not applicable

	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 made clear to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The 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 agency 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. Feedback from the agency supervisor was helpful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Practicum tasks at the agency were consistent with skills learned in counseling class and practicum meetings with my university supervisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Practicum requirements at my agency site were reasonable and appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. I would recommend this site to other students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. My placement in 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 aspect of your experience at this agency site did you like least? (Explain)

What aspect of your experience at this agency site did you like best? (Explain)

If the faculty were to use this site again, what changes would you recommend to improve a student's experience there?

Student Signature

Date

FORM K: EVALUATION OF AGENCY SITE SUPERVISOR

(To be completed by the Student)

Check One: Practicum Internship

Agency Name: _____

Agency Site Supervisor's Name: _____

	Very Satisfied	Satisfied	Dissatisfied	Very Dissatisfied
1. Quality of my interaction with my supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Overall professional attitude and behavior of my supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Punctuality and arranging consistent, mutually satisfactory meetings times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Reviewing my counseling tapes with me, in group and person-to-person as needed	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Offering effective feedback, i.e., counseling strategies and framework for understanding the needs of individual clients.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. My Supervisor was able to delegate tasks to me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. My supervisor understands counseling as a profession.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. I would recommend this supervisor for future students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Other comments/recommendations/cautions: _____

Student Signature

Date

Part VII: Evaluation of Student Performance

Form L: Evaluation of Student by Agency Site Supervisor
Form M: Evaluation of Student by University Faculty Supervisor

Please rate the student on the following scale:	Unacceptable	Marginally Acceptable	Acceptable	Good	Superior	Not Applicable
The practicum student ...	1	2	3	4	5	N/A
1. Was receptive to constructive feedback	1	2	3	4	5	N/A
2. Was dependable and reliable	1	2	3	4	5	N/A
3. Communicated about absence/tardiness.	1	2	3	4	5	N/A
4. Was able to function without close supervision	1	2	3	4	5	N/A
5. Demonstrated professionalism in attire/appearance	1	2	3	4	5	N/A
6. Developed positive relationships w/other staff members	1	2	3	4	5	N/A
7. Exhibited appropriate counseling skills	1	2	3	4	5	N/A
8. Was flexible and able to meet the needs of the worksite	1	2	3	4	5	N/A
9. Showed growth and increasing independence	1	2	3	4	5	N/A
10. Strived to gain increasing skills and knowledge	1	2	3	4	5	N/A
11. Demonstrated exemplary ethical behaviors	1	2	3	4	5	N/A
12. Completed total number of hrs/days in a timely manner	1	2	3	4	5	N/A
13. Used strategies that reflected sensitivity to client's culture, learning styles, developmental stage, gender, special needs and socio-economic background.	1	2	3	4	5	N/A
14. Used technology effectively in the role of the counselor	1	2	3	4	5	N/A
15. Used appropriate assessment strategies	1	2	3	4	5	N/A
16. Demonstrated the ability to be tactful.	1	2	3	4	5	N/A
17. Effectively participated in conferences/staffings	1	2	3	4	5	N/A
18. Provided effective small group counseling	1	2	3	4	5	N/A
19. Provided effective individual counseling	1	2	3	4	5	N/A
20. Drew from current and relevant resources as needed	1	2	3	4	5	N/A
21. Showed the ability to function as a team member	1	2	3	4	5	N/A
22. Demonstrated the ability to use educational, vocational, personal/social information to assist clients in decision making.	1	2	3	4	5	N/A
23. Followed appropriate ethical guidelines.	1	2	3	4	5	N/A
24. Demonstrated a proactive approach to problem-solving	1	2	3	4	5	N/A

Student Signature

Date

Supervisor Signature

Date

Student Comments:

FORM M: EVALUATION OF STUDENT PERFORMANCE BY UNIVERSITY FACULTY SUPERVISOR

(To be completed by university supervisor at end of semester)

Professional Behavior: In the course of the applied experiences, students will be assessed for professional behavior. This evaluation is ongoing and occurs at the end of the semester during practicum and internship. Several observable behavioral categories are considered to be an integral part of professional functioning.

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

Major strengths of Supervisee:

Areas to refine:

Additional Comments:

Student Signature

Date

University Faculty Supervisor Signature

Date