Counseling Program M. A. Degree
Mental Health, Rehabilitation, and
School Counseling
Clinical Practice Manual
For UA Students & UA Faculty
2019-2020

Practicum SERP 594
Internship SERP 593

Department of Disability & Psychoeducational Studies
College of Education
University of Arizona
P. O. Box 210069
Tucson, AZ 85721-0069
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Part I: Introduction
Purpose of the Manual

The purpose of the Clinical Practice Manual is to contextualize the objectives, activities, and responsibilities of the University of Arizona (UA) Counseling Program’s field placement component. Manual guidelines are intended to be flexible since counseling practice situations can differ, yet not so flexible that the integrity of the counseling experience is compromised. Differences can be due to the uniqueness of each counseling student, track (mental health, rehabilitation, school counseling, agency setting, agency supervisor, and service recipient). Regardless of differences, the guidelines, expectations, and procedures in the Manual provide ensure consistency and structure to Practicum and Internship counseling experiences. Assigned advisers or Practicum/Internship UA Faculty Supervisors can also provide additional clarification.

Supervised Counseling Practice Coursework

Supervised counseling practice coursework includes Practicum and Internship. Both are among the most important professional counseling preparation activities in which counseling students participate. Practicum is a 100-hour experience for cohorts prior to the 2019/2020 academic year or a 200-hour experience for cohorts on and following the 2019/2020 academic year. In comparison, Internship is a 600-hour more advanced and intensive counseling experience. Students complete one or two Practica, depending on specialization; and one 600-hour Internship. The objective of field placement coursework is to provide students with an opportunity to develop counseling skills through experience, reflection, and supervision. Endorsing the scholar-practitioner model of graduate training in counseling, the coursework in the University of Arizona Counseling Program is a blend of academic and applied learning alongside structured supervision.

Practicum and Internship requirements are based on the Council for Accreditation of Counseling and Related Education programs (CACREP) accreditation standards. That means both Practicum and Internship must be completed under the supervision of a Site Supervisor with specific credentials. 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, holds a state license (non-Associate level) or national certification to practice, and is trained in counseling supervision. Students also receive supervision from a UA Faculty Supervisor assigned to the Practicum or Internship course, or supervision from a doctoral student working under UA Faculty supervision.

The Counseling Program emphasizes ethical decision-making. During Practicum and Internship, counseling 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, students adhere to the federally-mandated HIPPA law and its confidentiality guidelines. Any student ethical code violation may result in expulsion from the Counseling Program.

When in doubt, Counseling Program students will seek guidance from
Site Supervisors and/or UA Faculty Supervisors, not a peer
Students should direct Site Supervisors with questions to UA Faculty supervisors

Mental Health, Rehabilitation, and School Counseling Defined

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

- Assessment and diagnosis
- Psychotherapy and service planning
- Utilization Review (UR) in agencies without medical personnel
- Brief and solution-focused therapies for individuals [adult and birth to 18], families, couples, groups
- Substance-related treatment
- Treatment evaluation and research
- Multidisciplinary referral and consultation services for integrated care
- Psychoeducational and prevention programs
- Crisis Management
- Inpatient and outpatient behavioral services

Additional information: American Mental Health Counselors Association (AMCHA) 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 interventions focused on facilitating adjustment to the medical and psychosocial effects of disability
- Case management, referral, and service coordination
- Utilization Review (UR) in agencies without medical personnel
- Program development and evaluation, research, and application 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

Additional information: Commission on Rehabilitation Counselor Certification 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


Part II: Policies and Procedures

Securing a Field Experience Site

Practicum and Internship are opportunities for students to gain experience working within a spectrum of counseling settings. Students are strongly encouraged to regularly discuss potential placement sites with the Ms. Camelia Shaheed (camysmarvel@email.arizona.edu), the counseling Field Placement Coordinator as well as with UA Counseling Program Faculty and fellow students as they progress in their program studies. To promote the best educational opportunity for each student, a placement site must be pre-approved by the Field 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 placement site for Practicum or Internship are as follows:

1. **Top Priority**: Communication between the Site Supervisor and the UA Faculty Supervisor is essential for the graduate student’s educational and professional growth. For that reason, the Site Supervisor-UA Faculty Supervisor relationship has priority over the Site Supervisor-student relationship. The Site Supervisor and UA 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 UA 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 counseling settings, 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.azdps.gov/services/fingerprint/

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 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 mental health, rehabilitation, and school counseling field placements. ACA coverage:  
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 not exhaustive, facilitates a discussion during the initial mandatory consultation with the Field Placement Coordinator. **Some agencies do not deal only with the Field Placement Coordinator due to specific requirements.** Students are, therefore, strongly encouraged to consult with the Field 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 UA 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 disciplines.

5. The Field Placement Coordinator always issues an email the semester prior to the one in which placement will occur. That email specifies the necessary steps (including Pre-Placement Workshop attendance) students must take to initiate the field placement process. The quicker the student response, the better the placement outcomes, particularly for students who must place in a rural community or outside Tucson, AZ. **Note:** Field placements cannot always be tailored to student wishes.
6. The student will check email at least once per day. When the Field 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 Field 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.

7. When the student finds a placement site without the Field Placement Coordinator’s assistance, the student will introduce the Field Placement Coordinator, via email and with the student in copy, to the prospective Site Supervisor. The Field 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 Field Placement Coordinator states otherwise.

8. In cases where the UA student seeks a placement at his/her current place of employment, the Field Placement Coordinator must be alerted **before** the UA student takes any action. The student must: (a) complete a placement in a different department and (b) complete the placement with a supervisor different from the “employment” supervisor. **When the UA meets those guidelines, the UA student will introduce the Field Placement Coordinator, via email and with the student in copy, to the prospective supervisor.**

9. When the UA 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, service recipients, or other agency employees. These must be discussed with the UA 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.

10. When the Site and UA student are ready to proceed with the placement, the UA student and Site Supervisor complete the Site Agreement (**7 pages**) or School Site Counseling Contract (**7 pages**). These documents are completed **per semester** and **signatures must be original (not electronic).** All sections should be well-developed and marked “N/A” where appropriate. The UA student brings the form to the first class day of Practicum or Internship.

11. UA students will not work outside the formal semester start and end dates. Should the student decide to do so, the student does so independently of the UA as a community “volunteer” or a paid employee. The Student Liability Insurance is void for “volunteer” roles.
12. The UA 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 UA 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 UA Faculty Supervisors do not endorse supervisees whom they believe to be impaired in any way that would interfere with the performance of the duties associated with the endorsement.

13. Before a UA student terminates a placement prior to the Site Agreement’s or School Site Contract’s end date, that student will do the following:

   I. Do not discuss the termination with the Site Supervisor.
   II. Schedule a meeting with the UA Faculty Supervisor to discuss concerns.
   III. If termination is the agreed-upon course of action, that student will alert the Site Supervisor of the intention to terminate via a formal resignation letter that includes the standard two-week notice, unless doing so results in undue hardship for the UA student or service recipients. The notice is an ethical and professional obligation necessary for service recipient coordination of care and re-assignment. Site Supervisors may waive two-week notices.

**Practicum Requirements**

The Practicum requirement is 100 clock hours (cohorts prior to the 2019/2020 academic year), **40 of which must be direct service recipient hours** or 200 clock hours (cohorts on and following the 2019/2020 academic year), **80 of which must be direct service recipient 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 Practicum 40/80 direct hour requirement, 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 Practicum 40/80-hour direct service recipient contact hour requirement. Examples of direct 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 (32 for 200-hour Practicum) of group counseling may apply toward the mandatory Practicum 40/80 direct hour requirement. The student may participate in
more than 16/32 hours, but cannot apply more than 16/32 to the 40/80 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 UA Faculty Advisor.

To successfully pass practicum (100 hours for cohorts prior to the 2019/2020 academic year, 200 hours for cohorts on and following the 2019/2020 academic year), students must complete 100 (cohorts prior to the 2019/2020 academic year) or 200 (cohorts on and following the 2019/2020 academic year) 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 service recipients 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 service recipient 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 UA Faculty Supervisor. Written service recipient permission is mandatory for the recording and its review during site and UA 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 service recipients under 18 years of age. Recordings will adhere to the limits specified in the consent documents and agency policies. Students and UA 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 UA Faculty Supervisor.**

4. The student will play and critique counseling session recordings during site and UA Faculty supervision sessions for feedback on counseling skill development. Site Supervisors may attend the student’s session instead of reviewing recordings.
Students and UA 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 UA Faculty Supervisor, or UA doctoral student supervisor acting in that capacity. Arizona RSA students will meet with the designated RSA UA Faculty Supervisor, UA Faculty Practicum Supervisor, or UA doctoral student supervisor acting in that capacity.

6. The student will participate in 1.5 hours per week of group supervision with the UA Faculty Supervisor or UA doctoral student supervisor acting in that capacity. Arizona RSA students will meet with the designated RSA UA Faculty Supervisor or UA doctoral student 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 UA 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 placement site for Internship, the student must alert the UA Faculty Advisor of his or her interest in applying that work experience toward the Internship requirements. The student will wait for the UA 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 service recipients in
   a. a different setting and
   b. counseling a different service recipient 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 service recipient/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 service recipient/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 service recipient/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 UA Faculty Supervisor. Arizona RSA students will meet with the designated Arizona RSA UA 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 service recipients or the intervention methodology.

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

   **Examples of Field Placement Sites**

   *Many sites have qualification requirements. Students should email their interest to the Field Placement Coordinator in advance.*

   Arizona Center for the Blind & Visually Impaired (Phoenix)  
   Arizona School for the Deaf & Blind (American Sign Language required)  
   Beacon Group  
   Casa De Vida  
   CODAC (Internship)  
   DES/RSA  
   DIRECT  
   Focus Employment Services  
   UA Disability Resource Center (Summer Practicum, then Fall Internship)  
   Helping Associates Inc. (Casa Grande)  
   Las Familias Counseling Agency (Internship)  
   NCADD (Phoenix, Employment & Group experience)  
   Office of Special Education and Rehabilitative Services (OSERS)

   School Counseling students should visit the Arizona Department of Education website for additional information on Arizona school districts: [http://www.ade.state.az.us/](http://www.ade.state.az.us/).  
   Catalina Foothills School District
Part III: Roles and Responsibilities

Counseling Student Responsibilities

1. Bring the Placement Packet to the first day of Practicum or Internship:
   a. Site Agreement or School Site Contract, signed by the student and Site Supervisor
   b. Copy of the student’s Liability Insurance Policy (covers full semester)
   c. Copy of the student’s Level One IVP Fingerprint Clearance card (covers full semester)

   *Students cannot legally or ethically meet alone with service recipients until the UA Faculty Supervisor has the Placement Packet.

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. Have access to Site Supervisors in person or via phone 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 at the start of placement with the Site Supervisor to avoid potential issues.

3. Represent themselves, the UA, and the Counseling Program during their placements. They are encouraged to consider placements as jobs where they must conform to dress, grooming, behavioral, and relevant ethical and confidentiality standards of the agency as well as the following organizations: ACA, ASCA, CRCC, AMHCA, HIPPA, and FERPA. When in doubt, students will seek Site and UA Faculty Supervisor guidance.

4. Are vigilant and proactive about promptness and reliability, avoiding no-shows, absences, or tardiness. All are considered professional behaviors that may be viewed as infractions and reason for termination by the Site Supervisor.
Students will 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. Such requests will be accompanied by a coordination of coverage. Unless otherwise agreed upon, students will adhere to the agency schedule of operation.

When an unplanned event or illness precludes advance notice, the student will notify the Site Supervisor immediately. If necessary, students will schedule an alternate time to complete the missed hours.

5. Notify the UA 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 professional development, even when the student hopes “something will change.”

6. Respond non-defensively and constructively to summative and formative feedback regardless of its source – Site Supervisor, UA Faculty Supervisor, all site employees, and other students. Students understand the transparency between the Site and UA Faculty Supervisors (or UA doctoral student supervisor) ensures that issues are addressed in a timely and proactive manner to foster the student’s professional development. Students will discuss evaluations with the UA Faculty Supervisor.

7. Maintain accurate Activity Log of direct and indirect site activities.

8. Submit all placement-related documents according to UA Faculty Supervisor instructions.

9. Attend all scheduled supervision meetings with the Site and UA Faculty Site Supervisors. Whenever possible, the student will reschedule meetings in advance. The student will adhere to all supervision requirements as well as solicit and receive feedback on counseling performance in both formats.

**Site Supervisor Responsibilities**

**Site Supervisors must meet the following criteria:** A Master’s degree in counseling or a related profession with equivalent qualifications, state licenses and/or certifications; training in supervision; and has at least two years of professional experience in the specialization in which the student is placed.

**Responsibilities:**

1. Orient students to the agency, staff, agency mission, and chain of command for supervisory support; and designates an office with necessary equipment for students to adequately conduct counseling sessions and complete documentation.

2. Site Supervisors and students develop a placement schedule and goals at the start of placement.

3. Meet with students individually or in a triad (2 students) for a minimum of one hour per week to discuss progress and learning needs. Supervisor may sit in on sessions or review session recordings.
4. Review/initial Activity Logs and complete mid-term and end-of-term student evaluations.

5. If, for any reason during the placement, Site Supervisors believe students are unable to perform essential placement functions based on consistent direct and indirect observations and assessments, Site Supervisors will immediately notify the UA Faculty Supervisor. If issues persist, the student, Site Supervisor, and UA Faculty Supervisor will develop and implement a Remediation Plan or terminate the placement.

6. Support student professional development by providing information about available learning opportunities such as conferences, workshops, and trainings.

**UA Faculty (or Doctoral Student) Supervisor Responsibilities**

1. Review, sign, and date the student’s Placement Packet.

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 counseling 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. Monitor and initial the Activity Log, ensure placement-related forms are submitted in a timely manner. Request that students update forms as information changes.

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

9. 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 UA Faculty Supervisor Evaluation of the Student.

10. Review the mid-term and final Site Supervisor Evaluation of Student and the Student Evaluation of Site & Supervisor and with the student.
11. Maintain HIPPA and FERPA privacy guidelines, unless the student provides written consent.

12. Submit student final grades as required by the UA.

**Part IV: UA 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/](http://drc.arizona.edu/) for more details.

Students are encouraged to access the [Affirmative Action homepage](http://drc.arizona.edu/) for information on discrimination, including sexual harassment, and the ADA.

**Graduate Student Grievances**

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

**Part V: Glossary of Commonly Used Terms**

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

**ACA:** American Counseling Association.

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

**ASCA:** American School Counseling Association.

**ARCA:** American Rehabilitation Counseling Association. 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 UA Faculty Supervisor:** The UA 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 Rehabilitation and Mental Health Counseling began Fall semester 2015.

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

**CRC:** National Certified Rehabilitation Counselor certification, not a license.

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

**Direct Hours:** Practicum and Internship face-to-face service recipient hours contributing directly to professional counseling skill development. Practicum - 40 of 100 hours, 80 of 200 hours, Internship - 240 of 600 hours.

**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 UA 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.

**Field Experience:** Practicum or Internship.

**Field Placement Coordinator:** An Arizona-licensed practitioner who assists Counseling Program students with field experience placements.

**Group Therapy Restriction (PRACTICA ONLY):** Group hours can be applied as direct and as indirect hours. For 100-hour Practica (cohorts prior to the 2019/2020 academic year), a maximum of 16 hours can be applied to the direct contact hour obligation, with any hours beyond 16 applied to the indirect contact category. For 200-hour Practica (cohorts on and following the 2019/2020 academic year), a maximum of 32 hours can be applied to the direct contact hour obligation, with any hours beyond 32 applied to the indirect contact category.

**HIPPA:** Health Insurance Portability and Accountability Act universal privacy guidelines. Of importance are the confidentiality of and transferability of service recipient 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 or 120 of 200 hours per Practicum. For Internship, indirect hours are 360 of 600 hours.

**Internship:** 600 hours of counseling practice experience, **240 of which must be service recipient contact hours.** School counseling internships occur only 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 service recipients until this packet is received and approved by the assigned UA Faculty Supervisor.

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

Practicum: 100 hours of counseling experience, 40 of which must be service recipient contact hours (cohorts prior to the 2019/2020 academic year) or 200 hours of counseling experience, 80 of which must be service recipient contact hours (cohorts on or following the 2019/2020 academic year). A student has the option of completing one or two (2) Practica depending on the student’s plan of study. School Counseling students, however, must complete one 100-hour school counseling and one 100-hour 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).

Service Recipient: An individual served by the Counseling student in a designated mental health, rehabilitation, or school setting.

Shadowing: A passive field experience training method that involves observation, not participation, of a counseling 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 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 service recipients/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.

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

UA Faculty Supervisor: UA Faculty who oversee Practicum/Internship courses for designated semesters.

Volunteer: A personal decision to donate time to a community agency, which excludes the UA and exists exclusively between the volunteer and the agency where the volunteer work takes place. Volunteer hours cannot be applied toward Practicum/Internship and professional liability insurance is non-applicable since the volunteer is not a “student” and, therefore, does not receive UA Faculty oversight.
Part VI: Forms

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Form H: UA Faculty Supervisor Evaluation of Student, 43
FORM A: SITE AGREEMENT (7 pages)

Semester: ____________ Year: _______

☐ 100/200-Hour Practicum  ☐ Internship: Hours: _________________  ☐ Check if Federal RSA Grant Placement (Practicum, Internship)

Student Information

First Name: ___________________________________ Last Name: ________________________________

Student ID Number: __________ Phone: __________ Email: ____________ @email.arizona.edu

International Student: ☐ Yes ☐ No

International students may be required to apply for and receive work authorization approval from International Student Services (ISS) before participating in an internship. More information can be found on the ISS website under F-1 Student Employment or J-1 Academic Training pages.

Please note that all contact hours counted toward placement credit must occur during the official dates of the UA term for which credit is requested. Verify term dates at Date and Deadlines page of registrar.arizona.edu.

Start Date: ___________   End Date: __________________

Duration (# of Weeks): _______________   Weekly Hours & Days: ________________

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

Company: ___________________________ Policy #: ___________________ Expiration Date: __________________

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

Issuer: ___________________________ Card #: ___________________ Expiration Date: __________________

Site & Supervisor Information

Site: ______________________________________________________________________________________

Physical Address, City, State, Zip Code: _______________________________________________________

Mailing Address, if different: _________________________________________________________________

Primary Supervisor Name: _________________________________________________________________

Phone: ___________________________ Email: _________________________________________________

Back-Up Supervisor (if applicable): __________________________________________________________
**Student Placement**

**Student Justification of Site**

**Purpose Statement:** Practicum and Internship are among the most important professional preparation activities in which students participate. They are requirements based on the accreditation standards established by the Council for Accreditation of Counseling and Related Education programs (CACREP). The objective of clinical practice coursework is to provide me with 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 University of Arizona Counseling Program is a blend of academic and applied learning alongside structured supervision. This placement will emphasize ethical decision-making, including federally-mandated HIPPA law and its guidelines; 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.

**Long-Term Goals:** Identify 1-3 goals about what you want to gain from the field experience. Long-term goals are the overarching goals. Learning objectives and activities (see below) are the steps you take to the long-term goals.

1. **EXAMPLE:** Apply counseling theory to direct practice because rehabilitation, mental health, and school counseling are key to community health and welfare.

2.

3.

4.

Student and Site Supervisor develop learning objectives and activities that fulfill the long-term goal(s).

<table>
<thead>
<tr>
<th>Learning Objectives (Minimum of three)</th>
<th>Proposed Activities (Three to five activities per objective)</th>
</tr>
</thead>
</table>
| **EXAMPLE:** Research and describe the following: what walkability means; tools for measuring walkability; and existing reports on Tucson’s walkability | **EXAMPLE:**
- Conduct a literature review to understand walkability and the impact of built environments on the public’s health
- Review tools for measuring walkability
- Review factors and policy that are unique to Tucson’s built/walkable environment
- Prepare and deliver a presentation on my findings for my internship agency |
### Student Placement Status
MA Counseling Program Student Intern
Circle one for hours: 100, 200, 300, 600

### Minimum Qualifications
For Practicum, successful completion of:
- Counseling Theory
- Counseling Skills and Techniques
- Either Principles in Rehabilitation or Introduction to School Counseling
- Group Counseling taken prior to or concurrent with Practicum

For Internship, successful completion of:
- Practicum
- Completed coursework (or maximum one course remaining)

### Training Plans (for example, orientation to site and responsibilities)
- Completed and signed Site Agreement
- Site orientation
- Tasks and responsibilities orientation
- Schedule determination
- Supervision schedule
- Documentation/Health record training

### Student Requirements
Successfully complete designated hours within designated semester
Complete and download signed placement forms into D2L (e.g., Site Agreement, Hours Log, Evaluations, Consent to treat and record)

### Possible Risks
Student will receive the following supports:
- 1 hour of site supervision per week
- 1 hour UA Faculty supervision per week
- 1.5 hours group University supervision per week

### Other
SIGNATURES
By signing this document as the site supervisor for an intern earning University of Arizona academic credit, I understand that the Site Agreement outlines mutually agreed upon activities that the student will be responsible for fulfilling and which the site will be responsible for providing as part of the field experience. Site Agreement changes are a normal part of any placement, and are permissible as long as the activities continue to have a relevant learning focus and all parties agree to the changes.

SITE SUPERVISOR & DATE: ________________________________

By signing this document, I understand I am responsible for fulfilling the proposed site activities in addition to all assigned coursework in order to earn academic credit for this placement experience. I acknowledge that I have reviewed and understand the University of Arizona Risk Management Disclosure: Insurance Coverage for University Internships for Credit (pages 6-7 of this document).

UA STUDENT & DATE: ________________________________

Placement Instructor Notes:

UA FACULTY APPROVAL & DATE: ________________________________
**INTRODUCTION**
This document is prepared to provide guidance to students and academic programs regarding the types of insurance coverage available to students enrolled in university internship opportunities. The University of Arizona participates in a statutory program of insurance administered by the Arizona Department of Administration, Risk Management Division, as authorized in Arizona Revised Statutes §41-621 et seq. Insurance coverage described herein is governed by the provisions outlined in this statutory insurance program.

**WHAT ARE PRACTICA and INTERNSHIPS?**
An internship is a guided learning experience offered by an organization with the student’s academic program and preparation for future employment in mind. An internship is a temporary practical assignment, usually lasting only 1-2 academic terms, with no guarantee of ongoing or future employment. To award credit for placements, academic departments require academic assignments, assess learning, and determine whether/how much academic credit is due.

Students must coordinate with the designated individual within their academic department to determine if the internship will be eligible for academic course credit, and what documentation will be required to support award of credit. The nature of the for-credit internship, and the arrangement in place between the UA and the training site will also influence the availability of one or more types of insurance coverage listed below.

**PRACTICA and INTERNSHIP DOCUMENTATION**
Insurance coverage for university internships for credit may be applicable if there is written approval from the UA Advisor or UA Faculty that documents a connection between the training opportunity and the student’s academic program curriculum. The UA recommends that this approval be documented by the UA Student Intern Work Plan form and include acknowledgement by the student of receipt of this insurance disclosure.

A training affiliation agreement between the UA and the training site is the preferred method to document an ongoing relationship, and establish the responsibilities of all parties, when the training site does not consider interns to be employees of their organization.

Affiliation agreements specify which party provides insurance coverage, and the type and extent of that coverage. If there is an expectation that an internship relationship with a training site will be continuing, and the site does not consider interns to be employees of the organization, the academic program should consider formalizing an affiliation agreement with the training organization. Contact Sponsored Projects and Contracting Services or Arizona Health Sciences Contracting for guidance.

If there is no written approval documentation establishing a UA connection to the internship or training activity as a part of the student’s academic program, such as the UA Student Intern Work Plan form, UA insurance is **NOT APPLICABLE** to that activity. In such cases, the student participant assumes all risk of participation.
TYPES OF INSURANCE
Several types of insurance may be applicable to an internship opportunity, but only liability insurance is applicable to Counseling Program students.

General and Professional Liability Insurance. This coverage insures an individual or an organization against claims alleged to be the result of negligent acts or omissions. An intern, acting in the course of their authorized duties, is insured by the State of Arizona for liability claims that allege injury or harm caused by the negligence of the intern. Liability insurance pays for legal counsel to defend that claim, and pays damages awarded to the claimant either through settlement or jury award if the case goes to trial. The statutory insurance program described above covers both general and professional liability.

UA Risk Management Services (RMS) coordinates university insurance coverage with the State of Arizona, and can assist university departments with coverage questions, and determining which type of insurance is applicable to a particular situation. Contact RMS at 520-621-1790 or risk@email.arizona.edu for assistance.
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 UA 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 UA 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 UA 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 UA Faculty Supervisors do not know immediately, UA Faculty Supervisors 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 UA Faculty Supervisor to review counseling recordings. The student will meet with other students and a UA 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 UA 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 UA Faculty Supervisor. The evaluations will be considered by the UA 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 UA Faculty Supervisor will review and initial the log. Log hours will not predate the Site/School Agreement.

The UA Faculty Supervisor will be available to the student and Agency Supervisors for consultation regarding the placement experience during the academic term.
Counseling Program (Main Campus)
Department of Disability and Psychoeducational Studies
College of Education P.O. Box 210069 Tucson, AZ 85721

FORM A1: SCHOOL SITE AGREEMENT (7 pages)
Semester: _________ Year: ______

☐ 100-Hour Practicum  ☐ Internship: Hours: _______________

Student Information

First Name: ___________________________ Last Name: ___________________________

Student Address: _______________________________________________________________________

Student ID Number: ______________ Phone: __________ Email: ________________ @email.arizona.edu

International Student: ☐ Yes ☐ No
International students may be required to apply for and receive work authorization approval from International Student Services (ISS) before participating in an internship. More information can be found on the ISS website under F-1 Student Employment or J-1 Academic Training pages.

Please note that all contact hours counted toward placement credit must occur during the official dates of the UA term for which credit is requested. Verify term dates at Date and Deadlines page of registrar.arizona.edu.

Start Date: _______________ End Date: _______________

Duration (# of Weeks): _______________ Days AND Hours at Site: _______________

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

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

School & Supervisor Information

School Name: _______________________________________________________________________

School Physical Address, City, State, Zip Code: _______________________________________________________________________

Mailing Address (if different) City, State, Zip Code: _______________________________________________________________________

Principal: ___________________________ Email: ___________________________

Site Supervisor: ___________________________ Email: ___________________________ Phone: ___________

Back-Up Supervisor (if applicable): _______________________________________________________________________

Student Placement
Student Justification of Site

**Purpose Statement:** Practicum and Internship are among the most important professional preparation activities in which students participate. They are requirements based on the accreditation standards established by the Council for Accreditation of Counseling and Related Education programs (CACREP). The objective of clinical practice coursework is to provide me with 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 University of Arizona Counseling Program is a blend of academic and applied learning alongside structured supervision. This placement will emphasize ethical decision-making, including federally-mandated HIPPA law and its guidelines; 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.

**Long-Term Goals:** Identify 1-3 goals about what you want to gain from the field experience. Long-term goals are the overarching goals. Learning objectives and activities (see below) are the steps you take to the long-term goals.

1. **EXAMPLE:** Apply counseling theory to direct practice because rehabilitation, mental health, and school counseling are key to community health and welfare.

2.

3.

4.

Student and Site Supervisor develop learning objectives and activities that fulfill the long-term goal(s).

| Learning Objectives  
(Minimum of three) | Proposed Activities  
(Three to five activities per objective) |
|---------------------|------------------------------------------|
| **EXAMPLE:** Research and describe the following: what walkability means; tools for measuring walkability; and existing reports on Tucson’s walkability | **EXAMPLE:**  
- Conduct a literature review to understand walkability and the impact of built environments on the public’s health  
- Review tools for measuring walkability  
- Review factors and policy that are unique to Tucson’s built/walkable environment  
- Prepare and deliver a presentation on my findings for my internship agency |
| **Student Placement Status** | MA Counseling Program Student Intern  
Circle one for hours: 100, 200, 300, 600 |
|-------------------------------|------------------------------------------------------------------------------------------|
| **Minimum Qualifications** | **For Practicum, successful completion of:**  
Counseling Theory  
Counseling Skills and Techniques  
Either Principles in Rehabilitation or Introduction to School Counseling  
Group Counseling taken prior to or concurrent with Practicum  
**For Internship, successful completion of:**  
Practicum  
Completed coursework (or maximum one course remaining) |
| **Training Plans (for example, orientation to site and responsibilities)** | Completed and signed Site Agreement  
Site orientation  
Tasks and responsibilities orientation  
Schedule determination  
Supervision schedule  
Documentation/Health record training |
| **Intern Requirements** | Successfully complete designated hours within designated semester  
Complete and download signed placement forms into D2L (e.g., Site Agreement, Hours Log, Evaluations, Consent to treat and record) |
| **Possible Risks** | Student will receive the following supports:  
1 hour of site supervision per week  
1 hour UA Faculty supervision per week  
1.5 hours group University supervision per week |
| **Other** | |
SIGNATURES

By signing this document as the site supervisor for an intern earning University of Arizona academic credit, I understand that the Site Agreement outlines mutually agreed upon activities that the student will be responsible for fulfilling and which the site will be responsible for providing as part of the field experience. Site Agreement changes are a normal part of any placement, and are permissible as long as the activities continue to have a relevant learning focus and all parties agree to the changes.

SCHOOL SUPERVISOR SIGNATURE & DATE: ________________________________

SCHOOL PRINCIPAL SIGNATURE & DATE: ________________________________

By signing this document, I understand I am responsible for fulfilling the proposed site activities in addition to all assigned coursework in order to earn academic credit for this placement experience. I acknowledge that I have reviewed and understand the University of Arizona Risk Management Disclosure: Insurance Coverage for University Internships for Credit (pages 5-6 of this document).

UA STUDENT SIGNATURE & DATE: ________________________________

University Supervisor Notes:

UA FACULTY SIGNATURE & DATE: ________________________________
INTRODUCTION
This document is prepared to provide guidance to students and academic programs regarding the types of insurance coverage available to students enrolled in university internship opportunities. The University of Arizona participates in a statutory program of insurance administered by the Arizona Department of Administration, Risk Management Division, as authorized in Arizona Revised Statutes §41-621 et seq. Insurance coverage described herein is governed by the provisions outlined in this statutory insurance program.

WHAT ARE PRACTICA and INTERNSHIPS?
An internship is a guided learning experience offered by an organization with the student’s academic program and preparation for future employment in mind. An internship is a temporary practical assignment, usually lasting only 1-2 academic terms, with no guarantee of ongoing or future employment. To award credit for placements, academic departments require academic assignments, assess learning, and determine whether/how much academic credit is due.

Students must coordinate with the designated individual within their academic department to determine if the internship will be eligible for academic course credit, and what documentation will be required to support award of credit. The nature of the for-credit internship, and the arrangement in place between the UA and the training site will also influence the availability of one or more types of insurance coverage listed below.

PRACTICA and INTERNSHIP DOCUMENTATION
Insurance coverage for university internships for credit may be applicable if there is written approval from the UA Advisor or UA Faculty that documents a connection between the training opportunity and the student’s academic program curriculum. The University of Arizona recommends that this approval be documented by the UA Student Intern Work Plan form and include acknowledgement by the student of receipt of this insurance disclosure.

A training affiliation agreement between the UA and the training site is the preferred method to document an ongoing relationship, and establish the responsibilities of all parties, when the training site does not consider student interns to be employees of their organization.

Affiliation agreements specify which party provides insurance coverage, and the type and extent of that coverage. If there is an expectation that an internship relationship with a training site will be continuing, and the site does not consider interns to be employees of the organization, the academic program should consider formalizing an affiliation agreement with the training organization. Contact Sponsored Projects and Contracting Services or Arizona Health Sciences Contracting for guidance.

If there is no written approval documentation establishing a UA connection to the internship or training activity as a part of the student’s academic program, such as the UA Student Intern Work Plan form, UA insurance is NOT
APPLICABLE to that activity. In such cases, the student participant assumes all risk of participation.

TYPES OF INSURANCE
Several types of insurance may be applicable to an internship opportunity, but only liability insurance is applicable to Counseling Program students.

General and Professional Liability Insurance. This coverage insures an individual or an organization against claims alleged to be the result of negligent acts or omissions. An intern, acting in the course of their authorized duties, is insured by the State of Arizona for liability claims that allege injury or harm caused by the negligence of the intern. Liability insurance pays for legal counsel to defend that claim, and pays damages awarded to the claimant either through settlement or jury award if the case goes to trial. The statutory insurance program described above covers both general and professional liability.

UA Risk Management Services (RMS) coordinates university insurance coverage with the State of Arizona, and can assist university departments with coverage questions, and determining which type of insurance is applicable to a particular situation. Contact RMS at 520-621-1790 or risk@email.arizona.edu for assistance.
Attachment to School Site Counseling Contract

FOR SITE SUPERVISOR

It is understood that:

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

Students will only complete School Agreements with sites and Site Supervisors who are pre-approved by the Counseling Program Field Experience Coordinator and UA 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 UA 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 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 School Supervisor and when available a secondary 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 Counseling 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, students, other employees or the agency and the student will be discussed with the UA Faculty Supervisor prior to the student’s placement at the school.

The Site Supervisor will provide orientation to the site; weekly supervision, individually or in triad (two students + Site Supervisor; and office space with necessary equipment for the Counseling program student to adequately complete and document student 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 UA Faculty Supervisors do not know immediately, UA Faculty Supervisors cannot immediately help.

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

Counseling 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).

Counseling 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.

Counseling students will meet weekly with the UA Faculty Supervisor to review counseling recordings. The student will meet with other students and a UA 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 UA Faculty Supervisors and UA students.

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

Counseling students will not enter client homes unaccompanied by the Site Supervisor or a designated representative. Counseling students will not transport students in personal or school vehicles.

Counseling 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. Counseling students will give the evaluations to the UA Faculty Supervisor. The evaluations will be considered by the UA Faculty Supervisor when giving grades.

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

The UA Faculty Supervisor will be available to the Counseling student and Agency Supervisors for consultation regarding the placement experience during the academic term.
FORM B: CLIENT CONSENT
Semester: ____________   Year: __________

Site: _______________________

☐ 100/200-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: __________
Universidad de Arizona  
Programa de Maestría en Consejería (PMC)  
Departamento de Estudios en Discapacidad y Psicoeducacionales  
Facultad de Educación, P. O. Box 210069 Tucson, AZ., 85721

FORMA B1: CONSENTIMIENTO DEL CLIENTE

Semestre: ____________   Año: __________

Sitio: _______________________

☐ 100/200-Horas de Practicum   ☐ Interno: Horas: _________   ☐ Marque si es colocación por Beca Federal RSA

El Consejero en-Entrenamiento del (PMC), deberá leer esta forma en su totalidad a los clientes. Para menores de edad que estén dentro del sistema escolar el Consejero en-Entrenamiento deberá leer y firmar la forma de “Consentimiento para Grabar a Menores de Edad”.

Usted ha sido designado a: _____________________________ para el propósito de _________________________________.

Consejero en-Entrenamiento

PRINCIPIOS FUNDAMENTALES

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

CONFIDENCIALIDAD

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

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

GRABACIONES

Con su autorización, yo voy a grabar algunas de nuestras sesiones con el propósito de mejorar mis habilidades de consejero. Las grabaciones no incluyen sus datos personales que lo identifica a usted (como su nombre completo). Por favor, marque con sus iniciales en el casillero, autorizando grabar algunas de sus 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: __________
**University of Arizona**  
**Counseling Program**  
Department of Disability and Psychoeducational Studies  
College of Education P.O. Box 210069 Tucson, AZ 85721-0069  

**FORM C: ACTIVITY LOG**

Semester: _______________ Year: _______________

- [ ] 100/200-Hour Practicum  
- [ ] Internship: Hours: ____________  
- [ ] Check Box if Federal RSA Grant Placement

Student Name: ________________________________  
Agency Site: ____________________________

Site Supervisor [Print]: ____________________________  
Site Supervisor Signature: ____________________________

For a 100/200-hour practicum and a 600-hour internship, a minimum of 40/80 practicum hours and 240 internship hours must be direct service recipient 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 service recipient contact. No more than 16/32 hours of group counseling may apply to the 40/80 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>
</tr>
</thead>
<tbody>
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</tbody>
</table>

**TOTALS:** _______ _______ _______ _______ _______
**FORM C1: School Counseling Weekly Activity Log**

Semester: ___________ Year: ___________

- □ 100-Hour Practicum
- □ Internship: Hours: ____________

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

**Weekly TOTALS**

(Add each column)

*Items in bold count toward direct contact hours*

Student’s Signature _____________________________ Date ___________

Site Supervisor’s Signature _____________________________ Date ___________

University Faculty Signature _____________________________ Date ___________
**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>
</tr>
<tr>
<td>Reviewing previous session content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attending to verbal/non-verbal behaviors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asking open-ended questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paraphrasing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarizing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Encouraging</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflecting feeling</td>
<td></td>
<td></td>
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<tr>
<td>Conveying empathy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reframing meaning (alternative interpretations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applying silence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Using confrontation</td>
<td></td>
<td></td>
</tr>
<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>
<td></td>
</tr>
</tbody>
</table>
FORM E: RECORDING CRITIQUE

Semester: ______________  Year: _____________

☐ Practicum  ☐ Internship: Hours: _________  ☐ Check Box if Federal RSA Grant Placement

Student: ____________________________________________  Client Initials: ______

Summary of session content:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Intended goals:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Comment on positive counseling skills and behaviors:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Comment on areas of counseling practice which need improvement:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Comment on counselor-client dynamics which are of concern:

_________________________________________________________________________
_________________________________________________________________________
_________________________________________________________________________

Suggestion(s) for further counseling with this client:

_________________________________________________________________________
_________________________________________________________________________
FORM F: STUDENT EVALUATION of SITE SUPERVISOR & SITE

Semester: _________   Year: _________

☐ 100/200-Hour Practicum   ☐ Internship: Hours: _______   ☐ Check if Federal RSA Grant Placement

Student:   Site:   Site Supervisor:

Students, your specific feedback is important. It helps us determine which sites provide a successful supervisory learning environment and process. Please complete Section I and Section II below.

Section I

Please respond to the following requests for narrative feedback on the supervision you received.

(a) The most valuable piece(s) of supervision the Site Supervisor provided was/were ....

(b) Some suggestions for the Site Supervisor to increase your learning experience would be....

(c) Additional comments about the Site & Site Supervisor:

Section II

<table>
<thead>
<tr>
<th>#</th>
<th>Rating</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>N/A</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>1</td>
<td>Strongly disagree</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>2</td>
<td>Disagree</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>3</td>
<td>Agree</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>4</td>
<td>Strongly Agree</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

The Site Supervisor assigned a back-up supervisor, provided office space, and oriented me to the site.

The site was safe and secure, and I was never left alone at the site.

The Site Supervisor scheduled and consistently completed supervisory meetings; or rescheduled with sufficient notice.

The Site Supervisor discussed the definition, purpose, role, and function of supervision, and what practices and processes undergird effective and ethical supervision.

The Site Supervisor discussed what to expect in my placement, what is acceptable behavior from me and my Site Supervisor.

The Site Supervisor clearly outlined a plan that included responsibilities, goals, and objectives for me and the Site Supervisor.

The Site Supervisor articulated a supervision model congruent with my skill level and interpersonal style at the start to promote my professional development and support increased independence.

The Site Supervisor initiated a discussion about power, privilege, culture, gender, and ethnicity (toward me and my clients) as well as how to effectively use our similarities and differences.

The Site Supervisor provided timely, balanced, objective, and descriptive feedback.

The Site Supervisor evaluated the progress of my counseling skills, including changes in me, my clients, and made recommendations for future development as a counselor.

The Site Supervisor addressed unique issues, trends, or areas requiring increased awareness (areas of inexperience, discomfort, or avoidance) to promote my professional development.
<table>
<thead>
<tr>
<th>The Site Supervisor provided additional assistance, information, and demonstration of techniques as needed or requested.</th>
<th>0 1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Site Supervisor created a supportive learning environment (empathy, respect for my unique qualities, encouragement, active listening, clarification, honesty but kind communication, concern for my role as student) and did not insinuate I should imitate her or his methods.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The Site Supervisor supported and guided my self-analysis, critical thinking, and problem-solving skills.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The Site Supervisor modeled professional and interpersonal behaviors to facilitate my knowledge of effective and efficient professional interactions in a variety of contexts (individual, group [includes classroom], couple, family therapies; individual and group supervision; clients and their supports, community service providers, agency staff regardless of position).</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The Site Supervisor demonstrated knowledge of supervisory ethical and legal issues (includes appropriate boundaries).</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The Site Supervisor provided timely and continuous feedback to improve my counseling skills.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The Site Supervisor made recommendations for my future development as a counselor.</td>
<td>0 1 2 3 4</td>
</tr>
</tbody>
</table>

Additional comments:
FORM G: SITE SUPERVISOR EVALUATION OF STUDENT
(Mid-Term & Semester’s End)

Semester: ____________  Year: __________________

☐ 100/200-Hour Practicum  ☐ Internship: Hours: _________  ☐ Check Box if Federal RSA Grant Placement

Student Name: ____________________________  University Supervisor: ____________________________

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 with appropriate 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. Was dependable and reliable (includes schedule).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Was a flexible team member in meeting site needs</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Completed clinical documentation within 24 business hours.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Effectively completed intake assessments/interviews per agency guidelines (e.g., history, mental status and safety assessments, psychosocial and medical status, service planning, and discharge planning).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Was open to feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Implemented feedback in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Demonstrated growth in skills, knowledge, and application of theory to practice.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>9. Adhered to 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>10. Recognized own counseling limitations, sought supervision, or referred individuals as needed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>11. Demonstrated professionalism with clients, client supports, staff, and community agencies.</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 multicultural competency. Used strategies reflecting sensitivity to cultural factors (e.g., developmental stage, gender, special needs, and socio-economic background).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>13. Advocated for or aided clients in self-advocacy as needed.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>14. Provided effective counseling (e.g., individual, group, classroom) 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>
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<tr>
<td>15. Followed crisis response protocol (e.g., supervisor alert, immediate documentation, follow-up).</td>
<td>1</td>
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<td>4</td>
<td>5</td>
<td>N/A</td>
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<td></td>
<td>N/A</td>
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<td>16. Selected and used appropriate assessments/tools for client’s growth and development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>17. Submitted and completed field placement paperwork in a timely manner.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
</tbody>
</table>

PLEASE PROVIDE ADDITIONAL COMMENTS BELOW:

______________________________

Supervisor Signature

______________________________

Date
FORM H: UA FACULTY SUPERVISOR EVALUATION OF STUDENT
Semester: ___________   Year: ___________

☐ 100/200-Hour Practicum  ☐ Internship: Hours: ____________  ☐ Check Box if Federal RSA Grant Placement

Student Name: ___________________________  UA Faculty Supervisor: ___________________________

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

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

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

Interpersonal Behavior:
12. Cooperates with and is respectful of others.
14. Develops and maintains positive relationships with peers and UA Faculty.
15. Develops a satisfactory working relationship with supervisors.
16. Communicates appropriately and effectively.
17. Demonstrates ethical responsibility.
18. Adapts well to new situations.

Major strengths of Supervisee:

Areas to Refine: