Thank you for supporting The University of Arizona Counselor Education and Supervision (CES) Doctoral Program students with their field experiences.

If you have not received training as a supervisor, please take advantage of a supervision video developed by the CES Program faculty. It is approximately one hour and a half. You do not need to view it more than once, although you are welcome to view it as often as you wish or invite your peers to view it.

Control - Click (or copy and paste into your URL) the following link to access the video

https://vimeo.com/234897339/fd5b775607
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Part I: Introduction

Purpose of the Manual

The purpose of the Clinical Practice Manual is to provide information about the context, objectives, activities, and responsibilities of the clinical practice component of the University of Arizona Counselor Education and Supervision (CES) Program doctoral curriculum. The guidelines in this Manual are intended to be flexible because clinical practice situations can differ, yet not so flexible that the integrity of the clinical experience is compromised. Differences can be due to the traits unique to each doctoral student, Faculty Supervisor, agency setting and supervisor, and client. Nevertheless, this Manual provides essential guidelines, expectations, and procedures to ensure Practicum structure and consistency. For additional clarification, see the assigned Practicum University Faculty Supervisor.

Supervised Clinical Practice Coursework

Supervised clinical practice coursework includes Practicum. Clinical practice is among the most important professional preparation activities in which doctoral students participate. Practicum is a 100-hour clinical experience whose objective is to provide doctoral students 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’s CES is a blend of academic and applied learning linked with structured supervision.

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

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

When in doubt, a CES doctoral student will seek guidance from the Site Supervisor and/or the University Faculty Supervisor, not peers. Site Supervisor questions should be directed to the University Faculty supervisor.

Counselor Education & Supervision Defined

Counselor Education & Supervision (CES)
Counselor educators and supervisors are highly-skilled professionals who fill multifaceted functions within their professional roles. Graduates often become employed in faculty positions within higher
education settings. While specific job duties may vary considerably, they often include, but are not limited to the following:

- Teaching students to become professional counselors
- Supervising students as they acquire applied counseling skills
- Mentoring students as they develop into professional counselors
- Assuming leadership roles within the university setting, professional organizations and in the community
- Advocating for clients and for social justice
- Conducting applied counseling research and disseminating knowledge through publications and presentations
- Providing counseling and other clinical services, either in addition to or as part of their role as counselor educators (e.g. in university-based counseling clinics, in private practice, or in pro-bono work).

**Part II: Policies and Procedures**

**Securing a Clinical Site**

Practicum is an opportunity for doctoral students to gain experience working within a spectrum of clinical settings. Doctoral students are encouraged to discuss potential placement sites with Ms. Camelia Shaheed (camysmarvel@email.arizona.edu), the Clinical Placement Coordinator as well as with Counseling Program Faculty and peers as they progress in the CES Program. To promote the best educational opportunity for each doctoral student, a clinical placement site must be pre-approved by the student’s advisor and by the Clinical Placement Coordinator before a doctoral student considers it as a placement. Approval is based on a number of considerations such as population served, type of counseling services provided, opportunities for student growth, qualifications of the potential Site Supervisor, and other factors.

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

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

2. The doctoral student will obtain a Level One Fingerprint Clearance card (Level One, IVP fingerprint clearance card) the first semester of doctoral study, which is valid six (6) years. This level of clearance is mandated by schools and many clinical agencies, especially those that serve underage 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. **Caution**: the initial Level One Fingerprint Clearance Card

The doctoral student will purchase professional liability insurance, valid for one (1) year, from a professional organization a minimum of two weeks prior to the start of Practicum. Note that doctoral students who have already earned a Master’s degree are generally not eligible to purchase student liability insurance, as they are considered to be practicing professionals. The liability policy must cover each day of the clinical placement experience. The policy will include the doctoral student’s name, policy number, and policy expiration date. Explore the internet for options.

3. The doctoral student can review the list of sample sites in the next section. The list is neither exhaustive nor does it address protocol related to placements. Doctoral students should feel free to network with Camelia Shaheed, their advisor, peers, graduates, and community professionals to identify agencies that dovetail with their interests and goals.

4. Some agencies fill their placement rosters one year in advance, others one semester in advance and others a few weeks before term begins. Each CES Program student competes with other Program students, undergraduate and graduate students from other universities, and undergraduate and graduate students from other clinical and health-related disciplines. The earlier the student begins the search, the better the placement outcome. This is especially true when a doctoral student desires to place in a rural community or outside Tucson, AZ. Affiliation agreements are sometimes required for placements. Speak with Camelia Shaheed since the agreements must involve the University of Arizona Legal Counsel Office.

5. When the doctoral student finds a placement site, the doctoral student will introduce Camelia Shaheed, Clinical Placement Coordinator, via email and with the doctoral student in copy, to the prospective Site Supervisor. Camelia Shaheed will return to the doctoral student with a decision about the appropriateness of the site as a placement. All placements are considered “pending” until Camelia Shaheed states otherwise.

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

7. Helpful hints when doctoral students prepare for the mandatory interview for a practicum placement. As part of the interview process, the doctoral 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 doctoral student schedules.
   IV. Prepare to answer questions directly and succinctly, yet informatively. Interviewers often
prioritize how thoughtful and cohesive a response is over how much the applicant knows.

V. Approach and dress for the placement interview as a job interview.
VI. Disclose potential conflicts of interest or the appearance of conflicts of interest with the placement agency. This includes previous or current relationships between supervisors, clients, or other agency employees. These must be discussed with the University Faculty Supervisor prior to the doctoral 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.

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

9. Doctoral students will not work outside the formal semester start and end dates. Should the doctoral student decide to do so, the doctoral student does so independently of The University of Arizona as a community “volunteer” or a paid employee.

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

11. When a doctoral student must terminate a placement prior to the Site Agreement’s or School Site Contract’s end date, the doctoral student will do the following prior taking any action:
   I. Schedule a meeting with the University Faculty Supervisor to discuss concerns.
   II. If termination is pursued, the doctoral student will alert the Site Supervisor of the intention to terminate the placement via a formal resignation letter offering the standard two-week notice. The Site Supervisor may waive the two weeks at her/his discretion. The two (2) week notice is an ethical and professional obligation necessary for the coordination of client re-assignment and seamless continuity of care.

Practicum Requirements

Practicum is 100 clock hours, 40 of which must be direct client/school student hours in professional counseling activities contributing directly to the doctoral students’ professional counseling skill development.

As part of the 40 direct client/student hours, the doctoral 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, does not meet the 40-hour direct client contact hours requirement. Examples of direct client/student counseling activities include individual, group, couples and family counseling; intake assessments; crisis care management; advocacy; and community education. Doctoral students without group facilitation experience must be observed by a qualified staff member or act as co-facilitator before they can independently accumulate group hours.

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

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

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

3. The doctoral student will audio and/or video record at least six (6) counseling sessions unless otherwise directed by the University Faculty Supervisor. Written client consent (i.e., adult clients, legal guardians of adult clients, parents, and parents or legal guardians of those under 18 years of age) is mandatory for all recordings and their review during site and university faculty supervision sessions (see this Manual’s “Forms” section). Recordings will adhere to the limits specified in the consent forms and agency policies. Doctoral students and University Faculty Supervisors protect all information according to federal HIPPA and FERPA confidentiality regulations during the span of each placement. **Recordings are destroyed after they have been reviewed, per the direction of the University Faculty Supervisor.**

4. The doctoral student will play and critique counseling session recordings during site and faculty supervision sessions for feedback on counseling skill development. Site Supervisors may elect to attend the doctoral student’s session instead of reviewing recordings.

5. The doctoral student will participate in an average of 1.0 hour per week of individual or triadic supervision with the Site Supervisor, 1.0 hour per week of individual or triadic supervision with the University Faculty Supervisor, and 1.5 hours per week of group supervision with the University Faculty Supervisor.

**Clinical Placement Site Examples**

Many of the sites listed below have specific qualification requirements. To save time, discuss potential sites with Camelia Shaheed, Clinical Placement Coordinator in advance.

Elementary, middle, and high schools*
Arizona Center for the Blind & Visually Impaired (Phoenix)
Arizona School for the Deaf & Blind (American Sign Language required)
Beacon Group
Casa De Vida
CODAC (600 hours only)
Part III: Roles and Responsibilities

CES Student Responsibilities

1. When the doctoral students attends the first day of class for Practicum, the doctoral student will bring the *Placement Packet’s* three documents:
   a. Site Agreement or School Site Contract, signed by the doctoral student and Site Supervisor
   b. Copy of the professional liability insurance policy (one year)
   c. Copy of Level One Fingerprint Clearance card (six years)

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

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

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

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

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

When an unplanned absence precludes advance notice, the doctoral student will notify the Site Supervisor immediately. Absences due to illness should be addressed with the Site Supervisor. If necessary, doctoral students will schedule an alternate time to complete the missed hours.

5. The doctoral student will conform to site rules and regulations, and to relevant ethical and confidentiality standards of the following organizations: ACA, ASCA, CRCC, AMHCA, HIPPA, and FERPA.

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

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

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

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

10. The doctoral student will submit the Student Evaluation of Site and Site Supervisor per Faculty Supervisor instructions.

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

**Site Supervisor Responsibilities**

**Site Supervisors must meet the following criteria as supervisors:**
1. A minimum of a master’s degree, preferably in counseling or a related profession;
2. relevant certifications and/or licenses;
3. a minimum of two years of pertinent professional experience in the specialty area in which the student is enrolled;
4. knowledge of the program’s expectations, requirements, and evaluation procedures for students; and
5. relevant training in counseling supervision.
Responsibilities:

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

2. The Site Supervisor and the doctoral student will develop a Practicum schedule and goals at the start of placement.

3. The Site Supervisor meets with the doctoral student individually for a minimum of one hour per week for supervision to discuss progress and learning needs. The supervisor may sit in on sessions or review session recordings.

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

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

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

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

University Faculty Supervisor Responsibilities

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

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

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

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

5. Provide one hour per week of individual or triadic supervision; and schedule and facilitate group supervision where doctoral students discuss clinical experiences, learn from one another, develop treatment and case conceptualization ideas, and engage in reflexive feedback.
6. Engage in ongoing assessment of doctoral student performance and communicate with the Site Supervisor regarding issues. In consultation with the doctoral student and Site Supervisor, will develop a Growth Plan if a persistent or serious issue requires formal intervention.

7. Ensure Practicum forms are submitted and updated in a timely manner as information changes.

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

9. Schedule on-site orientation, as needed, with new Site Supervisors to ensure their understanding of CES placement requirements.

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

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

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

13. Determine doctoral student final grades and submit them as required by the University of Arizona.

**Part IV: University Policies**

**Discrimination and Sexual Harassment**

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

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

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

**Graduate Student Grievances**

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

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

Associate Licenses: LAC, LASAC, LAMFT, or other NON-INDEPENDENT license. Licensees cannot act as Primary Site Supervisors of record due to “Associate” status.

CACREP: Council for Accreditation of Counseling and Related Education Programs.

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

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

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

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

Clinical Experience: A Practicum or Internship.

Clinical Placement Coordinator: Camelia Shaheed, an Arizona-licensed practitioner who assists Counseling Program students with Practicum and Internship placements.

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

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

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

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.

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

Plan of Study (POS): A formal plan developed between the Counseling Program student and assigned Faculty Advisor. The plan is submitted to the Graduate College. Not to be confused with the informal Course Sequence Plan.
**Practicum**: 100 hours of clinical practice experience, 40 of which must be client contact hours. A student has the option of completing one or two (2) Practicum depending on the student’s plan of study. School Counseling students, however, must complete one school counseling and one mental health practicum.

**Primary Site Supervisor**: An INDEPENDENTLY-licensed Practicum Site Supervisor of record. This individual holds a degree in counseling or related discipline, has a minimum of two years of field experience, and possesses the necessary, not associate, license(s) and/or certification(s).

**Professional Liability Insurance**: Mandatory liability coverage for field experiences, annually renewed. Counseling Program students cannot meet with clients/students without this. Student must ensure continuous coverage for the duration of each placement.

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

**Site Supervisor**: An independently licensed or certified supervisor of record (e.g., LPC, LISAC, LMFT, LMSW, LISW, state-licensed Ph. D.).

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

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

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

**Volunteer**: A private and personal decision to donate time to a community agency, which excludes the University of Arizona and exists exclusively between the volunteer and the agency setting where the volunteer work takes place. Volunteer hours cannot be applied toward Practicum.
Part VI: Forms

Form A: Site Agreement, 16
Form B: Client Consent, 18
Form B1: Client Consent Spanish, 19
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Form F: Doctoral Student Evaluation of University Faculty Practicum Supervisor, 24
Form G: University Faculty Supervisor Evaluation of Student, 26
University of Arizona
Counselor Education & Supervision Doctoral Program
Practicum
Department of Disability and Psychoeducational Studies
College of Education P.O. Box 210069 Tucson, AZ 85721-0069

FORM A: SITE AGREEMENT
Semester:                               Year:

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

Site:
Student’s Placement                      Phone: __________________________________________
Address:                                 ________________________________________________________

Primary Site Supervisor
Name:                                    Title: _________________________________________________________
Degree(s):                                License(s) & Certification(s): __________________________
Phone:                                   Email: _______________________________________________________

Back-Up or Secondary Site Supervisor (if needed)
Name:                                    Title: _________________________________________________________
Degree(s):                                License(s) & Certification(s): __________________________
Phone:                                   Email: _______________________________________________________

Student Site Tasks: (specify)
_____________________________________________________________________________________

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

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

*** Agreement ***

This site will provide this student with (a) ongoing clients and the opportunity to record sessions for the designated term and (b) weekly clinical supervision for at least one (1) hour.

Signed: ________________________________ Date ___________________________ Student Date: ___________________________
Primary Site Supervisor

Signed: ________________________________ Date ___________________________
Secondary Site Supervisor

Signed: ________________________________ Date ___________________________
University Faculty Supervisor
Attachment to Site Agreement

FOR SITE SUPERVISOR

It is understood that:

Students will have met all University of Arizona Counselor Education and Supervision Doctoral Program requirements prior to placement at the site and to counseling clients.

Students will complete Site Agreements for only sites pre-approved by the Clinical Practice Coordinator.

Students will not act as “students” outside the formal semester begin and end dates. If they do, they act as “volunteers” without University of Arizona responsibility and oversight. Liability insurance does not cover volunteer activities.

The University Faculty Supervisor will be available to the student and Site Supervisor for consultation regarding the placement experience during the academic term. The Site Supervisor will alert the University Faculty Supervisor, without delay, regarding any issue the student receives constructive feedback about. When faculty does not know immediately, faculty cannot help immediately. The information will facilitate that student’s and peer professional growth. If for any reason during the placement, the student or Site Supervisor has a reason to believe the student is unable to perform essential duties, either or both will notify the University Faculty Supervisor immediately.

Students will not have dual relationships at the designated site and will avoid conflicts of interest or the appearance of conflicts of interest. Any previous/current relationships between supervisors, clients, other employees, or the agency and the student will be discussed with the University Faculty Supervisor prior to the student’s placement at the site.

Students and Site Supervisors will identify back-up Supervisors to ensure at least one supervisor is on-site or available via telephone at all times when the student is at the site.

Students will provide a copy of the front of the Level One Fingerprint Clearance Card and purchase Professional Liability Insurance to the Site Supervisor and the University Faculty Supervisor (enter information on the Site Agreement). The policy copy, which covers the full term, will include student name, insurance company name, insurance policy number, and policy expiration date.

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

Students will be assigned at least four ongoing counseling clients for one-hour sessions each client, unless otherwise clinically indicated. When/if a client discontinues participation another client will be assigned. If group therapy is offered clients, the student will facilitate or co-facilitate at least one weekly group. Students will work with clients only on site premises, will never be alone at the site, and will not transport clients in site or personal vehicles.

Students will keep a weekly log reflecting all actual hours and type of counseling activities performed. The Site Supervisor and University Faculty Supervisor will review and sign the log. Log hours will not predate the Site Agreement or the formal first and last days of classes.

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

Students will receive weekly individual or triadic and weekly group University Faculty supervision. During meetings the student may present a recording or conduct a case presentation. Students and faculty will handle all client information per HIPPA confidentiality guidelines.

Students will receive two (2) formal evaluations (mid-term and end of term) from the Site Supervisor. The student will provide the Site Supervisor Evaluation of Student Form. Site Supervisors will review each evaluation with each student. University Faculty Supervisor will consider Site Supervisor evaluations when giving grades.
FORM B: CLIENT CONSENT

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 __________________________________________________________.

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 Doctorado en Consejería y Supervisión  
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: ______________________

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 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 esté en libertad condicional, bajo orden judicial, o bajo acción judicial pendiente. El estudiante universitario en entrenamiento está obligado legalmente a compartir información con cualquier persona que le esté supervisando o asistiendo a usted mientras cumple con sus responsabilidades legales.

GRABACIONES

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

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

☐ No consiento para ser grabado.

Firma del Cliente: __________________________________________________________ Fecha: ____________

Firma del Guardián Legal/Representante Legal: ____________________________________ Fecha: ____________

Firma del Estudiante Universitario-en-Entrenamiento: _____________________________ Fecha: ____________
**University of Arizona**  
*Counselor Education and Supervision Doctoral Program*  
Department of Disability and Psychoeducational Studies  
College of Education  
P.O. Box 210069  
Tucson, AZ 85721-0069

**FORM C: ACTIVITY LOG**

Semester: __________________  
Year: __________________

**Student:** __________________

**University Faculty Supervisor [Print]:** __________________

**Site:** __________________

**Site Supervisor [Print]:** __________________

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Direct with Clients</th>
<th>Direct with Group</th>
<th>Site Supervision</th>
<th>University Supervision</th>
<th>Other Indirect</th>
<th>Activity Details</th>
<th>Site Sup Initials</th>
<th>Faculty Initials</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

Completion date: __________________

Signature: __________________

Date: __________________

Site: __________________

Supervisor: __________________

Date: __________________
Specific feedback is important because it assists the Program in meeting doctoral student needs and creating as efficient a supervisory learning process as possible. Please complete sections I and II below.

I Respond to the following 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:

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

II The Site Supervisor assigned a back-up supervisor.

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

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

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

The Site Supervisor Supervisory demonstrated supervisory techniques as needed or requested.

The Site Supervisor demonstrated empathy and concern for my role as doctoral student as evidenced by behaviors such as active listening, asking questions, and facilitating open and honest interactions.

The Site Supervisor clearly outlined expectations, responsibilities, goals, and objectives for both our roles.

The Site Supervisor provided assistance as needed or requested in a respectful, supportive, and encouraging manner.

The Site Supervisor encouraged and facilitated critical thinking and problem solving.

The Site Supervisor maintained a supportive relationship that encouraged increased independence as the semester progressed.

The Site Supervisor encouraged self-analysis of my work and provided support and guidance during the process.

The Site Supervisor provided orientation to and assistance with clinical documentation.

The Site Supervisor provided feedback to improve my counseling skills.

The Site Supervisor modeled professional and interpersonal behaviors that facilitated my learning in how to work effectively and efficiently with clients in individual, family, couple, and group formats.

The Site Supervisor assessed my skill level and interpersonal style at the time my placement began.

The Site Supervisor established and maintained clear and appropriate professional boundaries and ethical behavior with me.

The Site Supervisor created a supportive learning environment and fostered my unique style, development, and creativity; and did not seek my imitation of her/his methods.

The Site Supervisor used methods for helping me recognize areas of inexperience, limited experience, or discomfort to promote my development as a counselor.

The Site Supervisor considered the stage of my development as a counselor and tailored supervision to it.
| The Site Supervisor evaluated my progress, including changes in me, my clients, and made recommendations for future development as a counselor. | 0 1 2 3 4 |
| The Site Supervisor demonstrated awareness of contextual power, privilege, culture, gender, ethnicity, and economics. | 0 1 2 3 4 |
| The Site Supervisor articulated a personal model of supervision, drawn from existing models of supervision and from my preferred counseling style. | 0 1 2 3 4 |
| The Site Supervisor structured supervision, problem-solved, and implemented supervisory interventions within a range of supervisory modalities (e.g., observation, recorded supervision). | 0 1 2 3 4 |
| The Site Supervisor addressed distinctive issues and trends that arose in my role as counselor. | 0 1 2 3 4 |
| The site was safe and secure | 0 1 2 3 4 |
| The Site Supervisor provided office space and orientation to the site. | 0 1 2 3 4 |
**FORM E: SITE SUPERVISOR EVALUATION OF STUDENT**  
(Mid-Term & Semester’s End)  

<table>
<thead>
<tr>
<th>Rate the student according to the following scale...</th>
<th>Unacceptable</th>
<th>Marginally Acceptable</th>
<th>Acceptable</th>
<th>Very Good</th>
<th>Superior</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Functioned without close supervision and approached problems proactively and/or creatively.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>2. Was a dependable, reliable, and flexible team member in meeting worksite needs.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>3. Constructively received and implemented feedback.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>4. Demonstrated growth [increased skill and knowledge] and increased independence.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>5. Completed the number of hours/days of placement as scheduled.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>6. Developed positive relationships with agency staff and with community service or resource providers.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>7. Adhered to exemplary ethical and legal standards.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>8. Recognized own counseling limitations and sought supervision &amp;/or referred individuals as indicated.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>9. Demonstrated tact, self-awareness, sensitivity to others, and an ability to relate to diverse populations.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>10. Used strategies reflecting sensitivity to culture (diversity, equity), learning styles, developmental stage, gender, special needs, and socio-economic backgrounds.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>11. Effectively advocated and/or facilitated client self-advocacy as appropriate.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>12. Provided effective individual and group counseling and guidance to promote personal, interpersonal, professional development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>13. Demonstrated ability to assess and manage: intake interview [includes taking history], suicide risk, psychosocial and medical status, mental 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>14. Selected and appropriately used assessments/tools to evaluate client presentation, progress, career, personal, and social development.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>15. Demonstrated ability to apply theory in clinical practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>N/A</td>
</tr>
<tr>
<td>16. Participated in conferences and consultations reflecting principles &amp; competencies in prevention, education, learning, diagnosis, treatment, referrals, etc. throughout the service continuum.</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:
University of Arizona
Counselor Education & Supervision Doctoral Program
Department of Disability and Psychoeducational Studies
College of Education, PO Box 10069, Tucson, Az, 85721-0069

Semester:                              Year:

FORM F: DOCTORAL STUDENT EVALUATION OF UNIVERSITY FACULTY PRACTICUM SUPERVISOR (2 pages)
(Mid-term & Final)

Student: __________________________ University Faculty Supervisor: __________________________

Specific feedback is important because it assists the University Faculty Supervisor in meeting doctoral student needs and creating as efficient a supervisory learning process as possible. Please complete sections I and II below.

I
Respond to the following requests for narrative feedback on the supervision you received.

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

b) Some suggestions for the University Faculty Supervisor to increase my learning experience would be....

c) Additional comments about the University Faculty Supervisor:

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

II

The University Faculty Supervisor scheduled, and consistently completed supervisory meetings; or rescheduled with sufficient notice.

The University Faculty Supervisor discussed what to expect in my placement, what is un/acceptable behavior from me, my site supervisor, and my University Faculty Supervisor.

The University Faculty Supervisor provided timely, balanced, objective, and descriptive feedback.

The University Faculty Supervisor demonstrated supervisory techniques as needed or requested.

The University Faculty Supervisor demonstrated empathy and concern for my role as doctoral student supervisor as evidenced by behaviors such as active listening, asking questions, and facilitating open and honest interactions.

The University Faculty Supervisor clearly outlined expectations, responsibilities, goals, and objectives for both our roles.

The University Faculty Supervisor provided additional assistance as needed or requested.

The University Faculty Supervisor offered additional sources of information as needed or requested.

The University Faculty Supervisor encouraged and facilitated critical thinking and problem solving.

The University Faculty Supervisor maintained a supportive relationship that encouraged increased independence as the semester progressed.

The University Faculty Supervisor encouraged self-analysis of my supervisory work and provided support and guidance during the process.

The University Faculty Supervisor offered assistance with the placement and supervisory documentation process.

The University Faculty Supervisor communicated in a respectful, supportive, and encouraging manner.

The University Faculty Supervisor discussed problems or necessary changes needed to improve my supervisory skills.

The University Faculty Supervisor modeled professional and interpersonal behaviors that facilitated my learning in how to work effectively and efficiently with students in individual, triadic, and group contexts.

The University Faculty Supervisor assessed my skill level and interpersonal style at the time my supervisory role began.

Rating
0 1 2 3 4
<table>
<thead>
<tr>
<th>The University Faculty Supervisor established and maintained clear and appropriate professional boundaries and ethical behavior with me.</th>
<th>0 1 2 3 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>The University Faculty Supervisor created a supportive learning environment and fostered my unique style, development, and creativity; and did not seek my imitation of her/his methods.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The University Faculty Supervisor used methods for helping me recognize areas of inexperience or discomfort so that I will continue my development as a supervisor.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The University Faculty Supervisor considered the stages of my development as a supervisor and tailored my supervision to each stage.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The University Faculty Supervisor evaluated the progress of supervision I provided, including changes in me, my counselor trainee, and that trainee’s clients, my current abilities, and made recommendations for future development as a counselor.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The University Faculty Supervisor demonstrated awareness of contextual power, privilege, culture, gender, ethnicity, and economics (toward me, my counselor trainee’s, and that trainee’s clients).</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The University Faculty Supervisor articulated a personal model of supervision, drawn from existing models of supervision and from my preferred supervisory and counseling style.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The University Faculty Supervisor structured supervision, facilitated problem-solving, and implemented supervisory interventions within a range of supervisory modalities (live and/or recorded supervision).</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The University Faculty Supervisor addressed distinctive issues and trends that arose in my role as supervisor.</td>
<td>0 1 2 3 4</td>
</tr>
<tr>
<td>The University Faculty Supervisor demonstrated a working knowledge of supervisory ethical and legal issues.</td>
<td>0 1 2 3 4</td>
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</table>
FORM G: UNIVERSITY FACULTY SUPERVISOR PRACTICUM EVALUATION OF STUDENT

Semester:                                             Year:

Student Name: _____________________________     University Faculty Supervisor: ______________________

In the course of Doctoral Practicum, student professional behavior is assessed throughout the semester. Three observable behavioral categories are considered to be an integral part of student professional function.

Please rate the student on the following scale:

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

Professional Behavior:

1. All Practicum course paperwork submitted in a timely, organized, and legible manner. 1 2 3 4 5 N/A
2. Dependable, punctual, follow-through with commitments, etc. 1 2 3 4 5 N/A
3. Dresses appropriately. 1 2 3 4 5 N/A
4. Recognizes own limitations and seeks help based on need. 1 2 3 4 5 N/A
5. Engages in professional development activities (workshops, etc.). 1 2 3 4 5 N/A
6. Demonstrates ethical behavior. 1 2 3 5 5 N/A

Intrapersonal Behavior:

8. Accepts and utilizes feedback to increase skill set. 1 2 3 4 5 N/A
9. Mature and patient. 1 2 3 4 5 N/A
10. Self-aware, regulates emotions, disciplined, self-motivated. 1 2 3 4 5 N/A
11. Discrete and demonstrates customary judgment in academic and professional settings. 1 2 3 4 5 N/A
12. Attitude is pleasant, open, and understanding. 1 2 3 4 5 N/A

Interpersonal Behavior: (Clients, supervisors, peers, others)

13. Cooperative with and respectful of others. 1 2 3 4 5 N/A
14. Gives, receives, and utilizes feedback effectively. 1 2 3 4 5 N/A
15. Develops and maintains positive relationships. 1 2 3 4 5 N/A
16. Develops a positive working relationship with others. 1 2 3 4 5 N/A
17. Communicates appropriately and effectively. 1 2 3 4 5 N/A
18. Demonstrates ethical behavior at all times. 1 2 3 4 5 N/A
19. Adapts well to new situations, including difficult individuals. 1 2 3 4 5 N/A

Counseling Skills:

20. Plans and implements appropriate clinical interventions. 1 2 3 4 5 N/A
21. Applies theory to clinical practice. 1 2 3 4 5 N/A
22. Advocates and/or facilitates client self-advocacy as necessary. 1 2 3 4 5 N/A

Major strengths of Supervisee:


Areas to Refine:


