

ARIZONA'S FIRST
**College
of
Education**
THE UNIVERSITY OF ARIZONA®

Department of Disability & Psychoeducational Studies
Counseling Program
P. O. Box 210069
Tucson, AZ 85721-0069

Rehabilitation & Mental Health

&

School Counseling

2021-2022

Student & Faculty

Clinical Practice Manual

Practicum SERP 594

Internship SERP 593



1. **PRACTICUM & INTERNSHIP**: Professional milestones approached soberly and with intention. Client welfare is each site's first priority. This Manual is your textbook for each field placement. Read and understand it.
2. **SCHOOL COUNSELING (SC) TRACK**: The Clinical Coordinator assists with SC Mental Health (SCMH) placements, but SC students find their own school-based Practicum and Internship. The Clinical Coordinator provides a spreadsheet for that purpose.
3. **FIELD PLACEMENT PAPERWORK**: Route all completed forms to the course instructor.
4. **PROFESSIONAL CONDUCT (COMMUNICATION, APPOINTMENTS, AGREEMENTS)**: Respond within 24 clock hours to all emails. Keep all appointments and verbal/written agreements.
5. **START OF 1st SEMESTER**: Apply for mandatory Fingerprint Clearance Card (~\$75).
6. **MIDDLE of 1st SEMESTER: MANDATORY TELEHEALTH TRAINING**: Regardless of track or placement type, contact camysmarvel@email.arizona.edu for a TLH Training invitation.
7. **AFTER INTRODUCTION to POTENTIAL SITE SUPERVISOR**: Students will contact the Clinical Coordinator **weekly**, even to say "Nothing to report" until Site Agreement is signed. "Nothing to report" is valuable information.
8. **TWO WEEKS PRIOR to START of PLACEMENT: Student Liability Insurance**: Student (~\$105 for one calendar year). Coverage - until midnight of the placement's last day.
9. **REHAB, MENTAL HEALTH, and SC SITE SUPERVISOR MANUALS**: Direct Site Supervisors per below:
 - a. **Rehab or Mental Health Site Supervisors**: camysmarvel@email.arizona.edu
 - b. **First-time SC Site Supervisors**: camysmarvel@email.arizona.edu
 - c. **SC Site Supervisors**: Ms. Cessna - ecessna@email.arizona.edu
10. **SITE PROFITS**: Sites do not profit from Counseling student activities since they do not hold an MA degree. Services are billed at the case management level - "cost of doing business".
11. **GROUP COUNSELING (SERP 547)**: Counseling students will participate in a group as group members. Instructors will provide additional details.

Table of Contents

Special Cues	2
Part I: Introduction	4
Purpose of the Manual, 4	
Supervised Counseling Practice Coursework, 4	
Mental Health, Rehabilitation, and School Counseling Defined, 4	
Part II: Requirements and Procedures	6
Securing a Site, 6	
Practicum Requirements, 9	
Internship Requirements, 11	
Examples of Field Placement Sites, 12	
Part III: Roles and Responsibilities	13
Counseling Student Responsibilities, 13	
Site Supervisor Responsibilities, 14	
Faculty Supervisor Responsibilities, 15	
Part IV: University Policies	16
Discrimination and Sexual Harassment, 16	
Graduate Student Grievances, 16	
Part V: Glossary	16
Part VI: Forms	
Form A: Agency Site Agreement (7 pages), 19	
Form A1: School Site Agreement (7 pages), 28	
Form B: Client Consent, 35	
Form B1: Client Consent Spanish, 36	
Forms C: Activity Logs for RMH and School Counseling, 37, 38	
Form D: Site & Faculty Supervisor Evaluation of Student, 39	
Form E: Student Evaluation of Site Supervisor and Site, 40	
Form F: Student Evaluation of Faculty Supervisor, 41	

Part I: Introduction

Purpose of the Manual

The Clinical Practice Manual structures and contextualizes the objectives, activities, and responsibilities of the University of Arizona (UArizona) Counseling Program's field placement component for the Rehabilitation and Mental Health (RMH) and School Counseling (SC) tracks. The guidelines are intended to be flexible since counseling practices can differ, yet not so flexible so as to compromise the integrity of the counseling experience. Differences can be due to the uniqueness of each Counseling Student, setting, supervisor, and service recipients. Assigned academic advisers or Practicum/Internship Faculty Supervisors can provide additional clarification as needed.

Supervised Counseling Practice & Coursework

When in doubt, seek guidance from Site Supervisors and Faculty Supervisors, NOT peers
Students will direct all Site Supervisor placement-related questions to Faculty Supervisors

Endorsing the scholar-practitioner model of graduate training in counseling, the UArizona Counseling Program blends academic and applied learning with structured supervision. Supervised field practice coursework includes the Practicum and Internship, key preparation activities in which Counseling Students participate. RMH Students complete one Practicum (minimum 100 hours) prior to an Internship totaling (minimum 600 hours) of more advanced and intensive experience. School Counseling Students complete two practica – one school counseling practicum prior to SC internship and another in mental health. Field placements provide opportunities to develop counseling skills through experience, reflection, and supervision from at the site and from course faculty.

Practicum and Internship requirements are based on the Council for Accreditation of Counseling and Related Education programs (CACREP) standards. Both are completed under the concurrent supervision of a Site Supervisor and a Faculty Supervisor. Site supervisors will (a) hold a graduate degree in Counseling or a related field; (b) hold an independent, not associate, license to practice; and (c) have a minimum of two years of experience in the area they supervise. Faculty Supervisors, and doctoral students under direct faculty supervision, provide concurrent supervision.

The Counseling Program emphasizes ethical decision-making as delineated by the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), American School Counseling Association (ASCA), federally-mandated Family Educational Rights and Privacy Act (FERPA), and federally-mandated HIPPA law and confidentiality guidelines regarding mental health and medical documents of service recipient records. Counseling students who fail to adhere to current legal and ethical codes during Practicum and Internship can be expelled from the Counseling Program.

Mental Health, Rehabilitation, and School Counseling Defined

Mental Health Counseling

Mental health counselors provide flexible, consumer-driven therapies. They combine traditional psychotherapy with a problem-solving approach to facilitate dynamic and efficient change and resolution of presenting concerns. Services can include:

- Assessment, diagnosis, and service planning
- Psychotherapy, brief and solution-focused therapies, substance-related treatment (birth to adult)
- Utilization Review (UR) in agencies without medical personnel
- Treatment evaluation and research
- Multidisciplinary referral and consultation services for integrated care
- Psychoeducational and prevention programs

- Crisis Care
- Inpatient and outpatient behavioral services

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

Rehabilitation Counseling

Rehabilitation counselors assist individuals with physical, mental, developmental, cognitive, and emotional disabilities to achieve personal, professional, and independent living goals in the most integrated and independent settings possible. The counseling process includes communication, goal setting, and growth or change through self-advocacy, psychology, vocational, and social and behavioral interventions. Services can include:

- Assessment, appraisal, diagnosis, rehabilitation technology consultation, and treatment planning
- Vocational counseling: Job analysis and development, placement services, job accommodation
- Individual and group interventions focused on adjustment to medical and psychosocial effects of disability
- Case management, referral, and consultation among multiple parties and regulatory systems
- Utilization Review (UR) in agencies without medical personnel
- Program development and evaluation based on research, evidence-based practices
- Interventions to remove environmental, employment, and attitudinal barriers

Additional information: Commission on Rehabilitation Counselor Certification
<http://www.crc certification.com/>

School Counseling

School counselors provide culturally-competent services to students, parents/legal guardians, school staff, and the community at the K-12, college, and university levels. Services can include:

- School Guidance Curriculum: structured lessons that help students achieve desired competencies as well as the knowledge and skills appropriate to their developmental levels.
- Individual Student Planning: coordinated and ongoing systemic activities designed to help students establish immediate personal goals and develop future plans.
- Responsive Services: Prevention or intervention services that support home life, culture, and school setting in order to meet immediate and future student needs
 - Individual or group counseling
 - Consultation with parents, teachers, other educators, and service providers
 - Referrals to other school support services or community resources
 - Peer support
 - Psycho-education
 - Intervention and advocacy at the systemic level

Additional information: *American School Counseling Association* at <http://www.schoolcounselor.org/>

Part II: Policies and Procedures

Securing a Field Experience

Practicum and Internship are opportunities for students to gain experience working within a spectrum of counseling settings and concerns. Students should explore potential placement sites with faculty, members of the counseling community, and peers. Most importantly, as students proceed with their studies, they should discuss placement sites with the Clinical Coordinator

Camelia Shaheed (camysmarvel@email.arizona.edu). To ensure quality placement opportunities for each student, the Clinical Coordinator must pre-approve all sites found by students. Approval is based on a number of field placement criteria.

Depending on specialization, a Counseling student may be required to complete one or two Practica:

- ✓ SC students complete **two** Practica:
 - mental health setting **AND**
 - elementary, middle, or high school setting (*SC practica are offered ONLY Spring term*)
- ✓ RMH students in good standing complete **one** Practicum in a mental health setting
- ✓ RMH students who are Federal RSA Grant recipients complete two Practica:
 - vocational setting **AND**
 - mental health setting (see Dr. Phil Johnson)
- ✓ Arizona State RSA students complete **one** Mental Health Practicum

Priority: Consistent and timely communication between the Site Supervisor and the Faculty Supervisor is key to Counseling Program student professional development. That makes student transparency essential, regardless of the circumstance. Faculty Supervisors will maintain HIPPA and FERPA standards unless Counseling students consent in writing to release specific information to the Site Supervisor.

The following is the field placement protocol:

1. The Clinical Coordinator issues a listserv email two months prior to the next semester's open registration. All other semesters are on hold until the next listserv email. Counseling students should respond immediately since placements are limited. Once the Clinical Coordinator issues a listserv email indicating readiness to assist with field placement for a specific semester, students will READ and RESPOND in full to that email to initiate that process. Students are served according to when they respond. Note: Out-of-state placements take longer due to affiliation agreements. SC students should begin seeking school-based placements immediately even though the Clinical Coordinator is not actively assisting.
2. Note: (a) Sites provide placements at their discretion and scheduling needs, (b) the Clinical Coordinator must approve all placements, and (c) placements cannot always be tailored to students.
3. Field placements continue until the end of the semester, regardless of the number of hours accrued.
4. Counseling student tasks:
 - a. **START of FIRST semester (especially international students):** Card applications can take 4+ weeks. Sites reserve the right to conduct an independent background check directly prior to the start of placement. A Level One, IVP Fingerprint Clearance Card (valid for 6 years), without exception, must cover 100% of the practicum or Internship. **Without this, field placement options and quality are greatly reduced.** Arizona Statutes oblige certain schools and other sites to request an active Fingerprint Clearance Card prior to or as a condition of field placement, licensure, certification, and employment to protect minors and vulnerable adults. In

the case of SC Certification, any card other than IVP can result in placement and employment rejection.

The Arizona Department of Public Safety reviews and updates criminal history records to determine the suitability of individuals for a fingerprint clearance card. *If you suspect you may have issues in securing a card, consult with your Faculty adviser and the Clinical Coordinator immediately.*

~\$65-75 **Non-refundable Az Fee**. Fees may differ by state. If you plan to complete a placement outside Az, apply according to that state's protocol.

1. <https://www.azdps.gov/services/public/fingerprint>
2. Click "Online Application"
3. Click "Fingerprint Sites" for available fingerprinting locations. The available locations are: GAP Ministries, **University Postal (Nob Hill, 1718 E Speedway Blvd, (520) 323-2162)**, Golder Ranch Fire District. Call for appointment. I went to the Nob Hill strip mall postal annex (southwest side of Speedway & Campbell, annex is west of Bentley's coffee shop). It's computerized (no ink) and I was out in 5 minutes.
4. Click back arrow to click "Register"
5. Click "Apply for a Fingerprint Clearance Card"
6. Click "New Application" for IVP **AND** Level 1
7. Accept terms
8. Select the Reason(s) you are applying for a Fingerprint Clearance Card
 - a. **IVP** (left column, for SC track) **OR**
*ARS 15-512 Public and/or Charter School Non-certificated personnel
 - b. **Level 1** (right column, for RMH track)
Select 4 DHS boxes (Children's Behavioral Health and Az State Hospital are two)
9. Click correct type
10. Click "Proceed to Application" to enter information/demographics
11. Electronically sign the Release and Agreement
12. Click "Submit"
13. An email with a link for **non-refundable** credit card payment will be sent to your email
14. After you are fingerprinted at the site of choice, you will receive a DPS notification that your application was received

b. **BY MID 1st SEMSTER**: RMH and SC students will complete the mandatory telehealth training by requesting an invitation from the Clinical Coordinator (camysmarvel@email.arizona.edu).

c. RMH and SC students seeking a mental health placement will maintain weekly contact with the Clinical Coordinator until the Site Agreement and School Contract are fully executed. Having "no important information" to report **IS** important information. It can signal potential placement

issues. *The volume of students prohibits the Clinical Coordinator from “checking” on students after introductions.*

d. SC students find their own school-based placements via a SC Spreadsheet from the Clinical Coordinator (the Clinical Coordinator is available for assistance). SC students can independently seek placements at any school on or off the SC Spreadsheet that meets the minimum criteria noted on the spreadsheet. SC students will follow the protocols listed on the school spreadsheet. Students should make weekly contact with the selected schools until the School Contracts are fully executed.

e. **TWO WEEKS PRIOR to a placement:** Purchase Student Liability Insurance, valid for one calendar year, from professional organizations such as ACA, ARCA, AMHCA, ASCA, CRCC or HPSO. The policy must cover the placement without gaps; and will include student name, policy number, and expiration date. Non-refundable student professional memberships mean students are *eligible to apply* for insurance (not automatic). **ASCA Student Liability policies cover ONLY School Counseling not Mental Health placements.** ACA policies cover mental health, rehabilitation, and school counseling field placements. ACA coverage: <https://www.counseling.org/membership/aca-and-you/students>

5. Counseling students will meet with assigned UArizona Faculty Advisers to develop (or re-develop) a Course Sequence Plan that includes field placements. *Counseling Program students actively compete with other UArizona disciplines as well as other universities and colleges.*
6. For legal and risk-management reasons, Counseling students will only complete placements located within the state in which they reside.
7. Counseling students can identify sites that dovetail with their career interests and goals (see SAMPLE list in next section). NOTE: Many agencies will redirect students to the Clinical Coordinator. Save time, consult with the Clinical Coordinator before investing time in searches (camysmarvel@email.arizona.edu).
8. Counseling students will check UArizona email at least twice per day for invitations to site interviews. Counseling students will respond within 24 clock hours to Clinical Coordinator and Site Supervisor requests.
9. Once introduced to a site, Counseling students will:
 - a. Understand this Manual (many Site Supervisors use it to “test” student knowledge)
 - b. Review the site’s website for insights and 1-2 questions for the interview
 - c. Complete an application or resume as requested (NO blanks, use “N/A”)
 - d. Plan to discuss counseling principles and methods, including legal-ethical considerations
 - e. Bring a current resume, even if you’ve already provided one; and a schedule of available days/times. Sites are not obliged to work around student schedules
 - g. Answer questions succinctly and cogently. Doing so reflects thoughtful and cohesive thinking
 - h. Comportment and dress are formal (e.g., use last names until invited to do otherwise, no jeans)
 - i. Disclose potential or the appearance of conflicts of interest to the Clinical Coordinator and during the interview (previous or current agency relationships, service recipients, legal issues). Seek guidance

- from the faculty adviser and Clinical Coordinator before disclosing legal issues to the site
- j. Explicitly discuss access needs
 - k. Send the Site Supervisor or interview committee chair a thank you note
10. SC students will email the Clinical Coordinator the following after securing a school-based placement:
 - a. Confirm that the SC Site Supervisor
 - i. has two years post-graduate experience as a school counselor, regardless of current school role position (principal, school psychologist or any Ph.D. in that role)
 - ii. holds an active state SC certification, regardless of current role
 - b. Name of school and type (elementary, middle school, high school)
 - c. SC Site Supervisor first and last names
 - d. SC Site Supervisor email address
 11. RMH students or SC students who independently find a mental health placement, will email-introduce the Clinical Coordinator, themselves in copy, to the prospective Site Supervisor. The placement is “pending” until the Clinical Coordinator approves the site.
 12. Placements at place of employment: Students will
 - a. Alert the Clinical Coordinator **before** taking any action
 - b. Alert the “employment” supervisor of the intention to complete a field placement in the workplace
 - c. Depending on whether Practicum or Internship, some placement hours may be in a different department and with a different supervisor from the “employment” role (excludes SC students)
 - d. When a-c are met, Counseling students will email-introduce the Clinical Coordinator to the prospective supervisor
 13. Counseling students and Site Supervisors who agree to proceed with a placement will complete the Site Agreement/School Site Counseling Contract (**7 pages**) as soon as possible. Documents are completed **per semester** even when students continue at the same site. All sections will be well-developed and marked “N/A” where appropriate. *Submit all placement documents to the Faculty Supervisor, not the Clinical Coordinator.*
 14. Counseling students will work outside formal semester start and end dates only with Faculty oversight. Without that agreement, student liability policies are void.
 15. Counseling students will adhere to site holiday schedules, rules, and regulations; ACA, CRCC, AMHCA, ASCA, HIPPA, and FERPA codes and ethical standards. **Note:** Consistent with the ACA and CRCC Code of Ethics, Site and Faculty Supervisors endorse Counseling Program students for certification, licensure, employment, or completion of an academic or training program based *only* on objective data that qualifies the student for the endorsement. Regardless of student qualifications, Supervisors meet their gatekeeping obligation when they do not endorse supervisees who demonstrate an impairment that could interfere with the performance of the duties associated with that endorsement.
 16. **Placement termination:** The student will
 - a. Students will immediately discuss concerns with the Faculty Supervisor (don’t be “patient”);

b. If student and Faculty Supervisor agree to terminate the placement, the student will submit a formal two-week notice resignation letter to the Site Supervisor to assure continuity of service recipient care. Exceptions: potential negative outcomes for the student or service recipients, Site Supervisors applies discretion to waive the two-week notice.

Requirements Unique to Practicum

SC Practicum is offered Spring semester ONLY.

PRIOR TO Practicum enrollment, Counseling students will complete the following prerequisite courses with a **minimum grade of "B"**:

1. SERP 525 (**Counseling Theory**)
2. SERP 546 (**Counseling Skills and Techniques**)
3. **either** SERP 565 (**Principles of Rehabilitation**) **or** SERP 506 (**Introduction to School Counseling**)
4. SERP 588 (**Ethics**) can be taken during Fall or Spring of the first year
5. *SERP 547 (**Group Counseling**) completed prior to, or concurrent with, Practicum

A grade of "C" or lower in any of the above courses: Counseling students will re-register for the course(s) and receive a minimum grade of "B" before starting the Practicum.

*SERP 547 includes a participatory counseling component about which the instructor will elaborate.

Practicum is a minimum of 100 clock hours, **40 of which must be direct service recipient hours** (200-hour Practicum *currently suspended*) in professional counseling activities contributing directly to professional counseling skill development. Indirect hour are clinical activities unrelated to direct service recipient contact. They can be, but are not limited to, university and site supervision, shadowing, documentation, record review, consultations/meetings related to service recipient cases, and training and development. The placement continues for the full semester regardless of hours earned.

As part of the Practicum direct hour (40) requirement, the Counseling student may act as the facilitator or co-facilitator in group and family therapies. **NOTE: Co-facilitation does not apply to individual therapy and shadowing is not a direct contact hour activity.** Examples of direct 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, only 16 hours of group counseling may apply toward the 40 direct hour requirement. Hours beyond 16 may be counted as indirect hours. Before students independently facilitate groups, students will be observed by a qualified staff member for group facilitation skills.

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

1. An average caseload of 4 service recipients as assigned by the Site Supervisor, unless the site has an alternative structure regarding caseloads (as in the case with SC placements).
2. 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 (as is the case with SC placements).

3. Complete no less than 3 recorded counseling sessions or provide documentation of live observation from the Site Supervisor. Recordings reflect the counseling competency requisite to counselor development. Site and Faculty Supervisors may request additional recordings or more live observations to support and evaluate professional disposition and competency. All service recipients must provide written permission to record and review recording content during site, UArizona supervision sessions (see Part VI Forms for adult service recipients, legal guardians of adult service recipients, parents, and parents or legal guardians of service recipients under 18 years of age), or both. Recordings will adhere to the limits specified in the consent documents and agency policies. Students and 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 Faculty Supervisor.**
4. Site Supervisors will attend student sessions if recordings are not permitted. Feedback is integral to verification of the Counseling student's skill development, overall professional development, for the Counseling student's ability to self-supervise. The Site Supervisor will collaborate with the UArizona Faculty Supervisor in this regard.
5. The student will participate in 1.0 hour per week of individual or triadic supervision (2 students, 1 supervisor) with the Site Supervisor, 1.5 hours of group supervision with the Faculty Supervisor, and individual supervision with the Faculty Supervisor as deemed necessary.

Requirements Unique to Internship

PRIOR TO Practicum enrollment, Counseling students will complete the following prerequisite courses with a **minimum grade of "B"**:

1. SERP 525 (**Counseling Theory**)
2. SERP 546 (**Counseling Skills and Techniques**)
3. **either** SERP 565 (**Principles of Rehabilitation**) or SERP 506 (**Introduction to School Counseling**)
4. SERP 588 (**Ethics**) can be taken during Fall or Spring of the first year
5. *SERP 547 (**Group Counseling**) completed prior to, or concurrent with, Practicum

Grades of "C" or lower in any of the above courses: Counseling students will re-register for the course(s) and receive a minimum grade of "B" before starting the Practicum.

*SERP 547 includes a participatory counseling component about which the UArizona instructor will provide relevant information.

Students complete a minimum of 600 hours of Internship experience, typically during the final semester in the Counseling Program. Students will complete all coursework, or have only one course remaining, when registering for Internship. Note: students must pass Practicum (per the section above) without incident before enrolling in Internship.

Differences between Internship and Practicum:

1. Length and intensity
2. Responsibility. Students are expected to demonstrate professional competence across a broader spectrum of advanced counseling skills
3. Recording-free, unless stipulated by the Faculty or Site Supervisor
4. No group hour restrictions, unlike Practicum

When a RMH and SC student are employed at an agency or school approved by the Faculty Advisor and Clinical Coordinator, **the student will contact the Clinical Coordinator immediately:**

1. Apply 32 of 40 weekly employment hours toward the Internship **and**
2. Spend the remaining 8 hours per week in
 - a. a different agency or school setting **and**
 - b. counseling a different service recipient population
 - c. under the supervision of a different Site Supervisor

Student Liability Insurance and Fingerprint Clearance Card will cover every day of the Internship.

To pass Internship, students will complete a minimum of 600 clock hours over a 16-week academic term (or 300 hours across two terms) or 10-week Summer term. Students will adhere to the following:

1. Of the 600 clock hours, a minimum of 240 direct service recipient hours will be in professional counseling activities contributing to the student's professional development. As part of the 240 direct hours, the counseling student will act as the facilitator or co-facilitator in group or family therapies (**co-facilitation does not apply to individual therapy, shadowing is an indirect hour activity**). Examples of direct hour services include, but are not limited to individual, group, and family and couples therapies; intake assessment; case management; advocacy; crisis management.
2. Counseling students will participate in 1.0 hour per week of site individual or triadic supervision and another 1.5 hours per week of group supervision with the Faculty Supervisor.
3. Counseling students will maintain an ongoing caseload assigned by the Site Supervisor.
4. Counseling students will conduct counseling sessions approximately one-hour in length, unless shorter sessions are indicated for service recipients or by the intervention.
5. Counseling students will engage in a variety of professional counseling activities (e.g., documentation, assessments, supervision and staff meetings, reviews and audits, information & referral, trainings).

SAMPLE Field Placements

Many sites work only with the Clinical Coordinator. Students can save time by contacting the Clinical Coordinator before a search regarding their interests. This sample is subject to change without notice.

RMH and SC placements must meet placement criteria discussed in this Manual.

Beacon Group
Community Bridges
DES/RSA (Internship only)
DIRECT
COPE
Talk It Out Mental Health Clinic (UArizona and TUSD collaboration)
ABVI (Phoenix, Rehab and Mental Health)
NCADD (Phoenix, Employment & Group experience)
CODAC Behavioral Health
Select Private Practice Clinics

School Counseling students can visit the Department of Education websites for additional information on any state's school districts (Az example: <http://www.ade.state.az.us/>).

Catalina Foothills School District
Gilbert School District
Amphitheater Public School District
Marana School District
Page Unified School District
Phoenix and Scottsdale School Districts
Safford Public Schools
Sunnyside Unified School District
Tucson Unified School District
Vail Unified School District

Part III: Roles and Responsibilities

Counseling Student

1. SC Students: Each semester, Counseling Program faculty submit a mandatory report that ensures the integrity of RMH and SC student field placements. The Clinical Coordinator (camysmarvel) needs the following from SC Practicum and Internship students:

- a. SC Site Supervisor holds a state SC certificate?
 - b. SC Site Supervisor has minimum two years of post-graduate SC experience?
 - c. Name of elementary, MS, or HS
 - d. First and last name of SC Site Supervisor **AND**
 - e. Site Supervisor(s) email address(es)
2. RMH & SC students will bring the **Placement Packet** to the first day of Practicum or Internship class:
 - a. Site Agreement or School Site Contract, signed by all involved in the placement
 - b. Liability Insurance Policy (covers FULL semester, includes name, policy #, expiration date)
 - c. Level One IVP Fingerprint Clearance card (covers FULL semester)

Students do not meet alone with service recipients until the Faculty Supervisor receives and signs the Placement Packet (subject to UArizona administrative audits).

3. Counseling students will discuss the following with the Site Supervisor at the start of placement: (a)

Site Supervisor cell phone; (b) back-up supervisor with cell phone; and (c) if *all* staff leave the building, the student must leave or temporarily relocate to another building where staff is present.

4. Counseling students represent UArizona and the Counseling Program during field placements. Practicum and Internship are no different from paid employment. Therefore, students will conform to dress, grooming, attendance, behavioral, agency and professional organization ethical and confidentiality standards (ACA, ASCA, CRCC, HIPPA, FERPA). All are professional behaviors that may be viewed as reason for termination by the Site Supervisor. When in doubt, students will seek Site and Faculty Supervisor guidance, not peer guidance.
5. Counseling students will follow the one-week notice standard for time away from the site, accompanied by coordination of coverage. Unless otherwise agreed upon, students will adhere to the agency schedule of operation and the developed schedule of attendance for the full placement.

When an unplanned event or illness precludes advance notice, students will immediately notify the Site and Faculty Supervisors and will schedule an alternate time to complete missed hours.

6. Placement concerns or termination: Before taking action or “waiting for something to change”, students will immediately disclose to the Faculty Supervisor all relevant information. Reasons include, but are not limited to, the student (a) inability to perform the essential functions of the placement; (b) student concerns regarding the site or Site Supervisor.
7. Counseling students will solicit feedback and respond non-defensively to formative and summative feedback regardless of its source (Site Supervisor, Faculty Supervisor, all site employees, other students). Students will discuss all constructive feedback and evaluations with the Faculty Supervisor. Site and Faculty Supervisor continuously discuss student progress to foster professional development in a timely and proactive manner.
8. Counseling students will maintain and submit accurate Activity Logs and other placement-related documents to the Site Supervisor and Faculty Supervisor, not the Clinical Coordinator.
9. Counseling students will attend all scheduled supervision meetings with the Site and Faculty Supervisors. Students will reschedule meetings in advance, and will adhere to all supervision requirements.

Site Supervisor

Minimum criteria: A Master’s degree and state license/certification in counseling, social work (LISW), marriage and family, substance abuse, or clinical psychology or similar; training in supervision; and two years of professional experience in the specialization in which the student is placed.

Key responsibilities:

1. If the Site Supervisor believes a Counseling student is unable to perform essential functions in spite of repeated feedback based on direct observation, the Site and Faculty Supervisors will meet with the counseling student to develop, implement, and regularly review a Growth Plan. Alternatively,

the placement may be terminated based on circumstances.

2. Orient Counseling students to the method of supervisor and back-up supervisor contact back-up supervisor, agency, staff, chain of command; and designate an office for counseling sessions with the necessary equipment for documentation.
3. Assist Counseling students in the development of placement goals and schedule as part of each semester's Site Agreement/ School Contract.
4. Meet with Counseling students individually or triadically (2 students) for one hour/week to discuss progress and needs based on Site Supervisor direct observation or session recordings review.
5. Review/initial Activity Logs and complete mid-term and end-of-term student evaluations.
6. Support Counseling student professional development with available learning opportunities (conferences, workshops, trainings).

UArizona Faculty (or Doctoral Intern) Supervisor

1. Review and sign Counseling student Placement Packets before the student meets with service recipients.
2. Contact the Site Supervisor regarding Counseling student progress at the start, middle, end of semester, and as indicated by student progress. Schedule, as needed, on-site orientations with new Site Supervisors to ensure field placement understanding.
3. Continuously assess Counseling student performance with Site Supervisors. If either supervisor believes the counseling student is unable to perform essential functions despite repeated timely and objective feedback, faculty will initiate a meeting for a Growth Plan, or terminate the placement if necessary.
4. Facilitate Counseling student professional development with workshops, curricula, and reading.
5. Schedule and facilitate group supervision where Counseling students engage in case conceptualization, discuss counseling experiences, review and solicit peer input regarding treatment planning and service provision.
6. Ensure Counseling students submit all placement forms in a timely and legible manner.
7. Review mid and final evaluations from the Counseling student and Site Supervisor.
8. Maintain HIPPA and FERPA privacy guidelines, unless the Counseling student provides written consent.
9. Submit evaluation of Counseling student and final grades per UArizona standards.

Part IV: UArizona Policies

Discrimination and Sexual Harassment

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

Students who believe they have experienced discrimination or sexual harassment can contact the Affirmative Action Office (621-9449) for a confidential referral to a professional for advice on handling the situation or filing a written complaint.

Students with disabilities can access University policies on the Americans with Disabilities Act (ADA) from the Disability Resource Center (DRC) (520-621-3268, drc-info@email.arizona.edu, <http://drc.arizona.edu/>).

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

ABBHE: Arizona Board of Behavioral Health Examiners reviews applications for associate and independent licenses. Note: seek your own information, do not rely on others.

ACA: American Counseling Association.

AMHCA: American Mental Health Counselors Association.

ASCA: American School Counseling Association.

ARCA: American Rehabilitation Counseling Association.

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

Clinical Coordinator: The independently-licensed individual who assists all Counseling Program students with field placements.

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 (NOT individual therapy, which is considered **shadowing**). Site hours spent in co-facilitation are applied toward the Practicum and Internship minimum **direct hour** requirements.

Course Sequence Plan: The recommended courses, per semester, as developed by the student and the student's assigned UArizona Faculty Adviser. Not to be confused with the formal **Plan of Study**.

COVID-19: A severe and infectious illness caused by a coronavirus transmitted chiefly by infectious material (e.g., respiratory droplets) or with objects or surfaces contaminated by the virus. Testing to identify virus presence, vaccines, social distancing, face and hand covering, and frequent handwashing number among the methods used to limit contagion. Federal and state directives inform university decisions regarding face-to-face versus distance interactions. At this time, site-specific COVID-19 safety training is left to the discretion of each site.

CRC: A national certification, not license, issued by the National Certified Rehabilitation Counselor organization.

CRCC: The Commission on Rehabilitation Counselor Certification.

Direct Hours: Service recipient hours. Practicum - 40 of 100, Internship - 240 of 600 hours.

Faculty Adviser: Faculty assigned to each student, generally for the duration of the Master's degree.

Faculty Supervisor: Faculty of record (or Doctoral Student) who oversee field placement for a specific semester.

Federal RSA Grant Student: A student who, in exchange for federal financial support, engages in designated courses and a specific amount of post-graduate work with an agency that contracts with RSA.

FERPA: The Federal Family Educational Rights and Privacy Act protects student privacy gives the parents of a student 18 and under or legal guardians of a student of any age certain rights to that student's education records. FERPA also restricts UArizona Faculty and staff from sharing all student information without student or legal guardian written consent.

Field Placement or Experience: Practicum or Internship.

Group Therapy Restriction (PRACTICA ONLY): For 100-hour Practica (200-hour Practicum *currently suspended*), a maximum of 16 hours can be considered direct contact hours. Hours beyond 16 are considered indirect contact hours.

HIPPA: Health Insurance Portability and Accountability Act universal privacy guidelines regarding the confidentiality and transferability of service recipient information, regardless of format, as related to care provision. Agencies comply by providing HIPPA policies and procedures via staff training.

Indirect Hours: Practicum and Internship hours that are not service recipient contact 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. Practicum – 60 of 100, Internship 360 of 600 hours.

Internship: 600 hours of counseling practice experience, 240 are service recipient contact hours. School counseling internships occur only in academic settings.

LAC: Licensed Associate Counselor. Cannot act as a Primary Site Supervisor due to non-independent status (those mandated to receive supervision cannot provide supervision).

Level One Fingerprint Clearance: Valid for six (6) years, a card representing most states' Department of Public Safety reviews of an applicant's legal record for issues that may compromise service recipient safety. Processing can take up to two months.

NRCA: National Rehabilitation Counseling Association represents rehabilitation counselors who practice in a variety of settings.

Placement Packet: Packet submitted before service recipient contact to the Faculty Supervisor. Packet = School Contract/Site Agreement + Liability Insurance Policy + Level One Fingerprint Clearance Card.

Plan of Study (POS): A plan developed by the student and assigned faculty adviser for the student's academic tenure. Submitted to the Graduate College UAccess GradPath. Differs from the informal Course Sequence Plan.

Practicum: 100 hours of counseling experience, 40 are service recipient contact hours (*200-hour Practicum currently suspended*). RMH students complete one Practicum. RMH students who receive Federal RSA Grant support will complete a second practicum in vocational rehabilitation. SC students complete two practica (school setting + mental health).

Primary Site Supervisor: The site supervisor of record for a specified term. This individual holds an independent, *not associate*, license and/or certification in counseling, social work (LISW), marriage and family, substance abuse, or clinical psychology.

Service Recipient: Anyone served by the counseling student in a RMH or SC setting.

Shadowing: A passive field experience training method where the student observes, but does not participate in, a counseling activity (**indirect hours**).

Student Liability Insurance: Mandatory insurance, valid for one (1) calendar year, that covers 100% of a field placement. It can be purchased from ACA or HPSO.

Supervision: Dyadic: One student, one supervisor. **Triadic:** Two students, one supervisor.

Volunteer: A private decision to donate time to a site. It excludes UArizona and exists as an agreement exclusively between the volunteer and the site where the volunteering takes place. This does not meet Practicum/Internship hour obligations and are never covered by student liability insurance.

Part VI: Forms

Site Agreement

Form A: Agency Site Agreement (7 pages when empty), 19

Form A1: School Site Agreement (7 page when empty), 28

Client Consent

Form B: Client Consent, 35

Form B1: Client Consent Spanish, 36

Activity Logs

Form C1: Rehabilitation and Mental Health Activity Log, 37

Form C2: School Counseling Weekly Activity Log, 38

Form D: Site & Faculty Supervisor Evaluation of Student, 39

Form E: Student Evaluation of Site Supervisor & Site, 40

Form F: Student Evaluation of Faculty Supervisor, 41

FORM A: REHAB & MENTAL HEALTH SITE AGREEMENT (7 pages)

Semester (SELECT ONE): Fall Spring Summer **Year:**

SELECT ONE: Practicum Internship Hours: 300 600 **Federal RSA Grant Practicum/Internship**

Student Name: **Student ID Number:**

Student 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.

Credit-Bearing Experiential Learning Activities (effective 2021/2022 academic year)

This guidance (a) supersedes any previous guidance, and is inclusive of all University of Arizona campuses, including Arizona Online and (b) will be re-evaluated on an ongoing basis.

Examples of credit-bearing experiential learning courses include Internships, Practica, Clinical Rotations, Independent Study Plans, Capstone Projects, Senior Design Projects, Dissertation Credits, wherein undergraduate and graduate students work at on- or off-campus sites for academic credit, with or without pay, under the supervision of a faculty advisor and a host institution supervisor.

Credit-bearing experiential learning placements involving in-person interactions are permitted, starting June 1, 2020 or later, only under the following conditions:

1. All planned, credit-bearing experiential learning placements on- or off-campus must be preapproved by the Counseling Program Clinical Coordinator.
2. All students completing credit-based experiential learning must complete this Site Agreement with their site hosts.
3. All students will also complete the University of Arizona's Internship Work Plan and Disclosure on Insurance Coverage for University Internships for Credit.

Placement Information

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

Placement Start Date: End Date:
Duration (# of Weeks): Weekly Hours & Days:

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

Company: Policy #: Expiration Date: _

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

Issuer: Card #: Expiration Date: _

Site & Site Supervisor Information

Site:

Physical Address, City, State, Zip Code:

Mailing Address, if different:

Primary Supervisor Name:

Primary Supervisor Phone: Primary Supervisor Email:

Back-Up Supervisor: Back-Up Supervisor Phone:

Student Placement

Student Justification of Site

Purpose Statement: Practicum and Internship are among the most important professional preparation activities for students. Field experience requirements are 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 and mental health 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)
<p>EXAMPLE: Research and describe the following: what walkability means; tools for measuring walkability; and existing reports on Tucson's walkability</p>	<p>EXAMPLE:</p> <ul style="list-style-type: none"> • 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
<p>1.</p>	

Learning Objectives (Minimum of three)	Proposed Activities (Three to five activities per objective)
2.	
3.	

Student Placement Status	MA Counseling Program Student Intern Select minimum hours: 100, 300, 600 (placement continues until end of term)
Minimum Requirements Qualifications	For Practicum, successful (grade of A, B, or C) 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 UArizona Faculty supervision per week 1.5 hours group University supervision per week
Other	

SIGNATURES

By signing this document as the Site Supervisor of a University of Arizona Counseling Program student, 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 for academic credit. Site Agreement changes are a normal part of placement, and are permissible as long as the activities maintain a relevant learning focus and all parties agree to the changes.

Site Supervisor Signature & Date: _

By signing this document as the Counseling Program student, I understand I am responsible for fulfilling the proposed site activities and all assigned coursework 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.

University of Arizona Counseling Program Student Signature & Date:

Faculty Instructor Notes:

University of Arizona Faculty Signature & Date:

RISK MANAGEMENT SERVICES

University Services Annex 300B
220 W Sixth St., East Building 2nd Floor PO Box 210300
Tucson, Arizona 85721-0300
Ofc: (520) 621-1790
Fax: (520) 621-3706
<http://risk.arizona.edu/>

DISCLOSURE: INSURANCE COVERAGE FOR UNIVERSITY INTERNSHIPS FOR CREDIT

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 UARIZONA 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 UARIZONA Advisor or UARIZONA Faculty that documents a connection between the training opportunity and the student's academic program curriculum. The UARIZONA recommends that this approval be documented by the UARIZONA Student Intern Work Plan form and include acknowledgement by the student of receipt of this insurance disclosure.

A training affiliation agreement between the UARIZONA 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 UARIZONA connection to the internship or training activity as a part of the student's academic program, such as the UARIZONA Student Intern Work Plan form, UARIZONA 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.

UARIZONA 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.

RISK MANAGEMENT SERVICES

University Services Annex 300B
220 W Sixth St., East Building 2nd Floor PO Box 210300
Tucson, Arizona 85721-0300
Ofc: (520) 621-1790
Fax: (520) 621-3706
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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.

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Counseling Program (Main Campus)
Department of Disability and Psychoeducational Studies
College of Education P.O. Box 210069 Tucson, AZ 85721
FORM A: SCHOOL SITE AGREEMENT (7 pages)

Semester (select one): Fall Spring Summer **Year:**

SELECT ONE: Practicum Internship Hours: 300 600

Student Name: **Student ID Number:**

Student 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.

Credit-Bearing Experiential Learning Activities (effective 2021/2022 academic year)

This guidance (a) supersedes any previous guidance, and is inclusive of all University of Arizona campuses, including Arizona Online and (b) will be re-evaluated on an ongoing basis.

Examples of credit-bearing experiential learning courses include Internships, Practica, Clinical Rotations, Independent Study Plans, Capstone Projects, Senior Design Projects, Dissertation Credits, wherein undergraduate and graduate students work at on- or off-campus sites for academic credit, with or without pay, under the supervision of a faculty advisor and a host institution supervisor.

Credit-bearing experiential learning placements involving in-person interactions are permitted, starting June 1, 2020 or later, only under the following conditions:

1. All planned, credit-bearing experiential learning placements on-campus or off-campus must be preapproved by the Counseling Program Clinical Coordinator.
2. All students completing credit-based experiential learning must complete this Site Agreement with their site hosts.
3. All students will also complete the University of Arizona’s Internship Work Plan and Disclosure on Insurance Coverage for University Internships for Credit.

Placement Information

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

Placement Start Date: End Date:
Duration (# of Weeks): Weekly Hours & Days:

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

Company: Policy #: Expiration Date:

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

Issuer: Card #: Expiration Date:

School Site & Site Supervisor Information

School Site:

Physical Address, City, State, Zip Code:

Mailing Address, if different:

Primary Supervisor Name:

Primary Supervisor Phone: Primary Supervisor Email:

Back-Up Supervisor: Back-Up Supervisor Phone:

Student Placement

Student Justification of School Site

Purpose Statement: Practicum and Internship are among the most important professional preparation activities for students. Field experience requirements are 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 school counseling is 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: <ul style="list-style-type: none"> • 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
1.	
2.	

Learning Objectives (Minimum of three)	Proposed Activities (Three to five activities per objective)
3.	

Student Placement Status	MA Counseling Program Student Intern Select minimum hours: 100, 300, 600 (placement continues until end of term)
Minimum Requirements Qualifications	For Practicum, successful (grade of A, B, or C) completion of: Counseling Theory Counseling Skills and Techniques 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 Faculty supervision per week 1.5 hours group University supervision per week
Other	

SIGNATURES

By signing this document as the Site Supervisor of a University of Arizona Counseling Program student, 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 for academic credit. Site Agreement changes are a normal part of placement, and are permissible as long as the activities maintain a relevant learning focus and all parties agree to the changes.

School Site Supervisor Signature & Date: _

By signing this document as the Counseling Program student, I understand I am responsible for fulfilling the proposed site activities and all assigned coursework 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.

University of Arizona Counseling Program Student Signature & Date: _

Faculty Instructor Notes:

University of Arizona Faculty Signature & Date:

RISK MANAGEMENT SERVICES

University Services Annex 300B
220 W Sixth St., East Building 2nd Floor PO Box 210300
Tucson, Arizona 85721-0300
Ofc: (520) 621-1790
Fax: (520) 621-3706
<http://risk.arizona.edu/>

DISCLOSURE: INSURANCE COVERAGE FOR UNIVERSITY INTERNSHIPS FOR CREDIT

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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 UARIZONA 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 UARIZONA Advisor or UARIZONA Faculty that documents a connection between the training opportunity and the student's academic program curriculum. The UARIZONA recommends that this approval be documented by the UARIZONA Student Intern Work Plan form and include acknowledgement by the student of receipt of this insurance disclosure.

A training affiliation agreement between the UARIZONA 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 UARIZONA connection to the internship or training activity as a part of the student's academic program, such as the UARIZONA Student Intern Work Plan form, UARIZONA 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.

UARIZONA 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.

FORM B: CLIENT CONSENT

Semester (select one): Fall Spring Summer Year: _____

Site: _____

Practicum Internship: Hours: _____ Federal RSA Grant Practicum/Internship

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 & ANONYMOUS ORAL PRESENTATIONS

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.

With your permission, I will exclude your name from all documentation from an oral presentation to my faculty supervisor and peers as evidence of my progress. Please initial below if you consent to the anonymous oral presentation of some of our sessions.

_____ I consent to the presentation of my anonymous case. I may revoke my consent in writing at any time except to the extent that action has been taken thereon. 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 have my anonymous case presented.

Client Signature: _____	Date: _____
Legal Guardian/Legal Representative Signature: _____	Date: _____
University Counselor-in-Training Signature: _____	Date: _____

FORMA B1: CONSENTIMIENTO DEL CLIENTE

Sitio (select one): Fall Spring Summer Año: _____ Practicum Interna: Horas: _____

El Consejero en-Entrenamiento del (PMC), deberá leer esta forma en su totalidad a los clientes. Para menores de edad que estén dentro del sistema escolar el Consejero en-Entrenamiento deberá leer y firmar la forma de "Consentimiento para Grabar a Menores de Edad". Usted ha sido designado a: _____ para el propósito de _____
Consejero en-Entrenamiento

PRINCIPIOS FUNDAMENTALES

La filosofía del Consejero en-Entrenamiento:

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

CONFIDENCIALIDAD

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

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

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

GRABACIONES

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

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

____ No consiento para ser grabado.

Con su permiso, excluiré su nombre y protegeré su identidad de todas las presentaciones orales a mi supervisor de la facultad y compañeros como evidencia de mi progreso. Por favor, escriba las iniciales a continuación si da su consentimiento para la presentación oral anónima de algunas de nuestras sesiones.

____ Doy mi consentimiento para la presentación de mi caso anónimo. Puedo revocar mi consentimiento por escrito en cualquier momento, excepto en la medida en que se hayan tomado medidas al respecto. Libero a la Universidad de Arizona y a su representante abajo firmante, actuando bajo la autoridad de la Universidad de Arizona, de todas y cada una de las reclamaciones que surjan de dicha grabación y grabación solo para fines de supervisión, según lo autorice la Universidad de Arizona

____ Me niego a que se presente mi caso anónimo

Firma del Cliente: _____

Fecha: _____

Firma del Guardián Legal/Representante Legal: _____

Fecha: _____

Firma del Estudiante Universitario-en-Entrenamiento: _____

Fecha: _____

FORM C2: School Counseling Activity Log

Semester (select one): **Fall** **Spring** **Summer** Year: _____

100-Hour Practicum **Internship Hours:** _____

Student: _____ School: _____ Supervisor Name: _____

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.

ACTIVITIES	* Examples	Week 1 From: To:	Week 2 From: To:	Week 3 From: To:	Week 4 From: To:	Monthly Totals	Cum Total
Administrative	Clerical, scheduling						
Individual Student Planning	Individual counseling, academic advising						
Responsive Services	Family consultation, Agency referral, Group counseling						
School Guidance curriculum	Lesson planning/prep Classroom guidance lessons						
System Support	Conferences, workshops, 504/IEP meetings, etc.						
Site Supervision							
University Supervision							
Other							
Weekly TOTALS <i>(add each column)</i>							

*items in bold count toward direct contact hours

Student's Signature _____

Date _____

Site Supervisor's Signature _____

Date _____

University Faculty Signature _____

Date _____

FORM D: SITE & FACULTY SUPERVISOR EVALUATION OF STUDENT
(Mid-Term & Semester's End)

Semester (select one): **Fall** **Spring** **Summer** Year: _____

Student:

Supervisor Name:

1 = Unacceptable 2 = Marginally Acceptable 3 = Acceptable 4 = Very Good 5 = Superior N/A = Not applicable

<p>1. Professionalism</p> <p>a. Demonstrated integrity (honesty, personal responsibility)</p> <p>b. Comportment was professional (conduct, appearance, communication)</p> <p>c. Accountable and reliable</p> <p>d. Safeguarded welfare of others</p> <p>e. Participated in consultations reflecting principles & competencies (prevention, education, diagnosis, treatment, referrals) across the service continuum.</p> <p>f. Emerging professional identity</p>	<p>1 2 3 4 5 N/A</p> <p>Note:</p>
<p>2. Cultural Competence</p> <p>a. Applied "self" and "other" knowledge to inform equity and power; viewed treatment provision through social, political, economic lenses to determine their impact client/service recipient recovery</p> <p>b. Applied individual and cultural context (ICD; gender, age; disability, SES) in assessment, treatment, consultation</p> <p>c. Effectively advocated and/or facilitated client/service recipient self-advocacy to promote client/service recipient function</p>	<p>1 2 3 4 5 N/A</p> <p>Note:</p>
<p>3. Ethical and Legal Standards and Agency Policy</p> <p>a. Demonstrated basic knowledge of ethical/legal/professional codes and ethical decision making;</p> <p>b. Understood the importance of ethical decision making in professional practice</p> <p>c. Displayed ethical attitudes and values</p> <p>d. Recognized own limitations and sought supervision as indicated</p> <p>e. Followed agency policies (time away, crises, subpoena)</p>	<p>1 2 3 4 5 N/A</p> <p>Note:</p>
<p>4. Reflective Practice/Self-Assessment/Self-Care</p> <p>a. Was mindful and self-aware</p> <p>b. Displayed reflectivity regarding effective professional practice (reflection-on-action)</p> <p>c. Engaged in self-assessment re core competencies</p> <p>d. Understands importance of self-care in effective practice, and practices self-care</p> <p>e. Straightforward, transparent, and respectful re feedback in supervisory relationship</p>	<p>1 2 3 4 5 N/A</p> <p>Note:</p>
<p>5. Interpersonal</p> <p>a. Formed productive and respectful relationships with clients/service recipients, peers/colleagues, supervisors, other professionals, and community members</p> <p>b. Affective skills. Negotiated differences and handled conflict satisfactorily; provided effective feedback and received it non-defensively</p> <p>c. Expressive skills. Clear, succinct, and professional verbal, nonverbal, and written communication</p>	<p>1 2 3 4 5 N/A</p> <p>Note:</p>
<p>6. Knowledge and Skills</p> <p>a. Completed documentation as trained and within timeline expectations</p> <p>b. Proactively and creatively integrated client/service recipient preferences with theory, EBPs, and consultations into assessment and intervention</p> <p>c. Provided effective assessment and counseling interventions (intake interview, mental status and suicide risk, service and discharge planning, 1:1, group)</p> <p>d. Increasingly and independently applied theories and resources to treatment, and gathered systematic data to inform treatment decision-making and progress evaluation</p>	<p>1 2 3 4 5 N/A</p> <p>Note:</p>

Supervisor Signature and Date

**University of Arizona
Counseling Program**

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

FORM E: STUDENT EVALUATION of SITE SUPERVISOR & SITE

Semester (select one): Fall Spring Summer Year: _____

Practicum Internship: Hours: _____ Federal RSA Grant Practicum/Internship

Student: _____ **Site:** _____ **Site Supervisor:** _____

Your specific feedback helps determine which sites provide successful supervisory learning environments and processes.

<p>(a) The most valuable part(s) of supervision that the Site Supervisor provided was/were</p> <p>(b) Some suggestions for the Site Supervisor to increase my learning experience would be....</p>
--

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

The Site Supervisor ...	Rating
Assigned a back-up supervisor, provided office space, and oriented me to the site.	N/A 1 2 3 4
Ensured the site was safe and secure, and I was never left alone at the site.	N/A 1 2 3 4
Scheduled and consistently completed supervision (rescheduled with sufficient notice).	N/A 1 2 3 4
Discussed the definition, purpose, role, and function of supervision, and what practices and processes undergird effective and ethical supervision.	N/A 1 2 3 4
Clearly outlined and reviewed a plan that included mutual responsibilities, goals, and objectives.	N/A 1 2 3 4
Articulated a supervision model congruent with my skill level and interpersonal style at the start to promote my professional development and support increased independence.	N/A 1 2 3 4
Initiated a discussion about power, privilege, culture, gender, and ethnicity (toward me and my clients/service recipients) as well as how to effectively use our similarities and differences.	N/A 1 2 3 4
Provided timely, balanced, objective, and descriptive feedback to improve my counseling skills.	N/A 1 2 3 4
Evaluated my counseling skills, including changes in me, and my clients/service recipients.	N/A 1 2 3 4
Addressed unique issues, trends, or areas requiring increased awareness (areas of inexperience, discomfort, or avoidance; critical thinking, problem-solving) to promote my professional development and self-analysis.	N/A 1 2 3 4
Provided assistance, information, and demonstrated techniques as needed or requested.	N/A 1 2 3 4
Created a supportive learning environment (empathy, respect for my unique qualities, honest and kind communication, encouragement, concern for my role as student). Supervisor did not insinuate I should imitate supervisor's methods.	N/A 1 2 3 4
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/service recipients and their supports, community service providers, agency staff regardless of position).	N/A 1 2 3 4
Demonstrated knowledge of supervisory ethical and legal issues (includes appropriate boundaries).	N/A 1 2 3 4
Made recommendations for my future development as a counselor.	N/A 1 2 3 4
I recommend this site for future students. Explain scores of 1 and 2 below.	

Comments:

University of Arizona
Counseling Program

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

FORM F: STUDENT EVALUATION of FACULTY SUPERVISOR

Semester (select one): Fall Spring Summer Year: _____

Practicum Internship: Hours: _____ Federal RSA Grant Practicum/Internship

Student:

Faculty Supervisor Name:

Your specific feedback helps determine which sites provide successful supervisory learning environments and processes.

<p>(a) The most valuable part(s) of supervision that the Faculty Supervisor provided was/were</p> <p>(b) Some suggestions for the Faculty Supervisor to increase my learning experience would be....</p>
--

1 = Strongly Disagree 2 = Disagree 3 = Agree 4 = Strongly Agree

The Faculty Supervisor ...	Rating
Scheduled and consistently kept supervision appointments (rescheduled with adequate notice).	N/A 1 2 3 4
Discussed the definition, purpose, role, and function of supervision, and what practices and processes undergird effective and ethical supervision.	N/A 1 2 3 4
Clearly outlined and reviewed a plan that included mutual responsibilities, goals, and objectives.	N/A 1 2 3 4
Articulated a supervision model congruent with my skill level and interpersonal style at the start to promote my professional development and support increased independence.	N/A 1 2 3 4
Initiated a discussion about power, privilege, culture, gender, and ethnicity (toward me and my clients/service recipients) as well as how to effectively use our similarities and differences.	N/A 1 2 3 4
Provided timely, balanced, objective, and descriptive feedback to improve my counseling skills.	N/A 1 2 3 4
Evaluated my counseling skills, including changes in me, and my clients/service recipients.	N/A 1 2 3 4
Addressed unique issues, trends, or areas requiring increased awareness (areas of inexperience, discomfort, or avoidance; critical thinking, problem-solving) to promote my professional development and self-analysis	N/A 1 2 3 4
Provided assistance, information, and demonstrated techniques as needed or requested.	N/A 1 2 3 4
Created a supportive learning environment (empathy, respect for my unique qualities, honest and kind encouragement, concern for my role as student). Supervisor did not insinuate I should imitate supervisor's methods.	N/A 1 2 3 4
Modeled professional and interpersonal behaviors and skills to facilitate my knowledge of effective and efficient professional skills in a variety of contexts (therapeutic modalities; individual and group supervision; clients/service recipients and their supports, community service providers, agency staff regardless of position).	N/A 1 2 3 4
Demonstrated knowledge of supervisory ethical and legal issues (includes appropriate boundaries).	N/A 1 2 3 4
Made recommendations for my future development as a counselor.	N/A 1 2 3 4

Comments

