

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

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**2024-2025
STUDENT HANDBOOK**

M.A. Counseling Program

**Clinical Mental Health CNSL
Or
Clinical Rehabilitation CNSL
In-Person Program**



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FOREWORD

This Handbook is intended to serve as the primary source of information for students admitted into the University of Arizona (UArizona) MA Counseling Program. While the Handbook is not intended to replace direct faculty and staff contact, it is intended to serve as a source of essential information prior to those direct contacts. While faculty and staff assist students to the greatest extent possible, this Handbook is fundamental to students meeting their primary responsibility for completion of this graduate program.

The MA Counseling Program is designed to prepare students to excel in a variety of career settings available on graduation. This is an **in-person professional counseling program** that prepares graduates to work in clinical mental health and rehabilitation settings with a range of groups that include children, adolescents, adults, and families. Thus, students synthesize general counseling knowledge and apply the unique skills necessary for work in clinical mental health and rehabilitation settings. The Program's clinical experiences – courses that include supervised field experiences -- are designed to promote the development and competent application of counseling principles/knowledge that address the academic, medical, vocational, behavioral, psychosocial, and emotional concerns of persons with life challenges and/or disabilities be they children, adolescents, adults, or families.

Overlap is inevitable between this Handbook and the Graduate Catalog (<https://catalog.arizona.edu/>). Each student is responsible for knowing and understanding all standards and policies set forth in the University of Arizona Graduate Catalog and this Handbook.

Students who need additional assistance can contact Dr. Marcela Kepic (mkepic@arizona.edu), MA Counseling Program Director for the Clinical Mental Health Counseling (CMHC) and Clinical Rehabilitation Counseling (CLRC) specializations.

Key Facts about the MA Counseling Program

- 1. This is an in-person program. Please plan accordingly.**
2. This is a counseling degree, a degree about assisting others. Each course informs another.
3. This is an in-person program. Telehealth services may be beneficial, yet still challenging and debated among seasoned practitioners and scholars. Thus, telehealth field hours must account for a small portion of Practicum and a slightly larger portion of Internship. Students must first demonstrate competence with in-person skills before they engage in full telehealth services. Telehealth training must be completed before engaging in telehealth services.
That said,
Practicum: no more than 10 of 40 direct hours are provided via telehealth
Internship: no more than 120 of 240 direct hours are provided via telehealth
4. This 60-credit degree can be completed, **at a minimum**, in two full-time years that include summer courses. Most students should plan to complete this degree in 2-3 years.
5. This Handbook stays with you until you graduate. The only time it will change is when UArizona or the MA Counseling Program policy must change.
6. Before the **first** field placement – Practicum -- 5 courses must be completed with a grade of “A” or “B”.
7. Practicum and Internship
 - a. Practicum and Internship are never taken together in one semester.
 - b. Practicum and Internship are never taken in consecutive semesters.
 - c. Practicum is the first field placement course. It is always three (3) credits for a minimum of 100 hours (40 direct and 60 indirect).
 - d. Internship is the last degree course. It is 12 credits for a minimum of 600 hours (240 direct and 360

indirect).

- e. Internship can be 12 credits in one semester or split evenly between two consecutive semesters.
 - f. Practicum and Internship are courses taken with an instructor in addition to field placement work.
8. A maximum of one (1) **non-core course** can accompany the full Internship (12 credits).
 9. A maximum of one (1) **non-core course** can accompany a half Internship (6 credits). Students must seek advisor approval before splitting Internship. Faculty advisor will alert Program Director.
 10. Self-care is an important set of behaviors discussed in many Program courses. Self-care is not intended to be met at the expense of a site or a client. Please speak with your assigned advisor to understand this concept.
 11. Don't deprive yourself of the right to make mistakes. Mistakes are beneficial to learning. They are humbling and increase self-awareness.
 12. Counselor Preparation Comprehensive Examination (CPCE) is taken during the last semester of the Program (<https://www.cce-global.org/assessmentsandexaminations/cpce>). There are two (2) ways to take the CPCE exam
 - a. \$75 CPCE: The Anywhere Proctored Browser (APB)/Internet-Based Testing (IBT) option, administered at school.
 - b. \$150 CPCE: The Computer-Based Test (CBT) option, administered at other locations.
 13. NCE (National Counselor Exam) and CRC (Clinical Rehabilitation Counseling Exam) may be taken to fulfill licensure requirements.

CHAPTER I WELCOME TO THE UNIVERSITY OF ARIZONA

This Handbook should help answer various questions about our program and assist students in their collaboration with their advisers in the development of a course of study. Faculty encourages students to read this Handbook in full – describes all aspects of the Program, describes the College of Education’s Department of Disability and Psychoeducational Studies (DPS), and describes the University of Arizona.

A. The University of Arizona (UArizona)

The University of Arizona <http://www.arizona.edu/> is the flagship institution in the State of Arizona and one of the leading universities in the U.S. It is not only a Research One Institution and a Land Grant University, but it is also a member of the prestigious Association of American Universities. The National Science Foundation ranks the UArizona 30th in research and development expenditures among public universities and colleges, and 33rd among American public and private universities and colleges. U.S. News ranks the UArizona among America’s best colleges and the Princeton Review lists it as one of “The best western colleges.” The UArizona ranks No. 89 in the world and No. 48 nationally according to the 2020 Center for University World Rankings, making it one of the nation’s top producers of Fulbright scholars. Last Fall term, roughly 36,503 undergraduates and 10,429 graduate and professional students matriculated at the UArizona.

In 1885, nearly three decades before Arizona became a state, the territorial legislature approved \$25,000 for building the University of Arizona in Tucson. The first classes convened in 1891, when thirty-two students and six teachers met in the original building now known as Old Main. The university developed in accordance with the Act of Congress of July 2, 1862, known as the Morrill Act, creating land-grant colleges and enabling the institution to obtain federal funds for its original schools of agriculture and mines.

In 1915, the University was re-organized into three colleges - College of Agriculture; College of Letters, Arts, and Sciences (later Liberal Arts); and College of Mines and Engineering. The Arizona Bureau of Mines was established the same year. In 1922, the College of Education was organized and, in 1925, offerings in law, originally established in 1915, were organized under the College of Law. The School of Business and Public Administration, established in 1934, became a separate college in 1944. In 1985, the College of Mines combined with the College of Engineering to become the College of Engineering and Mines. In 1993, the Colleges of Medicine, Nursing, Pharmacy, Department of Medical Technology, and School of Health-Related Professions merged to form the Arizona Health Sciences Center. In 1995, each of the four Arts and Sciences faculties - Fine Arts, Humanities, Social and Behavioral Sciences, and Science – received separate college status. Today, the University contains 15 Colleges and over 40 research and public service divisions, with over 1800 faculty – an exciting center for scholarship, education, and learning. Its rapid growth over the last four decades has attracted distinguished scholars across the globe, making it one of the finest universities in the nation.

The 40-acre campus of the 1890’s has grown to 356 acres and 157 buildings. The University is maintained by funds appropriated by the State of Arizona and the United States government, and by tuition, fees, and collections, including private grants from many sources. Graduate studies at the University have been in progress continuously since the 1898-99 academic-year, with the Graduate College being established in 1934.

The mission of the Graduate College is to foster development of high-quality graduate education programs, which will attract outstanding faculty, graduate students, and resources to the University. It also provides support services to departments and students through the Dean’s Office, the Graduate Admissions Office, the Graduate Degree Certification Office, and other subdivisions. The Graduate College is further responsible for administering a variety of special programs, including those which provide competitive fellowships, offer research and travel support, and recruit and retain underrepresented graduate students of color.

Building on a well-balanced undergraduate education, graduate students are expected to develop a thorough understanding

of a specific academic discipline. A fundamental purpose of the Graduate College is to encourage each graduate student to demonstrate outstanding standards of scholarship and to produce high-quality original research, or creative, artistic work. Graduate education provides an opportunity to increase knowledge, broaden understanding, and develop research and artistic capability. The student's academic achievements, therefore, should reflect a personal and unique perspective to their discipline as well as to scholarly standards.

Finally, the University library system is regarded as one of the most outstanding in the nation. It is ranked among the top twenty-five in the nation with more than 5,000,000 items covering all fields of research and scholarship.

B. The College of Education (COE)

The UArizona COE (<http://www.coe.arizona.edu/>) was founded in 1922 with 145 students. Today, the COE enrolls ~1,043 undergraduate students and 830 graduate students across four academic departments, each featuring different degree opportunities. There are 54 full-time faculty and 30 clinical and adjunct faculty.

The COE mission is to advance the study and practice of education and to demonstrate relationships between study and practice. The COE accomplishes its mission by fulfilling four equally important and related functions:

1. Prepare students for professional roles in education and education-related fields.
2. Conduct research and engage in scholarship directly and indirectly related to educational concerns, issues, and activities.
3. Lead in the study, evaluation, and advancement of education, education policy, and educational organizations at local, state, national, and international levels.
4. Provide service and support to local, state, national, and international educational agencies.

The COE has evolved into a nationally recognized center for the study of teaching, learning, and development to meet the needs of children and families in the unique multicultural environment of the American southwest. Working with other colleges, the COE is responsible for the majority of campus teacher education. The college prepares K-12 and higher special educators, counselors, school principals and superintendents, and leaders. In recent years, there has been a national call for increased science-based research in education. Research is a valuable part of the COE agenda, and we recognize that a highly respected college includes a wide range of scholarship and research — from insight-based, fundamental research to engineering-focused programs of research and development.

COE consists of four academic departments offering bachelor's, master's, and doctoral degrees plus certification and endorsements:

- Disability & Psychoeducational Studies
- Educational Policy Studies & Practice
- Educational Psychology
- Teaching, Learning & Sociocultural Studies

C. The Department of Disability and Psychoeducational Studies (DPS)

The DPS <http://coe.arizona.edu/dps> is dedicated to advancing human and economic development through the empowerment and effective inclusion of culturally diverse individuals with disabilities and unique abilities of all ages. This is accomplished by conducting research to promote the acquisition of knowledge and understanding of abilities, disabilities, adaptations, interventions, and support systems; preparing professionals to educate and facilitate the development of all individuals, including those with disabilities and special abilities; and providing leadership at the local, state, national, and international levels. To accomplish its mission, the DPS offers nationally recognized undergraduate, master's, educational specialist, and doctoral-level degrees to prepare practitioners and researchers in the areas of education, educational leadership, special education, school psychology, gifted education, sign language and deaf studies, educational interpreting.

The DPS was previously known as "Special Education, Rehabilitation, and School Psychology (SERSP)" before July 1,

2009. SERSP is found in older documentation and forms. Since 2009, all documentation and forms use the label DPS. Department courses use the prefix SERP in the University of Arizona Course Catalog.

Graduate programs in DPS include three major domains – Counseling, School Psychology, Special Education -- each with a focus on undergraduate and graduate degree programs. Many of the DPS programs are unique to the UArizona, and, in some cases, are the only programs of their kind in the southwestern United States.

D. The MA Counseling Program

Prior to 2012, the Rehabilitation Counseling and School Counseling programs at the University of Arizona respectively trained counselors with specialization and certification in Rehabilitation Counseling, and School Counseling. Later, the MA Counseling Program awarded dual degrees in Clinical Mental Health Counseling and Rehabilitation Counseling and single degree in School Counseling. In 2022, the MA Counseling Program formed three separate specialties (e.g., Clinical Mental Health, Rehabilitation, and School Counseling) since dual accreditation was no longer supported by CACREP. In 2024, the MA Counseling Program concluded its School Counseling specialty, thus currently awarding specializations in Clinical Mental Health Counseling (CMHC) and Rehabilitation Counseling (CLRC). MA Counseling students select a specialization during their application process and confirm such during admission.

The MA Counseling curriculum permits CLRC and CMHC to practice as Certified Rehabilitation Counselors (CRC) as well as Licensed Associate Professional Counselor (LAC) followed by the Licensed Professional Counselor (LPC) in Arizona.

MA Counseling Program Mission. The mission is to educate professional counselors to work with persons across the lifespan, including those with disabilities. As such, the program curriculum draws from foundational content in clinical mental health and clinical rehabilitation. Through leadership, advocacy, collaboration, use of data and action, graduates demonstrate professional competence in identifying and overcoming barriers to equal access in academic, social, environmental, and career opportunities for all persons. Graduates are dedicated to the promotion and facilitation of personal empowerment, achievement, and quality of life for all.

Faculty and staff of the MA Counseling Program are fully committed to instilling respect for multiculturalism and diversity, and encourage students to nurture their knowledge, understanding, and values surrounding the provision of counseling services within a diverse society (e.g., language, race, disability, gender, age, religion, cultural background, sexual orientation). That is accomplished through the review of current scholarship on the diversity and multi-faceted populations of the American Southwest, a profile reflected among students, faculty, and staff.

MA Counseling Program Objectives

- 1:** All students will demonstrate mastery of key performance indicators of the CACREP core and specialty standards before graduating.
- 2:** The Program will recruit and retain a diverse student body that reflects the diverse communities in which they will be practice post-graduation.
- 3:** The program will prepare its students for certification and licensure as professional counselors in a variety of clinical and academic settings.

The three (3) objectives above include the preparation of counselors ...

- for state licensure and national counselor certifications.
- who acquire multicultural competence and humility to work effectively with diverse populations, client supports and family, communities, as well as program administrators and all other stakeholders.
- who possess expertise in counseling, including theory and research, assessment and evaluation, and intervention techniques with an emphasis on persons with mental health disorders and other

disabilities.

- who have the knowledge and expertise to practice within rehabilitation and mental health counseling programs.
- who demonstrate healthy self-awareness and understanding, and who understand how to balance self-care while ensuring client care.
- who counsel within the ethical guidelines of the American Counseling Association (ACA), the American Mental Health Counseling Association (AMHCA), and the Commission on Rehabilitation Counselor Certification (CRCC) and other relevant professional ethics codes.
- who counsel with sensitivity, caring, and appropriate counseling approaches for diverse environments and populations.
- who promote social justice, anti-racism, and assist others in self-advocacy or and consult and advocate on behalf of those who are unable to self-advocate.

E. MA Counseling Program Faculty

MA Counseling Program faculty is nationally recognized scholars representing a broad range of scholarly and practice interests that reflect both their specialization within counseling and their diverse backgrounds. All core faculty members, excluding adjunct faculty, consist of tenured or tenure accruing faculty as well as career-track faculty, such as professors of practice. While adjunct faculty work outside the department, they contribute significantly in their teaching. Support faculty are tenured or tenure-track professors at the university who are associated with other programs or departments but who teach courses within the Counseling curriculum.

Brian Clarke, Ph.D., Assistant Professor and Advisor

Dr Brian Clarke is an assistant professor in the Disability and Psychoeducation Department at the University of Arizona. He earned a MA in Clinical Mental Health Counseling from Northern Arizona University and his Ph.D. in Counselor Education and Supervision from The University of Arizona. He is also a practicing clinical mental health counselor and has experience in community, private, and crisis practice settings. The intersection between his roles as clinician and counselor educator resulted in research interests that include investigating contemplative practice and dispositions (mindfulness and self-compassion for counselor development) as well as emerging adult and college student mental health. He has great enthusiasm for producing research that can have a tangible impact on individuals and the community.

Michael T. Hartley, Ph.D., C.R.C., Full Professor, Counseling MA Prog Faculty Chair, and Advisor

Dr. Hartley earned an M.S. in Rehabilitation Psychology from the University of Wisconsin-Madison and a Ph.D. degree in Rehabilitation Counselor Education from The University of Iowa. In the past, he has worked as a rehabilitation counselor to assist individuals who met a nursing home level of care to live and work independently in the community. He also has experience working as a college counselor and university disability resource counselor as well as the interim director of a Center of Independent Living (CIL). Dr. Hartley is engaged in professional and ethical issues, serving on the Commission of Rehabilitation Counselor Certification (CRCC) Ethics Committee and 2017 Code of Ethics Revision Taskforce. His research, teaching, and service all revolve around critically framing the application of ethical principles within a dominant cultural context that has historically devalued and socially restricted the lives of people with disabilities. Much of his work targets distributive justice issues and therefore his scholarship on ethics has expanded to include the importance of promoting resilience and of advocating against ableism (i.e., the perceived inferiority of people with disabilities and preference for able-bodied-ness).

Marcela Kepič, Ph.D., Full Professor of Practice, MA Counseling Program Director, Advisor, and CACREP Liaison

Dr. Kepič is a Licensed Professional Counselors in the states of NJ, VA, and DC and an Approved Clinical Supervisor. Her expertise is in child and adolescent counseling, crisis response, and mindfulness. She specializes in human development across the lifespan, with a dedicated focus on enhancing the life satisfaction and wellness of adults navigating trauma, loss, and grief. Dr. Kepič has a rich academic background, having served as the esteemed past president of the Association for Adult Development and Aging (AADA) and presently leading the Middle Adulthood Task Force for the same organization. Her professional engagement extends across various professional platforms, including membership in state, national, and international associations, such as ACA, ACES, WACES, AMHCA, and the Arizona Counseling Association. Notably, Dr.

Kepič actively contributes to the advancement of grief competencies within the counseling profession. As a scholar, she contributes to peer-reviewed publications, delivers insightful presentations at national, international, and state conferences, and generously dedicates her expertise as a reviewer for peer-reviewed journals. Additionally, Dr. Kepič plays a pivotal role as a counseling program liaison for CACREP, further solidifying her commitment to the profession's growth and standards. Beyond academia, she maintains a small private practice, compassionately serving couples and individuals grappling with life's challenges. Dr. Kepič's unwavering passion for education, supervision, and mentorship underscores her multifaceted dedication to the betterment of individuals and the counseling profession.

Camelia Shaheed, Ph.D., CRC, LPC, Asst Professor of Practice, AZ RSA Grant Principal Investigator and Advisor

Dr. Shaheed earned a BA in Psychology, MA in Rehabilitation Counseling, and Ph.D. in Counselor Education and Supervision from the UArizona. Her primary research focus is the delivery of supervision. She is a Licensed Professional Counselor with 30+ years of practice in Arizona as a psychotherapist, clinical supervisor, and administrator. Her areas of expertise – personality disorders and supervision delivery – have been the focus of many public and professional presentations. Dr. Shaheed has served diverse populations in her various roles as a regional adult service administrator, clinical director, clinical supervisor, clinician, and emergency room respondent. Furthermore, she continues to “give back” to the community with over three decades of pro bono clinical and vocational support. Finally, she considers her most significant role her current academic one -- that of instructor, advisor, mentor, and PI to future counselors as well as counselor educators and supervisors.

Vanessa Perry, Ph.D., Associate Professor of Practice and Advisor

Dr. Perry earned a MS in Rehabilitation Counseling and an Advanced Certificate in Psychiatric Rehabilitation from San Diego State University. She completed her Ph.D. in Rehabilitation Counseling and Administration from East Carolina University (ECU) in 2016. Dr. Perry has worked for the California Department of Rehabilitation providing services to transition-aged youth. She also worked for the United States Marine Corps providing morale and social service support to a unit of nearly 1,100 Marines. While at ECU Dr. Perry worked as a counselor, clinic manager, and clinical supervisor for Navigate Counseling Clinic, a community-based mental health clinic. She also worked as a team leader and clinician for ECU's Operation Reentry North Carolina, a federal technology assisted care grant providing outreach and counseling services to homeless veterans via a mobile clinic. Additionally, she served as adjunct faculty and a teaching assistant for ECU's Department of Addictions and Rehabilitation Studies. Dr. Perry is an American Red Cross Disaster Mental Health Volunteer and responded to the aftermath of the 2014 tornadoes in Beaufort county, North Carolina. She was awarded the Louise O. Burevitch Scholarship award (2014) at East Carolina University, the Nancy Howell Scholarship Award (2014) by the Licensed Professional Counselors Association of North Carolina, and the Thelma Manjos Award (2011) at San Diego State University. She has given numerous talks and presentations on culture and Latinos, disability rights advocacy, and military culture. Her research interests include the clinical supervision experience of Spanish-English bilingual supervisees and shared decision making in psychiatric rehabilitation.

Sue Kroeger, Ph.D., Associate Professor of Practice and Director of the Counseling Undergraduate Program

Dr. Kroeger teaches undergraduate disability studies. Previously, she directed the UArizona Disability Resource Center (1999- 2017) and at the University of Minnesota (1985-1999). She managed staffs of 40+ full and part-time employees that guided by a social model of disability and principles of universal design, provide services to faculty, staff, and students with disabilities, assist the University in meeting its legal obligations, and provide consultation and education on designing inclusive learning and working environments. She received her master's degree in rehabilitation counseling from the University of Arizona and her doctorate in human rehabilitative services from the University of Northern Colorado. Dr. Kroeger, in addition to her administrative duties, has presented at numerous conferences, published articles on disability and higher education, and co-edited a book entitled “Responding to Disability Issues in Student Affairs.” She was the invited speaker for the 13th Annual Disability Lecture at the University of Cambridge in 2016. She has been President of the National Association of Higher Education and Disability, principal investigator for numerous federal grants, and a national and international consultant.

CHAPTER II

MA COUNSELING PROGRAM OVERVIEW

Standards governing admission to the MA Counseling Program are designed to ensure students possess the academic aptitude and personal characteristics necessary for successful Program completion.

A. Overview

The MA Counseling Program is committed to the integration of instruction, research, and active participation in schools, rehabilitation and behavioral health, and other community settings in southern Arizona. The MA Counseling Program prepares graduates to design, implement, and evaluate comprehensive rehabilitation, behavioral health, and school counseling programs. Designed with the input of an advisory board of counselors from the community, the program responds to the needs of clinical mental health and rehabilitation health as well as any behavioral needs throughout the country while also preparing counselors to meet the particular needs of Arizona. It prepares graduates to be skillful in all components of Counseling.

Endorsing the scholar-practitioner model of counselor graduate training, students are exposed to all aspects of professional practice in counseling. Program graduates build a solid foundation in counseling skills and theory, research, and practice and meet educational requirements to qualify for the national Certified Rehabilitation Counselors certification and Arizona Licensed Professional Counselor (LPC).

The MA Counseling program requires a minimum of 60 credits of graduate level coursework in one of two specializations: **Clinical Mental Health Counseling (CMHC)** or **Clinical Rehabilitation Counseling (CLRC)**. The degree and specialization selected prepare them to work with children, adolescents, young adults, adults, and the elderly.

CMHC Specialization: Prepares graduates for an Arizona Licensed Professional Counselors (LPC). Graduates are qualified to work with individuals with a variety of challenges across the life span from strengths-based and wellness model in both public (i.e., governmental) and private behavioral health settings. As clinical mental health practitioners, graduates will collaborate with individuals with various emotional, behavioral, or mental health challenges and their other service providers to achieve their personal, professional, and career goals in the most integrated setting possible.

CLRC Specialization: Prepares graduates for the national Certified Rehabilitation Counselors (CRC), as well as Licensed Professional Counselors (LPC) in the State of Arizona. Upon graduation, students in this specialization are qualified to work with individuals with a variety of disabilities (i.e., physical, emotional, cognitive, mental illness, substance abuse) in both public (i.e., governmental) and private settings. As practitioners, they will collaborate with individuals with disabilities and their other service providers to achieve their personal, career, and independent living goals in the most integrated setting possible.

B. Training Model and Philosophy

The MA Counseling curriculum provides a foundation of basic knowledge and skills in Counseling. Given the range of professional work settings and roles in which counselors can function, the curriculum philosophy must be substantive and flexible but not so much that it confounds the intent and ethics of practice. That philosophy must guide students across their professional development phases in the broader and specialized domains of counseling, psychological assessment and diagnosis, evidence-based interventions, and research and program evaluation. The program philosophy is guided by the “scholar-practitioner” training model. The role of the counselor as a scholar-practitioner is highly consistent with the conceptual framework adopted by the COE’s emphasis that the professional educator is a reflective decision maker. The MA Counseling philosophy conceptualizes the counselor as a collaborator and facilitator. That counselor will apply a range of counseling principles and theories, evidence-based assessment, and intervention procedures to health-related

issues within a multicultural and anti-racist lens. In addition, counselors will engage in life-long learning and contribute to advancements in the profession either through professional associations and serving as leaders in national, state, and local professional organizations that advance counseling practices.

The MA Counseling Program is predicated on the belief that the best way to help others is to assist them in the achievement of goals and resolve environmental, and emotional and personal barriers. The Program philosophy is developmental, and its graduates understand that as people navigate life, they encounter and negotiate personal, emotional, and environmental challenges. Anyone, therefore, can benefit from counseling regardless of concern – be it emotion-related, personality-related, disability-related, career-related, or related to a serious and persistent mental health disorder. Most importantly, the MA Counseling Program is anchored in an empowerment perspective focused on helping individuals assume control of and responsibility for their lives to live in an informed and autonomous manner that benefits their social systems and communities.

D. CLRC Specialization

Clinical Rehabilitation has its origins in both world wars and, consequently, state-federal vocational rehabilitation programs. Today, Clinical Rehabilitation is a vibrant specialization encompassing new roles for counselors within a variety of settings. Rehabilitation counselors engage a counseling process which includes respect, communication, goal setting, and change through self-advocacy, psychological, vocational, social and behavioral interventions. Rehabilitation counselors utilize many different techniques and modalities, including, but not limited to:

- assessment and appraisal
- diagnosis
- service planning
- utilization review (UR) where medical personnel are absent
- career counseling
- psychoeducational and prevention programs
- individual and group counseling interventions focused on adjustment to the medical and psychosocial impact of physical and mental/emotional disabilities
- brief and solution-focused therapies for children, youth, young adults, elderly, families, couples, groups
- crisis response and management
- case management
- referral and consultation services among multiple parties and regulatory systems, service coordination
- licit and illicit substance treatment
- research
- treatment and program evaluation
- interventions to mitigate/remove environmental, vocational, and attitudinal barriers
- job analysis, job development, and placement services (includes work support and job accommodation)
- consultation about and access to rehabilitation and assistive technology

Rehabilitation counselors are trained to provide essential services to persons with disabilities, including counseling. This expanded scope of practice includes case management, advocacy, and consultation. As a result, rehabilitation counselors are uniquely positioned to work in rehabilitative, mental health, vocational, partial hospitalization, hospital, and forensic settings.

The CLRC specialization enjoys a rich history in Arizona and at the national level. The MA Rehabilitation Counseling Program was established in 1961, with the first class graduating in 1963. Students are from diverse racial and ethnic backgrounds as well as disabilities. The Rehabilitation Program, ranked 6th nationally by US News and World Report (2013), is the only program approved by the Arizona Board of Regents to deliver academic degrees in Rehabilitation in Arizona. The Program has the further distinction of being the first CORE (Council on Rehabilitation Education) accredited

American Master's program (1975) and, in Fall 2014, CACREP-accredited. Even the undergraduate Rehabilitation Program was the first CORE registered Bachelor of Science program in the United States (1999).

Faculty recognize the importance of scholarships and have expended a considerable amount of effort to obtain grants to meet student and potential student financial needs. The CLRC specialization has a long history that continues today for grant activities (e.g., Rehabilitation Services Administration long-term training grant) and community services (e.g., Technical Assistance and Continuing Education grant). Currently, an Arizona Rehabilitation Services Administration (RSA) ISA provides financial support to AZ RSA personnel who wish to qualify for the CRC examination, improve supervisory skills, and earn the Counseling MA. Additionally, a five-year RSA grant is nearing its conclusion in allowing non-RSA students access to financial support as well as hands-on experience in the Arizona RSA system.

Clearly, rehabilitation counselors have excellent career opportunities in public and community mental health counseling programs; vocational rehabilitation; community-based rehabilitation and case management settings; residential, hospital, partial, and outpatient psychiatric and substance treatment programs; independent living; and assistive technology programs/businesses.

More information on the history and practice of rehabilitation counseling: <http://www.crccertification.com/>

F. CMHC Specialization

Clinical mental health counseling is a relatively modern profession, but its roots can be traced back to ancient times when philosophical and religious leaders provided guidance and support to individuals.

The 19th century marked the emergence of psychiatry as a medical discipline. Pioneers like Philippe Pinel in France and Dorothea Dix in the United States advocated for humane treatment of the mentally ill and the establishment of mental asylums. Sigmund Freud's development of psychoanalysis at the turn of the century introduced the idea that talking about problems could be therapeutic. In the early 1900s, Frank Parsons initiated the vocational guidance movement, which is considered the precursor to modern counseling. His work emphasized the importance of helping individuals find suitable careers based on their interests and abilities. In the 1940s and 1950s, Carl Rogers developed client-centered therapy, emphasizing empathy, unconditional positive regard, and the therapeutic relationship. This shifted the focus from a purely medical model to a more holistic, client-centered approach.

The two World Wars had a significant impact on the development of clinical mental health counseling. The need to address the psychological effects of war on soldiers led to advances in psychotherapy and the establishment of counseling as a distinct profession.

The latter half of the 20th century saw the formal establishment of clinical mental health counseling as a profession. The American Counseling Association (ACA), founded in 1952, played a crucial role in setting ethical standards and advocating for the profession. Various counseling theories and techniques emerged, including cognitive-behavioral therapy (CBT), family systems therapy, and multicultural counseling. These approaches expanded the scope and effectiveness of counseling. The 21st century has seen an integration of different therapeutic approaches and a focus on evidence-based practices. There is also a growing emphasis on mindfulness, multicultural competence through anti-racist lens and addressing the diverse needs of clients.

Recently, technology have transformed the field, with telehealth becoming an important modality for providing counseling services, especially highlighted during the COVID-19 pandemic. Modern clinical mental health counseling increasingly incorporates holistic approaches, considering physical, emotional, and social factors, and emphasizes preventive care and wellness. There is a growing societal recognition of the importance of mental health, leading to increased demand for counseling services. The most current trends recognized in counseling field are as follows: Counselors are actively involved in advocacy to improve mental health policies and access to services. Counselors are engaged in ongoing research in mindfulness practices, neuroscience, trauma-informed care, inclusion of diverse populations, and counseling practices to enhance the effectiveness and reach of clinical mental health counseling.

Clinical Mental Health Counselors utilize interviewing, assessment, diagnosis, counseling theory with multicultural competence, social justice and advocacy skill to empower individuals in various settings. Clinical mental health counselors work in a variety of settings, providing services to individuals, families, and groups. Here are some common places where you can find them working:

1. **Private Practice:** Many clinical mental health counselors operate their own private practices or work in group practices, offering therapy and counseling services to clients on an outpatient basis.
2. **Community Mental Health Centers:** These centers provide a wide range of mental health services to the community, including individual and group therapy, crisis intervention, and case management.
3. **Hospitals and Clinics:** Counselors may work in general hospitals, psychiatric hospitals, and specialized mental health clinics, providing both inpatient and outpatient services.
4. **Schools and Universities:** School counselors and college counselors work in educational settings, offering support to students dealing with academic, social, and emotional issues. They also help with career planning and development.
5. **Government Agencies:** Counselors can be found in various government settings, including public health departments, correctional facilities, and military bases, providing services to specific populations such as veterans, inmates, and active-duty military personnel.
6. **Nonprofit Organizations:** Many counselors work for nonprofit organizations that focus on specific issues such as substance abuse, domestic violence, homelessness, or youth services.
7. **Employee Assistance Programs (EAPs):** Some counselors work within EAPs, which are employer-sponsored programs designed to help employees deal with personal problems that might affect their job performance and well-being.
8. **Rehabilitation Centers:** Counselors in these settings work with individuals recovering from substance abuse, physical injuries, or other disabilities, helping them to regain their independence and improve their quality of life.
9. **Residential Treatment Facilities:** These facilities provide intensive therapeutic services for individuals with severe mental health issues, addiction, or behavioral problems in a structured environment.
10. **Crisis Intervention Services:** Some counselors specialize in crisis intervention, working in emergency services, hotlines, or crisis centers to provide immediate support to individuals in acute distress.
11. **Online Counseling Platforms:** With the rise of telehealth, many counselors offer services through online platforms, providing therapy sessions via video conferencing, phone calls, or chat.
12. **Court Services:** Some court systems have specialized programs, such as drug courts or mental health courts, family court services where counselors play a key role in providing treatment and support to participants as part of an alternative sentencing program. Courts may mandate counseling for individuals involved in legal proceedings, such as domestic violence cases, child custody disputes, or substance abuse issues. Counselors provide the required therapeutic interventions and report progress to the court. Some counselors with additional training may serve as an expert witness.
13. **Probation and Parole Services:** Counselors may work with probation and parole officers to provide support and therapy to individuals transitioning from incarceration to community living. This can include addressing substance abuse, anger management, and reintegration challenges.
14. **Juvenile Justice Services:** Counselors work with juveniles in the court system to provide assessments, therapy, and support services aimed at rehabilitation and preventing recidivism. This includes working in juvenile detention centers and community programs.

CHAPTER III

MA COUNSELING PROGRAM ADMISSION

A. Admission Standards

All applicants to the UArizona's MA Counseling Program submit applications and must be accepted by the Graduate College and the DPS Department.

Minimum Graduate College entrance requirements for the Counseling MA Program:

- a. Completed BA/BS from an accredited institution with a
 - Grade Point Average (GPA) of at least 3.0 on a 4.0 scale during the last 60 credit hours **OR**
 - 12 credits of graduate coursework from an accredited institution with a GPA of at least 3.0 on a 4.0 scale.
- b. Completed application, official undergraduate and graduate transcripts, and payment of Graduate College application fees.
 - Application deadline for admission to Fall term is **January 15**.
 - Based on resources, including availability of faculty advisors, the department will limit the number of applicants accepted.
 - Admission application and information are on the Graduate College Website:
<http://grad.arizona.edu/admissions>
- c. Completed Personal Data Form.
- d. TOEFL: Total and TWE scores must be submitted for students for whom English is a second language.
- e. Statement of Purpose: 1-2 page, double-spaced applicant statement regarding the desire to pursue graduate studies, long-range professional goals, and experience working with diverse communities or persons.
- f. Letters of Recommendation: Completed by three persons (including one current/past supervisor) who attests to successful work experience and/or potential as a counselor.
- g. Interview: Following the initial screening of the above materials, an applicant may be invited to interview. The MA Counseling Program reserves the right to request an in-person or other format for the interview.

B. Matriculation and Enrollment

Contact your Degree Counselor, Kristi Davenport (kdavenport@arizona.edu) with questions or concerns.

When a student is accepted to the MA Counseling Program, the student, following the mandatory August New Student orientation (3rd week August from 9AM to 1PM), will:

1. Contact the advisor assigned in the acceptance letter to
 - a plan first semester courses (see course list Appendix B)
 - b register for the courses
2. Develop a Plan of Study (POS) for a total of 60 credits
 - a **core** 48 graduate credits
 - b **specialization** 12 graduate credits
 - c **additional courses** required by supportive academic funding agreements
3. Maintain a minimum GPA of 3.0 -- "B" or better -- in all coursework. A "C" requires repeating the course.
4. End of second semester: Complete and submit the POS to the Graduate College. One requirement that must be met before you're awarded a degree: all GradPath forms must be submitted and approved.

There are two very important links,

- a Departmental forms: <http://www.coe.arizona.edu/dps/students> .
- b GradPath Forms at <http://grad.arizona.edu/gsas/gradpath>.

To access GradPath:

*Go to UAccess.arizona.edu

- *Click on the link to the Student Center
- *Log in
- *GradPath forms from the “other academic” drop down menu
- *Click on the double blue arrow
- *Select GradPath forms

First form to complete: **Responsible Conduct of Research Statement.**

Next, you will be able to create, fill out and submit a POS.

When you submit the POS, it will be routed to various reviewers(advisor is one) in your department, before the Graduate College.

After the POS is approved by all reviewers, you will be cued to complete and submit the **Master’s/Specialist Committee Appointment** form. The form is required even though you do not have a committee. Simply list your advisor’s name.

The **Master’s/Specialist Completion Confirmation** will need to be submitted by your graduate coordinator.

- c. Graduation Requirements
 - a. **Master’s/Specialist Committee Appointment Form:** Important milestone. Submit in GradPath. Without this, the degree will not be completed and the diploma will not be is not awarded.
 - b. Contact regarding Convocation questions, or where to register. After completing the online Convocation registration, contact Tracy Kenyon, tekenyon@arizona.edu or Student Services Office at 621-7865.
 - c. Practicum 5 pre-requisite courses: **minimum grade of “B” in each course:**
 - *SERP 546 - Counseling Skills and Techniques **AND**
 - *SERP525 - Counseling Theories **AND**
 - *SERP 565 – Intro to Clinical Mental Health and Rehabilitation Counseling
 - *SERP 588 – Ethics **AND**
 - *SERP 547 - Group Counseling - can be taken prior to or concurrently with first Practicum.
- 5. Students will register for, complete, and pass the comprehensive exam -- **Counselor Preparation Comprehensive Examination (CPCE)** -- the last semester before graduation. A passing grade is based on each year’s national average cut-off score.
- 6. Complete all course work and register for graduation. Refer to the graduation deadlines online at the Graduate College website for commencement and information regarding deadlines:
<http://grad.arizona.edu/academics/degree-certification/deadlines-for-graduation>

c. UAccess

This is the UArizona portal to all personal information: courses schedule for the current semester, outstanding fees, links to course readings in the digital library and Desire 2 Learn (D2L), grades, and the Student Academic Progress Report (SAPR).

d. SERP Course Registration through UAccess

1. Go to UAccess: <http://uaccess.arizona.edu/>
2. Click on “Student Center”
3. Log in using UANetId
4. In Academics section, click on “Enroll”
5. You’ll be taken to Add Classes screen
6. Click on SEARCH tab at the top of screen

7. You'll be taken to the Search Criteria screen
8. For TERM, select the semester you want to register for
9. In SUBJECT, type in or select SERP
10. For CAMPUS verify it says UAOnline
11. Click green **SEARCH** button. All SERP courses will populate on the screen
12. Scroll to select your class. **CAUTION**: Be sure it's a Counseling MA course. Many SERP courses are not
13. Click on "Enroll" at the bottom of screen to register for the course.

CHAPTER IV MA COUNSELING DEGREE

A. Academic Advising

Each student is assigned an advisor, an advisor who's responsibilities include:

1. POS approval – cannot see POS outside of this action.
2. Monitor student progress and complete annual disposition evaluation.
3. Determine readiness for field experiences – Practicum first, Internship after coursework completion.
4. Approve field experience placement.
5. Advise about employment possibilities.

Current MA Counseling Program Advisors

Dr. Brian Clarke, bclarke14@arizona.edu
 Dr. Michael Hartley, mthartley@arizona.edu
 Dr. Marcela Kepič, mkepic@arizona.edu
 Dr. Vanessa Perry, vmpperry@arizona.edu
 Dr. Camelia Shaheed, camysmarvel@arizona.edu

It is the student's responsibility to contact the assigned advisor for an appointment. Students should meet regularly with their assigned advisors. Group advising meetings can replace individual meetings, but content will be more generic.

1. Course scheduling, while designed to accommodate full-time and part-time students, cannot meet each student's unique needs. That is impossible.
2. This 60-credit degree can be completed, **at a minimum**, in two full-time years that include summer courses.
3. Most students should plan to complete this degree in 2-3 years.
4. Before the **first** field placement – Practicum (always 3 units) -- 5 courses must be completed with a grade of "A" or "B".
5. Practicum is the first field placement, one Practicum at a time.
6. Practicum and Internship (12 credits) are never taken together or in consecutive semesters- they are courses to be attended in addition field placement work.
7. Extra Practicum hours are extra Practicum hours, not Internship hours.
8. A maximum of one non-core course can accompany the Internship (12 credits).
9. Internship can be taken as 12 credits or evenly split between two consecutive semesters.

B. Course Sequence, MA Counseling Program Plan of Study (POS), and Student Expectations

Course sequence refers to the order in which courses are completed. The course sequence exists to ensure course content is layered and continuous, as well as methodical and logical. In that way, knowledge transfer informs professional development. Taking courses out of sequence can negatively influence student success and can also delay graduation since most courses are offered once an academic year.

A student's POS for the MA Counseling has four (4) objectives:

1. Provide two specializations –CMHC & CLRC. See Appendix B for core and specialization courses, and Appendix C for full-time and part-time course sequence recommendations.
2. Offer a broad curriculum anchored in the scholar-practitioner training model.

3. Consistent with current accreditation and professional curricular criteria – CACREP, ACA (Appendix A).
4. Permit Program graduates to seek national and Arizona professional certification and licensure.

The MA Counseling Program requires a minimum of 60 credits. Students wishing to transfer courses from another university will submit a petition to the student's academic advisor. *A maximum of 12 credits can be transferred.* The MA Counseling Program reserves the right to require courses completed more than five years prior to admission be repeated. The student, in collaboration with the assigned advisor, is responsible for submitting a POS to the Graduate College no later than the end of the second semester in residence. All deficiencies must be satisfied before the Plan of Study is approved.

Students can access general course descriptions in the Academic Catalog (<http://catalog.arizona.edu/>) with an explanation for the course numbering system in the Graduate College website (<https://grad.arizona.edu/academics/course-listing-and-numbering>). All courses are three credit hours unless otherwise specified.

C. Counselor Preparation Comprehensive Examination (CPCE)

MA Counseling Program students will pass the CPCE the last semester before graduation (<https://www.cce-global.org/assessmentsandexaminations/cpce>). There are two (2) ways to take the CPCE exam and two costs.

1. \$75 CPCE: The Anywhere Proctored Browser (APB)/Internet-Based Testing (IBT) option, administered at school.
2. \$150 CPCE: The Computer-Based Test (CBT) option, administered at other locations.

Inability to Pass a Comprehensive Examination

MA Counseling Program students will follow the steps below if they do not pass the CPCE:

1. The student will participate in an Oral Comprehensive Examination (OCE, ~45-60 minutes). Information: <https://www.cce-global.org/>
2. Prior to the scheduled day and time of the OCE, the student will receive explicit instructions, a case scenario, and all information necessary to successfully participate in the examination.
3. If the student does not pass the OCE, the student will retake the CPCE a second time.
4. If the student does not pass the second CPCE, faculty will convene, review the student's circumstances, and develop a plan of action.

CHAPTER V SUPERVISED CLINICAL PRACTICE IN COUNSELING (Field Placement)

The MA Counseling Program supervised clinical practice experiences are carefully integrated into the Program at explicit points to serve the following functions:

1. Refine supervised clinical experiences obtained in applied courses in the MA Counseling Program,
2. Translate scholarly knowledge into practice within applied settings under site and faculty supervision.
3. Apply evidence-based assessments and interventions learned in courses.
4. Demonstrate understanding and growth from professional setting service delivery experiences.
5. Receive formative and summative feedback from site and faculty supervisors regarding professional disposition, skills, and competencies.

All students complete, unless otherwise agreed, one Practicum (100 hours minimum) and one Internship (600 hours minimum) in their specialization.

The first field experience is the Practicum. The last field experience and course is the Internship. Practicum and Internship are never taken together or in consecutive semesters. **All one-semester Internships less than 12 units will be pre-authorized by the assigned Faculty Advisor and confirmed with the Program Director.**

A. Supervised Clinical Practice Resources

The MA Counseling Program has strong affiliations with many on- and off-campus organizations approved for supervised clinical practice experiences. The affiliations, directed by the Clinical Placement Coordinator, provide students with a broad range of opportunities to develop consultation, therapy, assessment and diagnostic, and direct intervention skills under the direct supervision of qualified community professionals and faculty.

All students will discuss available and “best fit” Practicum and Internship opportunities with the MA Counseling Program Clinical Placement Coordinator, Elissa Munoz-Tucker. No placement is “complete” until the Clinical Placement Coordinator approves the placement.

Before the student meets with any service recipient, five requirements will be met:

1. Student purchases Tevera the first two (2) weeks of the Semester 1 of the MA Counseling Program (one-time, non-refundable ~\$245). The purchase is a mandatory assignment in one courses: SERP 525 Counseling Theory.
2. Clinical Placement Coordinator approves the site + Site Supervisor credentials
3. Site Agreement is fully completed, signed, and dated by (typically complete one semester in advance)
 - a. Site Supervisor
 - b. Back-up Site Supervisor
 - c. MA Counseling Program student
 - d. Faculty assigned to the Practicum or Internship course.
4. Proof of liability insurance is a legal and ethical imperative. The liability policy must cover every day of the supervised clinical practice experience without exception and regardless of financial burden (~\$100 per year).
5. Proof of the Arizona Level One Fingerprint Clearance card (background check).

All supervised clinical practice documents and other Program documents are submitted into the Tevera platform.

Practicum, Internship, and Telehealth

This is an in-person program. Telehealth services may be beneficial and yet, still challenging and debated among seasoned practitioners and scholars. Thus, telehealth field hours must account for a small portion of Practicum and a slightly larger portion of Internship. Students must first demonstrate competence with in-person skills before they engage in full telehealth services.

That said,

Practicum: no more than 10 of 40 direct hours are provided via telehealth

Internship: no more than 120 of 240 direct hours are provided via telehealth

B. Practicum (first field placement, minimum 100 hours, 3 credits)

Practicum is never completed with or in consecutive semesters with Internship.

The MA Counseling Program Practicum will adhere to the scholar-practitioner orientation and with the established legal, ethical, and Council for the Accreditation of Counseling and Related Programs (CACREP) and ASCA standards. When possible, Practicum will be at sites appropriate to the student’s developmental phase and professional goals, Students will refer to the Clinical Practice Manual for Students & Faculty for a complete list of requirements, goals, objectives, and responsibilities.

Students will

1. complete a minimum of three (3) recorded counseling sessions across the span of the placement **OR**
2. provide documentation the Site Supervisor observed the three counseling sessions across the span of the placement.

Site and faculty supervisors may request additional recordings or live observations to support skill development and evaluate professional disposition and competency. Adequately spaced recordings and observations are the only mechanisms by which the MA Counseling Program student can demonstrate counseling skill competency requisite to professional development and for Site Supervisor and faculty to ensure such development.

C. Internship (final field placement, minimum 600 hours, 12 credits)

Internship is never taken with or in consecutive semesters with Practicum.

All one-semester Internships less than 12 units will be pre-authorized by the assigned Faculty Advisor. The faculty advisor will alert the Program Director.

Internship is a more intensive experience in length and content where the MA Counseling Program student will demonstrate broader skills and greater professional function. When possible, Internship will be at sites appropriate to the student's developmental phase and professional goals, Students should refer to the Clinical Practice Manual for Students & Faculty for a complete list of requirements, goals, objectives, and responsibilities.

Based on the student's progress, the student may be asked to

1. complete a minimum number of recorded counseling sessions across the span of the placement **OR**
2. provide documentation the Site Supervisor observed three counseling sessions across the span of the placement.

Site and Faculty Supervisors may request additional recordings or live observations to support skill development and evaluate professional disposition and competency. Adequately spaced recordings and observations are the only mechanisms by which the MA Counseling Program student can demonstrate counseling skill competency requisite to professional development and for Site Supervisor and faculty to ensure such development.

SAMPLE of Supervised Clinical Practice Sites

Las Familias Counseling Agency (internship)
Tu Nidito
Palo Santo (private practice)
AZ Center for the Blind & Visually Impaired (ASL required)
Native American Connections (Phoenix)
Arizona School for the Deaf & Blind (ASL required)
Phoenix National Council on Alcoholism and Drug Dependence (NCADD)
Office of Special Education and Rehabilitative Services (OSERS)
Beacon Group
UArizona Counseling and Psychological Services (CAPS)
Direct Independent Living
Cedar Ridge Counseling
Child Family Resources (internship)
CODAC
DES/RSA
Providence of Arizona
Easter Seals Blake Foundation
Focus Employment Services
Helping Associates Inc.

Key graduate study facts:

Summers and Faculty

Some faculty work only Fall and Spring terms, others work all year. Please be sensitive to the differences in faculty contracts across the academic year. Find out which contract your assigned advisor selected.

Field Placement Termination

Before taking action or “waiting for something to change”, MA Counseling Program students will immediately disclose to the Faculty Supervisor all concerns. Reasons for placement termination include, but are not limited to, the student’s (a) inability to perform the essential functions of the placement; (b) MA Counseling Program student concerns regarding the site or Site Supervisor.

1. If an MA Counseling Program student wants to terminate a site placement, the MA Counseling Program student will:
 - a. Immediately discuss concerns with the Faculty Supervisor.
 - b. If the MA Counseling Program 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 apply discretion to wave the two-week notice.
2. If an MA Counseling Program student is terminated from their assigned site, regardless of reason, will immediately alert the Faculty Supervisor. The student can expect one or more of the following to occur:
 - a. A thorough review by the Faculty Supervisor of all the circumstances surrounding the incident.
 - b. A Growth Plan with the Faculty Supervisor and assigned advisor.
 - c. A failing grade (“E”) for the Practicum or Internship.
 - d. An additional field experience, without credit for previously worked hours, to demonstrate professional development.
 - e. Severance from the MA Counseling Program.

Site Supervisor and Faculty Supervisor Observation-Based Feedback

Mandatory observation-based feedback to the MA Counseling Program student is according to current ethics codes and supervisory best practices. Site and Faculty Supervisors will each observe or listen to a minimum of three (3) session recordings evenly spaced across the semester. If MA Counseling Program students cannot record sessions for Faculty Supervisor review, the Site Supervisor will observe three (3) sessions evenly spaced across the semester or ask the MA Counseling Program student to make in-house recordings for in-house review. Site Supervisors will delete each recording directly following the review and will complete the Tevera Session Observation Feedback Form as part of the MA Counseling Program student’s field placement record.

If MA Counseling Program students cannot record sessions for Faculty Supervisor review, the Site Supervisor will observe the three (3) sessions or ask the MA Counseling Program student to make recordings for in-house use. Site Supervisors will find the form for observed sessions in Tevera, complete it, and share it with the Faculty Supervisor.

MA Counseling Program Student Educational-Professional Development Priority

Practicum experiences influence Internship experiences, which influence post-graduate employment experiences. As such, (a) timely - start, middle, end of semester - and proactive communication between the Site Supervisor and the Faculty Supervisor as well as (b) the ethical best practice of observation-based feedback to the students is key to the MA Counseling program student’s educational and professional development.

Mandatory Purchases

- a. Course texts and other materials
- b. Student liability insurance for field placements (~\$100).
- c. Fingerprint clearance card for field placements (~\$75)
- d. Tevera (one-time, non-refundable, ~\$245) for course-related documentation and field placements forms: Site Agreement, Activity Logs, Mid-term Evaluation, Final Evaluation. The Faculty Supervisor will remind MA Counseling Program students of the mid-term and end-of-term student evaluation. This membership provides lifetime Tevera access often necessary for post-graduation licensure or certification applications. The purchase is done through the bookstore and links for purchase are available through email and D2L in the counseling course SERP 525 Counseling Theory.

- e. Counselor Preparation Comprehensive Examination (CPCE, ~\$75-150)
- f. Computer with word processing (WORD, Excel, and other programs are free to UArizona students)
- g. Reliable internet access

Personal, not Confidential, Information

Some courses will require students to share personal information (Counseling Skills, Group Therapy). The instructors will discuss the details of the activities. MA Counseling Program students can participate by sharing low to medium level personal information. The expectation is never for high level personal information.

Classroom Diversity

Some students attend UArizona and participate in the MA Counseling Program as members of legally contracted Intergovernmental Service Agreements (ISAs) to attend online courses. That should not be interpreted to mean MA Counseling Program students can participate similarly. ISAs are unique and complicated legal agreements that involve a plethora of behind-the-scenes activities that differ from the MA Counseling Program. The DES-AZ RSA ISA includes, at a minimum, the following courses:

- SERP 565: Intro to Rehabilitation & Mental Health Counseling
- SERP 585: Career & Vocational Planning
- SERP 587: Lifespan Development & Disability
- SERP 554: Motivational Interviewing
- SERP 580: Medical Aspects of Disability
- SERP 599: Supervision for Supervisors

CHAPTER VI STUDENT RESOURCES

The MA Counseling Program encourages students to participate in a myriad activities that increase self-awareness and facilitate success during their graduate academic journey.

A. Student Support Services

1. The Strategic Alternative Learning Techniques (SALT) Center

SALT Center is a freestanding, fee-based (<http://www.salt.arizona.edu/admissions/fees.shtml>) department within the Division of Campus Life that serves the needs of many students diagnosed with Learning Disabilities or Attention Deficit Hyperactivity Disorder (ADHD). SALT students receive individualized educational planning and monitoring, assistance from trained tutors with course work, and an array of workshops geared toward the individual academic needs of these students. Additionally, students can use the SALT computer lab (complete with an array of assistive technology) and/or "drop-in" to either the SALT Writers Lab or the SALT Math Lab, both staffed with highly trained tutors. The SALT Center also provides students with information on other resources.

Students who request SALT services are assigned a Learning Specialist. These individuals assist students as they navigate through UArizona. Learning Specialists are trained to encourage, accept, and create a safe environment for students to prosper. A safe atmosphere enables students to collaborate with Learning Specialists on unique Individualized Learning Plans that meets each student's postsecondary academic needs.

2. UArizona Counseling and Psychological Services (CAPS)

CAPS, located in the Campus Health Service building, offers counseling to students to help them achieve their educational goals. Licensed professionals provide brief treatment for eating/body image, suicidality, difficulties with relationships, family problems, alcohol and drug concerns, and life crises among other issues. Other available services include telephone consultation, online screenings and support groups. There are also classes specifically for graduate students on strategies for success.

3. Disability Resource Center (DRC)

The DRC collaborates with UArizona students, faculty and staff to create usable, equitable, sustainable, and inclusive environments. DRC staff partner with students and faculty to find solutions or reasonable accommodations to environmental barriers. DRC re-imagines courses with faculty, considering various characteristics students bring to the classroom. They help create educational experiences that will be meaningful to students and instructors. Such successful partnerships translate into accommodations such as notetaking, extended test time, interpreters, etc. Additional information is available at <http://drc.arizona.edu/students>.

4. Financial Assistance

UArizona maintains the Office of Financial Aid in the Administration Building for student loans such as federal Stafford loans, university scholarships, scholarship loans from various private foundations, in addition to scholarship funds and tuition waivers through the Office of the Associate Dean of the Graduate College for students from diverse backgrounds.

Although funding is never guaranteed, DPS has offered some financial assistance in the form of tuition remissions, scholarships/fellowships, and assistantships. When opportunities arise, Program faculty inform students of all available funding sources. Students should contact assigned advisors or the MA Counseling Program Director for information on possible sources of funding. Students are also urged to contact the Graduate College and the Psychology Department for possible funding opportunities and discuss their financial needs with the Office of Financial Aid, Administration Building – Room 203, Tucson, AZ 85721. (520) 621-1858 or email at askaid@arizona.edu.

B. Research and Study Resources

1. University Information and Technology Services (UITS)

The UITS Lab is located on the subfloor of the COE building, and is available as an electronic classroom equipped with 20 student machines containing the latest software. Also on the same floor is a room for distance education and videotape editing rooms. Computer equipment from the UITS can be borrowed both by faculty and students for making presentations in classes. For further information, visit the UITS website: <http://oscr.arizona.edu> or 520- 621-6727.

2. Center for Computing Information Technology (CCIT)

The CCIT/UITS houses the University's mainframe computers, linked to personal computers in the COE. Educational and informational facilities are also available there as well as a technical reference room with reference manuals, various technical books, and periodicals. Many CCIT publications are available. The Center provides programming consulting services and conducts non-credit short courses open to the public. For further information about their services visit the UITS website at <http://uits.web.arizona.edu/> or 520-621-2248.

3. Main, Science, Banner University Medical Center, College of Law Libraries

The UArizona Main and Science Library system contains more than 1.5 million books, bound periodicals, microforms, maps, government publications and other materials. The library is committed to providing all possible support services to students to facilitate their learning and obtaining scholarly documents either within the library system, through inter-library loan, or via online computer database searches by visiting <http://www.library.arizona.edu>. The library even emails documents to students upon request.

The Arizona Health Sciences Library (AHS) is a member of the National Network of Libraries of Medicine founded by the National Library of Medicine (NLM) and serves as the designated resource library for Arizona through the Pacific Southwest Regional Medical Library Service (PSRMLS). The Arizona Health Sciences Library is a founding member of the Arizona Health Information Network (AZHIN). In addition to AHSL, the AZHIN consortium is made up of the University of Arizona, the major teaching hospitals in Arizona, and a

growing number of other Arizona health-related organizations.

The UArizona Medical Center Library's primary purpose is to serve the students, faculty, and staff of the UArizona Colleges of Medicine, Nursing, and Pharmacy, as well as University Medical Center. A strong secondary purpose is to serve as an informational resource for licensed health-related personnel throughout the state. Library collections are also accessible for other members of the UArizona community who have need of material found only in this library. The library maintains a state-of-the-art information retrieval system enabling students to locate references by computer from their homes or from University offices. The AHS library collection contains 225,195 cataloged volumes, 95,357 monographs, 129,838 journals, micro fiche/files/cards 1799, and 90 computer software(s)/CD-ROM.

The College of Law Library is one of the best legal research facilities in the Southwest, with over 300,000 volumes. The latest in computer-based legal research is available through LEXIS and WESTLAW alongside a computer lab for word processing, computer assisted legal instruction, and research.

4. Office of the Vice President for Research

The Office processes all sponsored research proposals submitted by faculty, students, and staff; maintains records of all sponsored research, assists the faculty and staff in certain aspects of proposal preparation, and helps in locating sponsors for research projects. A computerized information system maintained by this office can produce various reports on many aspects of the University's total research program. Information contained in reports generated by this office is available to the public and local/state government agencies. A collection of books and periodicals that provide information on the research programs of many federal agencies and foundations is available in this office. Copies of monthly publications that provide information on research programs that have recently been announced also are on file. For further information visit <http://vpr.arizona.edu/>

CHAPTER VII ADDITIONAL INFORMATION

A. Coursework, Grades, Tevera

1. Course Syllabi

At the beginning of each semester, instructors are required to provide students with a course syllabus that specifies course content, requirements and grading, and expectations of student across the semester. The syllabus is considered a contract between the professor and each student. Students should save syllabi in case they are required months or years later when seeking certification and licensure. The syllabus is subject to change by the instructor with reasonable notice.

2. Desire2Learn (D2L)

D2L provides instructors and students with an online platform for traditional, online, and hybrid courses. Students can find notices, course syllabi, readings, assignments, quizzes, grades, course files, classmate lists, assignments, and online discussions in D2L. 24/7 help and support is available: (520) 626-6804, (<https://help.d2l.arizona.edu/>).

3. Tevera

Tevera is a data management tool that makes site placement, field time tracking, course assessment, and evaluation easy for all stakeholders in one collaborative platform. All students, faculty, and site supervisors will be using Tevera throughout the program. Recently, Tevera was incorporated by Lumivero <https://lumivero.com/products/tevera/>

A mandatory and non-refundable purchase (~\$245 one-time). This platform is used for all supervised clinical practice documents as well as Program documents. The lifetime membership provides access to documents

necessary for post-graduation licensure or certification applications.

UArizona bookstore purchase: <https://shop.arizona.edu/Tevera?quantity=1>

Post-purchase login: <https://arizona.tevera.app/#/logon>

Attendance Policy (<https://deanofstudents.arizona.edu/policies/attendance-policies-and-practices>)

MA Counseling Program students who adhere to the following standards will not be penalized by this policy. Students are responsible for staying current with and completing coursework. Students who miss *any* academic work - not limited to assignments, tests, reflections, discussions, presentations – due to absence will make up the missed academic work within a reasonable time established by faculty without penalty, unless there is evidence the student did not fulfill obligations. Absence for any reason does not guarantee coursework due date extensions or rescheduling, especially when students do not communicate with faculty in a timely manner.

MA Counseling Program students engaged in Practicum or Internship (i.e., attending courses and field placement) who do not immediately communicate with Site and Faculty Supervisors and miss scheduled site appointments will have “abandoned” the site and clients. Such behavior will trigger a student, Site and Faculty Supervisor, and assigned faculty advisor meeting to discuss the circumstances, expectations, and consequences.

MA Counseling Program students will be punctual in class attendance and fully participate in the course. Since students may be permitted to add classes beyond the official start date, instructors should attend to student enrollment dates when assessing adequate participation. Students are responsible for communicating attendance issues with their instructors with as much notice as possible via visiting office hours, after class, or email. Two or more absences will trigger a meeting between the student, instructor, and student’s assigned advisor.

General Absences. Absences related to medical appointments, interviews, weddings, funerals, personal/vacation travel, jury duty, etc., are examples of absences student must discuss directly with each instructor for each course impacted to avoid loss of credit, etc.

Extended Absences. Students who miss more than one class meeting will provide documentation to the Dean of Students office (DOS-deanofstudents@email.arizona.edu (link sends e-mail)) to avoid loss of credit, etc. Documentation will be submitted *prior* to a planned absence, during an unplanned absence. Documentation examples include a doctor’s note, jury service verification, a letter from the Office of Institutional Equity, and other documents that demonstrate extenuating circumstances.

If the student is unable to offer documentation or communicate due to the nature of the situation, the student will contact the Dean of Students office so the office may better assess what supports the student needs. The Dean of Students Office will communicate the receipt of the documentation, with expected end date, to the instructor. The instructor will alert the full faculty.

Religious Accommodations. The UArizona Religious Accommodation Policy requires faculty to reasonably accommodate the religious needs, observances, and practices of students upon request. Students should make accommodation requests directly to their instructors with as much notice as possible.

Military Leave. While rare, active duty and ROTC students may have summer military training/orders that conflict with course schedules. Such students are responsible for alerting all instructors in advance since they are alerted in advance of their military leave. Faculty are encouraged to accommodate the students.

Dean’s Excuse/Excused Absence for Group of Students. A Dean’s Excuse provides excused absences for university-sponsored events/activities for academic, non-academic, and recognized student organizations. Only UArizona personnel can request a Dean’s Excuse for students. Students are responsible for ensuring documentation

is submitted appropriately, and for contacting instructors to initiate arrangements for missed coursework. Examples: student athletes, student body presidents, and student members of clubs/orgs representing the university. If a student must miss one or more classes for a university-sponsored event, the faculty or staff responsible for that event initiates a **UArizona Official Activity Excused Absence Request Form** from the Dean of Students Office (DOS). The Excuse is emailed to DOS-deanofstudents.email.arizona.edu. This form is intended for students missing one or more classes, *excluding finals*. For this reason, DOS will not approve absences beyond last day of class each semester.

Emergency Notifications. The Dean of Students Office provides emergency notifications in situations where students must be absent from class due to an emergency situation but are unable to contact their instructors due to their condition. Emergency Notifications are not excused absences.

- b. course participation
- c. course reading
- d. course assignments

4. Grades

At the end of each semester, students receive a grade – A,B, - E, P, S -- commensurate with their work. Practicum and Internship grades are Pass (P) and Superior (S). In this Program, if a student earns less than the equivalent of a B for Practicum or Internship, the student may not continue in the Program. According to the UArizona grading policies (per the latest edition of the Graduate Catalog), a “C” grade is a passing grade but does not demonstrate sufficient competence.

“I” (Incomplete)

An "I" may be awarded at the end of the semester under specific circumstances:

1. at least 75% of the coursework is completed at the level of at least a “B”.
2. student immediately (not at the end of the semester) communicates to the instructor when the following cannot be completed according to the course syllabus
3. Student understands the “I” does not undo already completed tasks and grades.
4. Student understands there is a maximum of one calendar year to remove the Incomplete.
5. Incomplete grades are not calculated in the GPA until one year from the date of its award.
6. Instructors will use the **Report of Incomplete Grade Form** to contract with the student about the pending coursework and before replacing the “I” with a grade (a facsimile of this process is included in the instructor’s Grade Roster when the “I” is originally entered). The instructor will specify
 - a. course tasks to be completed
 - b. when each course task will be completed
 - c. how the task will be graded
 - d. how the student's course grade will be calculated
 - e. Instructor and student signature on the agreement with copies for each
7. After the coursework is completed, the instructor assigns the appropriate grade. After posting, the new grade will be included in the student’s GPA calculation.
8. An “I” not removed within one year is replaced with a failing grade -- "E" – and will be included in the student’s GPA as such. If the student's cumulative GPA fall below 3.00 as a result, the student will not graduate.
9. **Rarely**, in Practicum, an “I” may be granted. Faculty reserve the right to require MA Counseling Program students to re-do the minimum 100 hours of Practicum the next semester based on the specific situation and faculty review of the student’s progress to date.
10. If a student fails Practicum, the student will need the assigned advisor’s written permission, following faculty review, before enrolling in the Program the following semester, or may be considered for dismissal from the program.

Independent Study

Independent courses differ from any on the existing MA Counseling curriculum. An MA Counseling student collaborates with an MA Counseling instructor on research or a project outside of or as an extension of the standard Counseling curriculum. Independent Study courses do NOT “replace” existing courses so they may be taken at a time other than when they are offered. Rare exceptions to the “replacement” standard can be presented to MA Counseling Program faculty on the **Independent Study Form** completed by the student and instructor prior to any action.

MA Counseling Course Withdrawal

Withdrawal from a course during the following weeks of any semester (see each semester calendar)

1. week 1 to end of week 4: The course is fully deleted from the student’s academic record.
2. week 4 to end of week 10 **AND** the student has a passing grade at withdrawal: A "W" (withdrawal) will appear on the student’s academic record.
3. After week 10: The student will receive a failing grade - “E”. For details about course withdrawal, see <http://grad.arizona.edu/academics/policies/grading-policies>

Grade Appeal Policy

An MA Counseling Program student may appeal a grade whether the course was taken on COE or another college. The appeal is a formal process that progressively involves the instructor, department head, and dean of the college that offered the course. It may involve a committee appointed by said dean to review and make recommendations.

1. Grade appeals do not have a specific form. The Graduate College neither process or participate in the appeal process.
2. **Grade appeals are not processed during Summer sessions unless the dean of the college in which the course was offered determines the case warrants immediate review.**
3. The student appeals a grade during the semester directly following the semester in which the grade being appealed was awarded.
4. Written verification of each step and tight adherence to a timeline is required.
5. The student details the reasons for the appeal in a formal letter, not a specific form.
6. Grade Appeal Policy and Timetable: see the University of Arizona electronic catalog.
7. The dean of the college that offered the course makes the final decision regarding the grade appeal.

Credit Transfer Policy

A student may request an evaluation to transfer graduate credit(s) to the MA Counseling Program via the **Evaluation of Transfer Credit (link is external)** form in UA GradPath.

1. Evaluation of credit transfer is done before the end of the student’s first year of graduate study.
2. MA programs: No more than 20% of the required units for a degree can be transfer units (e.g., a student in a 36-unit degree program may transfer no more than 7 units), excluding institutionally approved international dual degree programs.
3. Graduate certificate programs: The student will check the transfer unit limit for that specific certificate. Some certificate programs do not allow any transfer credit.

UArizona transfer policy: <https://catalog.arizona.edu/policy/acceptability-graduate-transfer-credit>

B. Technology, Social Media, Distance Counseling

This section is not about instruction methods for the in-person MA Counseling Program.

Counselors recognize that service provision is not limited to in-person, face-to-face interactions. Counselors actively attempt to understand the evolving nature of technology, social media, and distance counseling and how such resources may be used

to better serve clients. Counselors appreciate the implications for legal and ethical practice when using technology, social media, or distance counseling and are particularly mindful of limitations to confidentiality, access, and online behavior. Technology, social media, and distance counseling are changing the way we communicate and work, offering new models to engage with our clients, colleagues, and the general public.

Some benefits:

- enhance and embrace evolving communication styles
- expedite service provision
- reduce and/or eliminate barriers

Regardless of the technology or its application, counselors are held to the same legal and ethical level of behavior and competence as defined by the *Code of Professional Ethics for Counselors*. Some risks and limitations:

- confidentiality, privacy, and security
- actual or perceived unethical behavior
- inability to establish or maintain good rapport
- limited awareness of the client's full environment

Distance Technology Policy

Recommended text: This is an in-person MA Counseling Program that offers very few “online” courses. Only select courses are considered appropriate for distance learning, typically “elective” courses. Students should not confuse elective courses with core and required courses. For courses offered via distance technology, students will, naturally, use D2L online course (asynchronous or synchronous-via zoom) technology to complete online course.

IMPORTANT NOTICE: Some students attend UArizona and participate in the MA Counseling Program as members of legally contracted Intergovernmental Service Agreements (ISAs) to attend online courses. That should not be interpreted to mean MA Counseling Program students can participate similarly. ISAs are unique and complicated legal agreements that involve a plethora of behind-the-scenes activities that differ from the MA Counseling Program. The DES-AZ RSA ISA includes, at a minimum, the following courses:

- SERP 565: Intro to Rehabilitation & Mental Health Counseling
- SERP 585: Career & Vocational Planning
- SERP 587: Lifespan Development & Disability
- SERP 554: Motivational Interviewing
- SERP 580: Medical Aspects of Disability
- SERP 599: Supervision for Supervisors

MA Counseling Program students who are permitted to register for courses offered via distance technology will adhere to the following professional distance technology standards:

1. Students are responsible for a suitable internet connection. Struggling with a brittle connection during more than one class meeting is evidence the student must initiate alternate distance learning arrangements to adequately participate in the course and avoid disrupting the class milieu.
2. Students are appropriately dressed and upright in a chair.
3. Students participate according to graduate study standards, which are interactive.
4. Students arrive promptly at the designated class meeting time and remain until the designated end.
5. Student cameras are always on, excluding scheduled breaks.
6. Students are always on camera, excluding scheduled breaks.

C. Student Grievance Procedure

The Graduate College ensures students who believe they were treated unfairly have a method to resolve the situation. Consult the UArizona Student Handbook <http://grad.arizona.edu/academics/policies/grading-policies> for more

information.

D. Discrimination and Sexual Harassment Policy

A student who believes that he or she has experienced discrimination or sexual harassment should call the Affirmative Action Office at 621-9449. The student will be referred to an individual with expertise in these areas for confidential advice on handling the situation or filing a written complaint. Students with disabilities who would like information on University policies with regard to the Americans with Disabilities Act (ADA) should contact the Disability Resource Center at 621-3268 <http://drc.arizona.edu>. Students are also encouraged to access the Affirmative Action homepage <http://equity.arizona.edu> for information on discrimination, including sexual harassment, and the ADA.

E. Diversity and Inclusion Statement & Plan

Counseling as a profession addresses social justice, equity, systemic barriers, and antiracism in behavioral health settings, preK-12 schools, and communities. Since all these variables potentially impact personal development, counselors are charged to ensure the success of those served as models, leaders, change agents, and advocates who dismantle barriers while introducing antiracist, systemic prevention/intervention practices to bring about equity. The MA Counseling Program is committed to this call for counselors. The following plan meets the needs of the counseling profession, schools, and communities.

It also aligns with the strategic COE Diversity and Inclusion Plan

1. Needs Assessment and Program Alignment

- a. Ongoing needs assessment to identify specific inequities and systemic barriers in preK-12 schools, behavioral health settings, communities, and beyond.
- b. Align the MA Counseling Program's mission and goals with the identified needs, emphasizing the commitment to social justice, equity, and antiracism.

2. Diverse Student Recruitment

- a. Develop and implement targeted strategies to recruit a diverse body of students into counseling programs.
- b. Collaborate with outreach programs, community organizations, and schools to actively promote inclusivity in the application process.
- c. Work directly with cultural centers on campus to help connect prospective students with the MA Counseling Program.

3. Inclusive Learning Environment

- a. Implement a welcoming environment for students from diverse backgrounds and perspectives and recognize such as valuable resources for collective learning.
- b. Foster an inclusive culture that respects identity, including gender identity, sexuality, disability status, age, socioeconomic status, ethnicity, race, and religion, and other cultural identities.
- c. Implement universal design within the learning environment when applicable.

4. Curriculum Integration

- a. Integrate social justice, antiracism, and advocacy themes into every class, ensuring they are a common thread throughout the program's curriculum.
- b. Develop course readings, discussions, and assignments that focus on social justice, antiracism, identity, and advocacy in community.

5. Material Development and Presentation

- a. Create materials and activities that respect and reflect the diversity of identities.
- b. Ensure that materials are sensitive to gender identity, sexuality, disability status, age, socioeconomic status, ethnicity, race, and culture.

6. Leadership and Advocacy Training

- a. Provide training for students to develop leadership skills as systemic change agents and advocates.
- b. Emphasize the role of counselors as leaders in dismantling and removing barriers to achieve equity in schools and communities.
- c. Prioritize kindness as a norm and encourage collaboration towards becoming socially just and antiracist counselors.

7. Community Engagement and Partnerships

- a. Establish partnerships with local schools, behavioral health settings, and communities to actively address identified inequities.
- b. Engage students in real-world experiences that allow them to apply social justice, antiracism, and advocacy principles.

8. Continuous Evaluation and Improvement

- a. Implement regular evaluations of the program's effectiveness in promoting social justice, equity, and antiracism.
- b. Use feedback from students, faculty, and external partners to continuously improve the program and address emerging challenges.

9. Professional Development Opportunities

- a. Offer ongoing professional development opportunities for students, faculty, staff, and site supervisors stay updated on the latest developments in social justice, equity, and antiracism.
- b. Encourage faculty to infuse their expertise and experiences into the curriculum.

F. Code of Academic Integrity

Integrity is expected of every UArizona student engaged in academic work. The guiding principle of academic integrity is that submitted work must be the student's own. Students who engage in academic dishonesty diminish their education and discredit the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the provisions of the Code even in the absence of faculty standards in any course. Failure of faculty to prevent cheating does not excuse students from compliance with the Code. Any *attempt* to commit an act prohibited by the Code will be subject to the same sanctions as completed acts. The procedures for suspected violation are in the complete Code of Academic Integrity available in the Dean of Students Office, Old Main 203, or <http://deanofstudents.arizona.edu/codeofacademicintegrity>.

G. Rights and Responsibilities Regarding Disability Access

The UArizona is committed to equal educational opportunities for students with disabilities and recognizes that reasonable accommodations or modifications can be necessary to ensure access to courses, services, activities, and facilities. The Disability Resource Center (DRC) reviews disability documentation, determines reasonable accommodations, and develops plans for the provision of accommodations. Equally important, the DRC assists faculty in designing inclusive educational environments. Visit the DRC website <http://drc.arizona.edu/>

H. Counseling Credentials

The MA Counseling Program is designed to prepare graduates to obtain Associate and Professional state licensure and/or certification as counselors. Counselors are required to maintain skills by participating in additional training during – continuing education -- each cycle of licensure/certification renewal. Each state has its own requirements for continuing education. Depending on the state in which they practice, all graduates are encouraged to become Licensed Professional Counselors (LPC). In the state of Arizona, the Board of Behavioral Health Examiners regulates the LPC. Information about the LPC in the state of Arizona can be found at <http://azbbhe.us/> After becoming licensed, graduates are

encouraged to stay current on information regarding portability to other states through the Association of State Counseling Boards (AASCB). For more information go to: <http://www.aascb.org>

Students completing the CLRC and CMHC specialties may apply during their last semester of coursework to become Certified Rehabilitation Counselors (CRC), a credential administered by the CRCC. Information about this credential can be found at <http://crccertification.com>

I. Student Review and Retention

Students in the MA Counseling Program are evaluated regularly on (a) academic and (b) nonacademic standards.

Academic Standards

- A minimum grade of C must be achieved on all course work to obtain graduate credit.
- A cumulative B average must be maintained in all graduate level courses.
- Students unable to meet these requirements become ineligible for graduation and are placed on academic probation.
- Students will remain on probation until an additional 9 credit hours have been attempted.
- Those unable to remove the probationary status are subject to academic dismissal.
- Withdrawal from a course while on probation will not be allowed.

Nonacademic Standards

In addition to maintaining high academic standards, MA Counseling Program students must develop the skills necessary to work with diverse needs. The faculty expects students, as future rehabilitation and mental health counselors to:

- commit to personal growth and professional development.
- demonstrate appropriate social skills.
- demonstrate concern for others.
- demonstrate emotional and mental fitness in their interactions with peers and faculty; and receive and give constructive feedback.
- use the skills and techniques generally accepted by others in the profession.

Further, students are expected to adhere to professional codes of ethics.

[ACA-code-of-ethics.pdf](#)

[CRCC Code of Ethics](#)

[AMHCA Code of Ethics](#)

[AZ Behavioral Board of Health Examiners](#)

J. Evaluation of Academic and Non-Academic Behavior

Student Review Protocol

Acceptance to the MA Counseling Program does not guarantee fitness to remain in the Program. Faculty are responsible for ensuring only students who continuously meet Program standards continue in the Program.

Annually, faculty review each MA Counseling Program student's progress (i.e., Annual Professional Disposition Form-See Appendix) to provide each with specific feedback that exceeds course grades. In some cases, a review can result in an Improvement Plan to provide an opportunity to improve areas identified as needing improvement.

Multicultural sensitivity and appreciation of diversity in the broadest sense is an essential component of being an effective counselor. If an MA Counseling Program student demonstrates deficits in these areas, and/or does not behave in a manner consistent with the ACA Code of Ethics, the student, the assigned advisor and the Program Director will develop an Improvement Plan.

Evaluate MA Counseling Program Student Fitness and Performance

Faculty evaluate student fitness and performance at the end of each semester based on observations of course performance, evaluations of students' performances in simulated practice situations (role plays), supervisor's evaluations of students' performances in clinical situations (practicum and internship), and their adherence to their discipline's codes of ethics. Faculty recognize outstanding achievements as well as additional resources students can access to be successful. In addition, faculty evaluate students' professional fitness via the Annual Professional Disposition Form (See Appendix).

All students receive feedback after any formal faculty evaluation. If a student is not making satisfactory progress as evidenced by grades **and/or** professional/personal behaviors, the assigned faculty advisor will meet with the student to discuss the evidence and co-develop a Growth Plan outlining supports and expectations of the student.

On rare occasions, faculty may become concerned about a student's suitability for the counseling profession even though the student may be evidencing satisfactory performance in academic course work.

Behaviors that may be evidence professional impairment include, but are not limited to, the following:

- Violation of professional standards or ethical codes.
- Inability or unwillingness to demonstrate appropriate professional skills at an acceptable level of competency.
- Behaviors that can reasonably be predictive of poor future professional functioning, such as extensive lateness in client record-keeping or poor compliance with supervisory requirements.
- Interpersonal behaviors and skills that impair professional functioning.
- Inability to exercise sound clinical judgment, poor interpersonal skills, and pervasive interpersonal problems.

Efforts are made to identify the problem and solutions for the benefit of the MA Counseling student and the Program.

When difficulty is noted by one or more faculty, the following procedures will be applied:

- Faculty who observed the concern initiates a meeting with the student to discuss it.
- Faculty emails the concern to the Program Director and to other faculty during regularly scheduled faculty meetings.
- Faculty advisor will schedule a student-advisor conference during which Program faculty concerns and potential solutions are shared with the student and remedial steps are identified and form a contract.
- Faculty advisor communicates the contract at the next faculty meeting.
- Faculty advisor monitors/evaluates the contract and the MA Counseling Program student's progress and presents student's progress at the faculty meeting.
- A student dissatisfied with the decision can follow the Graduate College Grievance Policy: <http://grad.arizona.edu/academics/policies/academic-policies/grievance-policy>.
- If an MA Counseling Program student's professional fitness is in question, faculty may recommend one or more of the following:
 - A formal reprimand
 - Additional coursework
 - Additional Practicum or Internship hours or course(s)
 - Additional supervision
 - Personal mental health counseling
 - Temporary leave of absence from the MA Counseling Program
 - Formal probation
 - Encouragement to withdraw from the MA Counseling Program
 - Formal dismissal from the MA Counseling program

1. **Collection of Assessments:** Key Performance Indicators (KPI) (per Standard 4.F and Professional Disposition as indicated in Standard 4.G) occur at least three (3) times - entry point, midpoint, Program completion - for professional disposition; KPIs few times per semester, including midterm and final. Faculty may also assess, advise, and remediate a student's professional disposition at any point in the program. MA Counseling Program students are

informed about Program objectives and assessments related to those objectives during the New Student Orientation. Program Student Handbooks, shared with students, include the information (e.g., program objectives, assessments; KPI and dispositions; evaluations and expectations; and procedures for retention, remediation, and dismissal). Faculty can complete the Annual Professional Disposition Form and the subsequent Growth Plan Form when a concern is non-responsive to informal measures.

- a. *KPI Assessment examples:* Case Conceptualizations, Reflections, Exams, Recordings, Diagnostic reports, Case Study, Position Paper. Students earn a “B” or better for each course.
- b. *Professional Disposition Example:* Annual Professional Disposition Form. Students “Meet” expectations by the end of the Program.

2. Collected Data Review and/or Analysis

- a. Faculty collectively review each MA Counseling Program student’s data during faculty meetings to determine whether they meet professional dispositions and KPI so appropriate courses of action are taken.
- b. MA Counseling Program students are informed via email and/or individual meetings with the assigned faculty advisor to review the results.

3. Procedures for “Does not Meet” Standard, Objective, or Disposition Criterion Rating

a. Formulate a Growth Plan

When an MA Counseling Program student receives a “Does Not Meet” rating in any professional disposition assessment domain, or a course grade lower than “B,” the student is notified via email that such has occurred, and that the student must meet with the faculty advisor to review and discuss the matter. The discussion may result in a Growth Plan if “Does Not Meet” criteria warrant further intervention. The student and involved faculty receive a copy of the Growth Plan and all other documentation, if necessary. Faculty advisor is responsible for monitoring, informing, and remediating student Growth Plans.

b. Assess the Growth Plan

Faculty and students meet, according to the stipulated timeline, to evaluate progress with the Growth Plan. Depending on the level of progress with agreed-upon expectations, the student and responsible faculty may consider the Growth Plan achieved or make necessary adjustments to continue with it. Notes to either effect are included in the achieved Growth Plan and/or extended Growth Plan.

4. Procedures for Ongoing Problems with Multiple KPI and/or Professional Dispositions.

a. First Review - Program and Department Level

When the Growth Plan expectations are unmet within an established timeline and/or an MA Counseling Program student does not respond positively to Growth Plan expectations, additional Program and/or Departmental faculty may review the student's progress. The Department Disposition Review Committee (DDRC) can ascertain the seriousness of the negative dispositional or educational record and decide about the student’s advancement in the Program. The student has an opportunity to prepare for address the DDRC on their own behalf.

DDRC resolutions can include:

1. Allow the student to continue in the Program under specific conditions determined by the DDRC – EX: complete a modified and/or more intense Growth Plan before moving forward.
2. Denial of advancement sent to the Dean. If so, the recommended denial of advancement is forwarded to the Associate Dean. The DDRC also sends the decision to the student with additional information regarding the student’s right to appeal (Dean of Students and Dean’s Office in copy).

b. Second Review - College Level

An MA Counseling Program student recommended for removal from the Program may appeal via the COE Dean’s office 10 business days from the date of the written notification to the student. Appeal forms for the are available on the COE website. Once the Senior Associate Dean receives the appeal, the Appeals Board reviews the student’s dispositional history. The student has an opportunity to speak on their own behalf. The Appeals Board can interview faculty, assigned advisor, or the individual who initially determined the student “Does Not Meet” disposition and/or KPI criteria.

Appeal Board resolutions can include:

1. Allow the MA Counseling Program student to continue in the Program without conditions.
2. Allow the MA Counseling Program student to continue in the Program with conditions (e.g., modified and/or more intense Growth Plan to complete before moving forward).
3. Uphold the DDRC recommendation to the Dean denying advancement in the Program. If so,
 - a. The denial of advancement is forwarded to the Senior Associate Dean for review and a final decision within 10 business days.
 - b. If the recommendation for dismissal is upheld, the Senior Associate Dean will notify the MA Counseling Program student and the Dean of Students of the decision in a written letter (a copy becomes a part of the student's dispositional file).

K. MA Counseling Program Student Endorsement Policy

Site Supervisors and Faculty endorse MA Counseling Program students for certification, licensure, employment, or completion of an academic or training program only when they believe students are qualified for the endorsement. Regardless of qualifications, Site Supervisor and Faculty Supervisors do not endorse supervisees or students whom they believe are impaired in any way that would interfere with the performance of the essential duties associated with the endorsement.

APPENDIX B COURSE DESCRIPTIONS

The MA Counseling Program curriculum is guided by state standards for professional counselors, which are based on existing CACREP and ASCA standards. **Excluding Internship (SERP 593), all courses are 3 units.**

SERP 510 – Lifespan Development

Description: This course examines major theories of human development including individual, systemic and contemporary theories. Such theories will cover physical, emotional, psychosocial, sexual, cognitive development, racial & ethnic development as well. Counselors learn developmentally appropriate conceptualization and interventions.

SERP 525 - Counseling Theory

Description: This course provides a basis in theories of individual counseling. Grading Basis: Regular Grades: A - E

SERP 545 - Psychosocial, Cultural, and Familial Diversity in Counseling

Description: Individual, family, and community diversity are examined in relation to working with community agencies, individual counseling, and small group facilitation. Grading Basis: Regular Grades: A - E

SERP 546 - Counseling Skills and Techniques

Description: Knowledge and application of basic counseling skills in response to individuals/families in a variety of settings; crisis intervention strategies and ethical issues for the counselor. Grading Basis: Regular Grades: A - E

SERP 547 - Group Counseling

Description: This course will address small group counseling techniques. Grading Basis: Regular Grades: A - E

SERP 556 - Research and Program Evaluation in Counseling

Description: Basic concepts essential to the comprehension of research in counseling, including measurement principles, descriptive statistics, and program evaluation. Grading Basis: Regular Grades: A - E

SERP 563 - Assessment in Counseling

Description: The emphasis is on instruments, techniques, and issues related to assessment. The course examines theoretical, legal, and ethical issues that stem from the administration, use, and interpretation of assessment instruments. Grading Basis: Regular Grades: A - E

SERP 565 - Introduction to Rehabilitation and Clinical Mental Health Counseling

Description: Principles underlying rehabilitation and mental health programs and interdisciplinary relationships of agencies engaged in rehabilitation services. Graduate-level requirements include submission of a group research exercise/presentation, conduct NCRE email networking, submit scholarly paper. Grading Basis: Regular Grades: A - E

SERP 579B - Diagnosis and Treatment of Mental Health Disorders

Description: Examination of the diagnostic and treatment process used in assessing and counseling persons with psychiatric disabilities. The course is organized and structured using the Diagnostic and Statistical Manual of Mental Disorders. Grading Basis: Regular Grades: A - E

SERP 580 - Medical Aspects of Disability

Description: Etiology, therapy, and prognosis of the major disabilities, including drug and alcohol; assessment of physical

capacities and limitations; typical restorative techniques. Grading Basis: Regular Grades: A - E

SERP597C – Counseling with Couples and Families

Description: This course will focus on the theories, skills and techniques associated with the practice of counseling with couples and families. Grading Basis: Regular grades: A - E

SERP 584 - Problems of Drug Abuse

Description: Survey course for counselors concerned with drug abuse; diagnostic and counseling approaches to drug use and abuse. Grading Basis: Regular Grades: A – E

SERP 585 - Career and Vocational Planning

Description: Problems of physical, mental, social, and emotional disability, as they relate to the formulation of a rehabilitation plan; exploration of the various sources of occupational and career choice information, case management and job placement and development. Grading Basis: Regular Grades: A - E

SERP 587- Lifespan Development and Disability

Description: Exploration of the psychological, sociological, cultural, and familial aspects of disability throughout the lifespan and implications; foundations for empowerment and enhancing self-esteem. Graduate-level requirements include submitting an additional experiential paper (focusing on culture) plus a project, as delineated in syllabus. Regular Grades: A - E

SERP 588 - Ethical, Legal, and Professional Issues in Counseling

Description: Examination of various issues crucial to the practice of counseling. Topics include ethical, cultural, legal, and professional concerns. Grading Basis: Regular Grades: A - E

SERP 593 - Internship (12 units or 6+6)

Description: Specialized work on an individual basis, consisting of training and practice in actual service in a technical, business, or governmental establishment. Flat Fee \$35.00 Grading Basis: Regular Grades: S, P, F

SERP 594 - Practicum

Description: The practical application, on an individual basis, of previously studied theory and the collection of data for future theoretical interpretation. Grading Basis: Regular Grades: S, P, F

SERP 554 – Motivational Interviewing

Description: This is an elective course. Explore a more advanced practice of motivational interviewing skills and techniques. Regular Grades: A - E

SERP 576 – Trauma, Loss, and Grief

Description: Taken as either a core (for CMHC students) or elective course (for CLRC). Specialized focus on the impact of trauma, grief, and loss on overall psychological well-being with clinical application. Regular Grades: A - E

APPENDIX F PROFESSIONAL ORGANIZATIONS

MA Counseling Program students and graduates are encouraged to join professional organizations. Membership benefits include

1. Some no cost publications and materials (e.g., online forum digests, job announcements).
2. Reduced membership rates and registration rates for professional conferences/workshops.
3. Eligibility for professional liability insurance, legal defense fund, library resource use, etc.
4. Direct involvement with activities and issues pertinent to the counseling profession.
5. Affiliation with other professionals with similar interests and expertise.
6. A method to remain up to date on counseling scholarship, practices, and research findings.

MA Counseling Program students adhere to the professional code of ethics and certification guidelines established by the following organizations:

American Counseling Association (ACA)

5999 Stevenson Ave.

Alexandria, VA 22304

(703) 823-9800

<http://www.counseling.org>

American Mental Health Counseling Association (AMHCA)

801 N. Fairfax Street, Suite 304 Alexandria, VA 22314 800-

326-2642 or 703-548-6002

<http://www.amhca.org/>

Commission on Rehabilitation Counselor Certification (CRCC)

1699 E Woodfield Road, Suite 300

Schaumburg, IL 60173

<http://www.crc certification.com/>

FORM A
 University of Arizona
 Department of Disability and Psychoeducational Studies
MA COUNSELING PROGRAM
ANNUAL PROFESSIONAL DISPOSITION FORM - REVIEW CRITERIA

Student:

Academic Year:

Advisor:

This form evaluates progress with the competencies required for graduation from the Counseling MA Program. Competencies are expected to increase as students achieve different milestone

*This is completed with all faculty present.

Competency	Acceptable Y, N, N/A	Comments
Demonstrate an awareness of their own belief systems, values, needs & limitations (herein called beliefs) and the effect of self on their work with client and students.		
Demonstrates emotional stability (i.e., congruence between mood & affect) & self-control (i.e., impulse control) in relationships with supervisor, peers, & clients.		
Responds non-defensively & alters behavior in accordance with supervisory feedback.		
Demonstrates ability to flex to changing circumstance, unexpected events, & new situations.		
Maintains appropriate boundaries with supervisors, peers, and clients.		
Is motivated and engaged in the learning and development of their counseling competencies.		
Manages conflicts and/or misunderstandings in a productive manner.		

FORM B
University of Arizona
Department of Disability and Psychoeducational Studies
MA COUNSELING PROGRAM
FACULTY and STUDENT RESPONSIBILITIES

As a graduate student in the MA Counseling Program, I hereby certify I have:

- (1) Met my assigned faculty advisor prior to or during the first semester to plan my course of study.
- (2) Been informed about the student retention policy, including procedures for possible student remediation and/or dismissal from the program for reasons other than academic.
- (3) Been informed about the program's academic appeal policy.
- (4) Been given information about appropriate professional organizations.
- (5) Been informed of where to find a copy of the Code of Professional Ethics for Rehabilitation Counselors, and other appropriate professional standards of practice such as the American Counseling Association.

As I continue through the MA Counseling Program, I will:

- (6) Obtain information about the type and level of skill acquisition required for successful completion of field experience training.
- (7) Participate in the field experience training components that encourage self-growth or self-disclosure as part of the training process.
- (8) Increase my knowledge about the type of supervision settings and site requirements for required clinical field experiences.
- (9) Obtain information about the evaluation procedures.
- (10) Increase my awareness of where to receive up-to-date employment prospects for graduates.
- (11) Meet with my assigned advisor at least once each semester.

FORM C
 University of Arizona
 Department of Disability and Psychoeducational Studies
MA COUNSELING PROGRAM
PROFESSIONAL GROWTH PLAN

STUDENT:

DATE:

SPECIALIZATION: CMHC or CLRC

PROFESSIONAL GROWTH TEAM MEMBERS (include all names of those involved in the growth plan currently (EX; program director, site or faculty supervisors, academic advisor):

CONCERNS AND EXPECTATIONS (summarize any events that may have occurred that are relevant to the growth plan):

For _____ (student) to successfully complete _____ (course and course number), _____ (student) will meet all of the following expectations by _____ (date).

The following SMART expectations will be implemented immediately, beginning on the date of this meeting between the Professional Growth Team and the student.

Standards of Concern	Changes Needed & Expectations
Academic Performance	
Application of Content Knowledge	
Demonstration of Counseling Skills	
Professional Responsibility and Ethical Performance (ACA & CRCC or AMHCA standards)	
Personal Fitness and Interpersonal Function	

Failure to implement any of the above expectations will lead to the student's removal from the designated course or MA Counseling Program. As a result, the student may be unable to complete the Program.

On _____(date) a meeting will be scheduled with the student and Professional Growth Team. The student's progress toward the expectations listed in this document will be discussed; and a decision will be made about whether the student may continue in the Program.

At any time prior to or after the second scheduled meeting, if any of the members of the Professional Growth Team feel that the student is not fulfilling all of her/his/their responsibilities, or the student is unable to meet the expectations required by this Plan, a meeting will be called to inform the student that she/he/they will not be able to continue in the Program.

If the student is unable to complete the course or expectations outlined above, the student must meet with the Program Director and schedule an advising appointment to discuss future options that may include but are not limited to:

- Petition to withdraw from current courses and re-take courses the following semester.
- Petition to withdraw from courses and petition for re-admittance to the MA Counseling Program after documentation that areas of concern have been addressed.
- Petition to withdraw from course/MA Counseling Program and apply to an alternate program.
- Other: (specify)

If a petition is not submitted or is denied, the student (a) will not pass the designated course(s), (b) will not continue in the MA Counseling Program, (c) may not be allowed to petition for re-admission to the MA Counseling Program, and, as a result, (d) will not be recommended for graduation.

SIGNATURES

Professional Growth Team Member

Professional Growth Team Member

Professional Growth Team Member

Professional Growth Team Member

I have read and been given a copy of this document. Any comments I have are attached.

Student

Date

As of _____(date), the student has successfully met the expectations delineated in this Professional Growth Plan.

SIGNATURES

Program Director

Date

Student

Date

University of Arizona
Department of Disability and Psychoeducational Studies
MA COUNSELING PROGRAM
ATTESTATION OF UNDERSTANDING AND AGREEMENT

I, MA Counseling Program Student _____ (name)_____, attest I have received a copy of this **Student Handbook** and I have read and been provided with an opportunity to ask questions. I, therefore, understand the content of this **Student Handbook**, especially my role and responsibilities as an MA Counseling Program graduate student. This Handbook is updated only when UArizona and MA Counseling Program policy changes. Outside of that, it is the only version I have until I graduate, unless I prematurely sever my relationship with the MA Counseling Program and return at a future date.

I can find greater details regarding Practicum and Internship field experiences in the **Clinical Placement Guidelines**, which is updated annually.

SIGNATURE

Signature

Signature Date