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Department of Disability & Psychoeducational Studies
Counseling MA Program
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Clinical Mental Health Counseling
Clinical Rehabilitation Counseling
School Counseling

2024-2025
Clinical Practice Guidelines

Practicum SERP 594
Internship SERP 593



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Key Notes

1. **In-person graduate program.** Please plan accordingly.
2. Telehealth field experience hours cannot exceed, unless the setting is experiencing a public health crisis, the designated direct hours: Practicum = no more than 10 of 40 direct hours, Internship = no more than 120 of 240 direct hours.
3. **Informed Consent:** MA Counseling Program students are responsible for reading and understanding these Guidelines and the Student Handbook. The Student Handbook includes a mandatory signature page attesting to that fact. These Guidelines are updated annually. The Student Handbook remains with each student until graduation. The MA Counseling Program reserves the right to modify the Student Handbook as indicated by public health, CACREP, UArizona, College of Education, and other pertinent bodies.
4. **Mandatory purchases:** Tevera (~\$245); student liability insurance policy valid for one year (~\$100). Fingerprint Clearance card valid for five (5) years (~\$75); Counselor Preparation Comprehensive Examination (CPCE, ~\$75-150); textbooks; computer or laptop (WORD, Excel, and other programs are free to registered students), reliable internet; other as indicated.

Tavera is a mandatory, non-refundable, one-time membership purchase (~\$245). This membership provides lifetime access to academic documents necessary for post-graduation licensure or certification applications (all supervised clinical practice documents as well as Program documents).

UArizona bookstore purchase: <https://shop.arizona.edu/Tevera?quantity=1>
Post-purchase login: <https://arizona.tevera.app/#/logon>
5. **Start of 1st Semester:**
 - a. By third week of Semester 1: Tevera, a course and field placement program, is a mandatory purchase for all Counseling MA Program and Ph.D. students.
 - i. Tevera UArizona bookstore purchase link:
<https://shop.arizona.edu/Tevera?quantity=1>
 - ii. Counseling MA Program students will receive a license code after the purchase.
 - iii. For those who received an email invitation to register: Enter license code provided by the bookstore.
 - b. Apply for mandatory Fingerprint Clearance Card (~\$75)
 - c. Create Tevera Profile: Student will upload hours and documents to Tevera across, not at the end of, the fieldwork experience.
6. **Mid-Semester 1: Mandatory Telehealth Training:** Regardless of emphasis or placement type, contact Elissa Munoz-Tucker (elissaraquel@arizona.edu) for the mandatory training invitation.
7. **Two Weeks Prior to Start of Placement: Student Liability Insurance:** Student must buy liability insurance coverage (~\$105 for one calendar year) will cover every day of placement for legal and ethical reasons.
8. **Site Supervisors will hold:** (a) Independent, not associate, state license or certification in counseling, family, substance abuse, social work (**LCSW**), clinical psychology, or other related degree; (b) minimum two years of professional experience in the area(s) of supervision; and (c) formal supervision training.

9. **Practicum & Internship:** Approached soberly with client and site as a priority. These Guidelines are a “textbook” for each field placement. Read and understand it.
10. **Practicum & Internship:** Practicum is the first field experience. Internship is the last field experience. Both are never taken the same semester or consecutive semesters. When a student must take two (2) practica, only one is completed per semester.
11. **Mandatory observation-based feedback to the MA Counseling Program and Ph.D. students from Site and Faculty Supervisors according to current ethics codes and supervisory best practices. Site and Faculty Supervisors will each observe or listen to recordings of a minimum of three (3) session recordings evenly spaced across the semester. If Counseling MA 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 Counseling MA 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 Counseling MA Program student’s field placement record.**
12. **Field Placement Paperwork:** All forms are completed continuously in Tevera per Faculty Supervisor and D2L due dates (<https://arizona.tevera.app/#/login>).
13. **Professional Conduct (Communication, Appointments, Agreements):**
 - a. Respond within 24 clock hours to all emails.
 - b. To avoid site and client “abandonment”: Keep all appointments and verbal and/or written agreements.
 - c. Self-care is scheduled and does not trump pre-existing site and client appointments and agreements.
14. **After Introduction to Potential Site Supervisor:** Students will contact the Field Placement Coordinator (elissaraquel@arizona.edu) **weekly** to provide a status update on placement until the site agreement is signed. Please reach out even to say “nothing to report,” as this is useful information for the Field Placement Coordinator.
15. **Clinical Rehabilitation Counseling (CLRC), Clinical Mental Health (CMH), School Counseling (SC) Site Supervisor Manuals and SC stipend compensation:** Elissa Munoz-Tucker (elissaraquel@arizona.edu)
16. **Site Profits:** Sites do not profit from student activities since students lack a suitable master’s degree. Services are billed at the case management level as a “cost of doing business.”
17. **Group Counseling (SERP 547):** MA Counseling Program students will participate in a group as group members. Instructors will provide additional details.

Part 1: Introduction

Purpose of the Clinical Practice Guidelines

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

The MA Counseling Program reserves the right to modify all protocols and instruction methods based on emergent needs and public health alerts.

Supervised Counseling Practice Coursework

*Students, seek guidance from Site Supervisors and Faculty Supervisors, NOT peers
Students, direct Site Supervisor placement-related questions to Faculty Supervisors*

MA Counseling Program student priority - educational-professional development: 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 best practice of observation-based feedback to the students is key to the MA Counseling Program student's educational and professional development.

Endorsing the scholar-practitioner model of graduate training in counseling, the UArizona MA Counseling Program blends academic and applied learning with structured supervision. Field placements provide opportunities to develop counseling skills through experience, reflection, and supervision at the site and from course faculty. Supervised key practice coursework includes the Practicum and Internship. CLRC and CMH students complete one Practicum (minimum 100 hours) prior to a more advanced and intensive Internship (a minimum of 600 hours). SC students complete two (2) practica – one (1) SC practicum prior to SC internship and one (1) in a mental health setting during different semesters. Field placements provide opportunities to develop counseling skills through experience, reflection, and supervision from at the site and from course faculty.

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

The MA Counseling Program emphasizes ethical decision-making as delineated by the American Counseling Association (ACA), American Mental Health Counselors Association (AMHCA), American School Counseling Association (ASCA), Family Educational Rights and Privacy Act (FERPA), and HIPAA law and confidentiality guidelines for mental health and medical records. MA Counseling Program students who fail to adhere to current legal and ethical codes during field placements can be severed from the MA Counseling Program.

EMPHASES

Clinical Mental Health Counseling

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

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

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

Clinical Rehabilitation Counseling

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

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

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

School Counseling

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

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

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

Part 2: Policies and Procedures

Securing a Field Placement

Practicum is always 3 credits and must occur according to the course sequence (see definition for course sequence).

All one-semester Internships less than 12 units must be pre-authorized by the assigned Faculty Advisor and confirmed with Program Director.

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

Tevera: MA Counseling Program students will provide proof of non-refundable Tevera purchase to by end of second week of Semester 1 Introduction to Rehabilitation and Mental Health Counseling or Counseling Theory. Tevera, a course and field placement program, is a mandatory purchase (~\$245) for all Counseling MA Program students.

- i. Tevera UArizona bookstore purchase link: <https://shop.arizona.edu/Tevera?quantity=1>
- ii. MA Counseling Program students will receive a license code after the purchase.
- iii. For those who received an email invitation to register: Enter license code provided by the bookstore.

Field Placement Coordinator

MA Counseling Program students will look for and read emails from the Field Placement Coordinator, Elissa Munoz-Tucker (elissaraquel@arizona.edu). Specifically, MA Counseling Program students will note placement deadlines provided. MA Counseling Program students who do not respond within the timeframe will risk delaying the field placement to another semester.

Practicum and Internship and Telehealth

Telehealth services are tricky for 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,

1. Practicum: no more than 10 of 40 direct hours are provided via telehealth
2. Internship: no more than 120 of 240 direct hours are provided via telehealth

Field Placement

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

To ensure quality and “best fit” placement opportunities for each student, the Field Placement Coordinator must pre-approve all sites found by students. Approval is based on several field placement criteria.

Depending on specialization – CLRC, CMH, SC - a student may be required to complete one or two practicum field experiences:

- SC students complete **two** (2) practica:
 - Mental health setting
 - Elementary, middle, or high school setting (SC practica offered **ONLY** spring term)
- CLRC and CMH students in good standing complete **one** (1) Practicum in a mental health setting
- CLRC students who do not receive grant funding complete **one** placement (see Dr. Hartley). Neither the practicum nor the Internship are in private clinical settings, unless they are classic rehabilitation services for rehabilitative needs (disability determination, care management services, etc.).
- CES doctoral candidates complete a 100-hour Internship with an emphasis on counseling. Candidates are encouraged to meet with their assigned advisors about doctoral field placements.

The field placement protocol:

1. The Field Placement Coordinator issues a pre-placement form through Tevera two (2) months prior to the next semester’s open registration. **MA Counseling Program students should respond immediately since placements are limited.** MA Counseling Program students who do not respond within the timeframe will risk delaying the field placement to another semester.

Students are served according to when they respond. Note: Out-of-state placements take much longer.

2. Note: (a) Sites provide placements at their discretion and scheduling needs, (b) the Field Placement Coordinator must approve all placements, and (c) placements cannot always be tailored to students.
3. Field placements continue until the end of the semester, regardless of the number of hours accrued.
4. MA Counseling Program student reminders:
 - a. **Complete fingerprint clearance card application during your first semester.** Fingerprint clearance cards can take 4+ weeks to process and must be valid the entire time of the placement.
 - o Without a fingerprint clearance card, field placement options and quality are greatly reduced
 - o Arizona Statutes oblige certain schools and other sites to request an active Fingerprint Clearance Card prior to or as a condition of field placement, licensure, certification, and employment to protect minors and vulnerable adults.
 - o In the case of SC Certification, any card other than IVP can result in placement and employment rejection.
 - o Sites reserve the right to conduct an independent background check, TB testing, and drug screening prior to the start of placement.

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

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

1. <https://www.azdps.gov/services/public/fingerprint>
2. Click "Online Application"
3. Click "Fingerprint Sites" for available fingerprinting locations.
4. Click back arrow to click "Register"
5. Click "Apply for a Fingerprint Clearance Card"
6. Click "New Application" for IVP **AND** Level 1
7. Accept terms
8. Select the reason(s) you are applying for a fingerprint clearance card
 - a. IVP (left column, for SC)
*ARS 15-512 Public and/or Charter School Non-certificated personnel
 - b. Level 1 (right column, for the CLRC and CMH specializations)
Select 4 DHS boxes (Children's Behavioral Health and AZ State Hospital are two)
9. Click correct type
10. Click "Proceed to Application" to enter information/demographics
11. Electronically sign the Release and Agreement
12. Click "Submit"
13. An email with a link for a **non-refundable** credit card payment will be sent to your email
14. After you are fingerprinted at the site of choice, you will receive a DPS notification that your application was received
 - a. **By mid-first semester:** CLRC, CMH, and SC students will complete the mandatory telehealth training by requesting an invitation from the Field Placement Coordinator, Elissa Munoz-Tucker (elissaraquel@arizona.edu).
 - b. CLRC, CMH, and SC students seeking a field placement will maintain weekly contact with the Field Placement Coordinator until the Site Agreement and School Contract are fully executed. Having "no important information" to report is important information. It can signal potential placement issues. *The volume of students prohibits the Field Placement Coordinator from "checking" on students after introductions with sites.*

- Field Placement Coordinator will alert student when a placement is available, based on the student's placement in queue
 - Offers have a 48-clock hour deadline. If students don't respond within that timeline, the placement is automatically offered to the next student in the queue
- c. **Two weeks prior to a placement:**
- Purchase Student Liability Insurance, valid for one calendar year, from professional organizations such as ACA or HPSO. The proof of policy must cover every day of the placement without gaps; and will include student name, policy number, and expiration date. Non-refundable student professional memberships mean CLRC, CMH, and SC students are *eligible to apply* for insurance (non-automatic).
 - **SC Students:** Mental health policies DO cover SC field experiences, but SC-specific policies DO NOT cover mental health field experiences.
 - ACA coverage: <https://www.counseling.org/membership/aca-and-you/students>
 - Student Creates Tevera Profile: Student will upload hours and documents to Tevera throughout their fieldwork experience. Student cost of Tevera profile TBD.
5. MA Counseling Program students will meet with assigned UArizona Faculty Advisers to develop (or re-develop) a Course Sequence Plan that includes field placements. *MA Counseling Program students actively compete with other UArizona disciplines as well as other universities and colleges.*
 6. For legal and risk-management reasons, MA Counseling Program students will only complete placements located within the state in which they reside.
 7. MA Counseling Program students can identify sites that dovetail with their career interests and goals (see SAMPLE list in next section). NOTE: Do not reach out to sites directly, please share interests with Field Placement Coordinator (elissaraquel@arizona.edu) when requesting placement.
 8. MA Counseling Program students will check UArizona email at least twice per day for invitations to site interviews. MA Counseling Program students will respond within 24-clock hours to Field Placement Coordinator and site supervisor requests.
 9. Once introduced to a site, MA Counseling Program students will:
 - a. Understand these Guidelines (many site supervisors use it to “test” student knowledge)
 - b. Review the site's website for insights and 1-2 questions for the interview
 - c. Complete an application or resume as requested (NO blanks, use “N/A”)
 - d. Plan to discuss counseling principles and methods, including legal-ethical considerations
 - e. Bring a current resume, even if you've already provided one; and a schedule of available days/times. Sites are not obligated to work around student schedules.
 - f. Answer questions succinctly and clearly.
 - g. Comportment and dress are formal (e.g., use last names until invited to do otherwise, no jeans)
 - h. Disclose potential or the appearance of conflicts of interests to the Field Placement Coordinator and during the interview (previous or current agency relationships, service recipients, legal issues, etc.). Seek guidance from the faculty advisor and Field Placement Coordinator before disclosing legal issues to the site.
 - i. Explicitly discuss access needs
 - j. Send the site supervisor or interview committee chair a thank you note
 10. CLRC, CMH, or SC students who independently find a placement will email-introduce the Field Placement Coordinator, themselves in copy, to the prospective site supervisor. The placement is “pending” until the Field Placement Coordinator approves the site.
 11. Placement at place of employment: student will:
 - a. Alert the Field Placement Coordinator **before** taking any action
 - b. Alert the “employment” supervisor of the intention to complete a field placement in the workplace
 - c. Depending on whether practicum or internship, some placement hours may be in a different department and with a different supervisor from the “employment” role. (excludes SC students)
 - d. When a-c are met, MA Counseling Program students will email-introduce the Field Placement Coordinator to the prospective supervisor.
 12. MA Counseling Program students and site supervisors who agree to proceed with a placement will complete the site agreement/school site counseling contract as soon as possible. Documents are completed **per semester** even when students continue at the same site. All sections will be well-developed and marked “N/a” where appropriate. ***Submit all placement documents to the Faculty Supervisor, not the Field Placement Coordinator. If available, upload documents and hours tracked into Tevera tracking system.***
 13. MA Counseling Program students will work outside formal semester start and end dates only with faculty

oversight. Without that agreement, student liability policies are void.

14. MA Counseling Program students will adhere to site holiday schedules, rules, and regulations; ACA, CRCC, AMHCA, ASCA, HIPAA, and FERPA codes and ethical standards. **Note:** Consistent with the ACA and CRCC Code of Ethics, Site and Faculty Supervisors endorse MA Counseling Program students for certification, licensure, employment, or completion of an academic or training program based only on objective data that qualifies the student for the endorsement. Regardless of student qualifications, Supervisors meet their gatekeeping obligation when they do not endorse supervisees who demonstrate an impairment that could interfere with the performance of the duties associated with that endorsement.
15. Placement termination: The student will:
 - a. Immediately discuss concerns with the Faculty Supervisor
 - b. If student and Faculty Supervisor agree to terminate the placement, the student will submit a formal two-week notice resignation letter to the site supervisor to assure continuity of service recipient care. Exceptions: potential negative outcomes for the student or service recipients, site supervisors applies discretion to wave the two-week notice.

Field Placement Termination

If a MA Counseling Program student wants to terminate a site placement, that student will:

- a. Immediately discuss concerns with the Faculty Supervisor
- b. If student and Faculty Supervisor agree to terminate the placement, the student will submit a formal two-week notice resignation letter to the site supervisor to assure continuity of service recipient care. Exceptions: potential negative outcomes for the student or service recipients, site supervisors apply discretion in waiving the two-week notice.

If a MA Counseling Program student are terminated from their assigned site, regardless of reason, that student will immediately alert the Faculty Supervisor. **Refer to the Student Handbook, Chapter VII.** 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”)
- d. An additional field experience, without credit for previously worked hours, to demonstrate professional development.
- e. Severance from the Counseling MA Program.

Practicum Requirements

SC Practicum is offered ONLY Spring semester.

Practicum always precedes Internship. And must be passed without incident.

Internship is always the last counseling course starting in the Spring of Year 2.

Practicum is completed in a different semester from Internship.

Practicum and Internship are never completed in consecutive semesters.

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

MA Counseling Program students will look for and respond to emails from the Field Placement Coordinator, Elissa Munoz-Tucker (elissaraquel@arizona.edu). Specifically, MA Counseling Program students will note placement deadlines provided. MA Counseling Program students who do not respond within the timeframe will risk delaying the field placement to another semester.

PRIOR TO Practicum enrollment, MA Counseling Program students will complete prerequisite courses with a **minimum grade of “B”:**

1. SERP 525 (Counseling Theory)
2. SERP 546 (Counseling Skills & Techniques)
3. SERP 588 (Ethics)
4. **Either** SERP 565 (Intro to Rehabilitation & Mental Health Counseling) **or** SERP 506 (Intro to School Counseling).
5. *SERP 547 (Group Counseling) completed prior to, or concurrent with, Practicum

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

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

Practicum is a minimum of 100 clock hours, **40 of which must be direct service recipient hours** (in professional counseling activities contributing directly to professional counseling skill development.)

Indirect hours are clinical activities unrelated to direct service recipient contact. They can be, but are not limited to, university and site supervision, shadowing, documentation, record review, consultations/meetings related to service recipient cases, and training and development. The placement continues for the full semester regardless of hours earned.

As part of the Practicum direct hour (40) requirement, the MA Counseling Program student may act as the facilitator or co-facilitator in group and family therapies. **NOTE: Co-facilitation does not apply to individual therapy and shadowing is not a direct contact hour activity.** Examples of direct activities include individual, group, couples and family counseling; intake assessments; crisis care management; advocacy; and community education. To ensure the development of individual and family or couples counseling and assessment skills, **only 16 hours of group counseling may apply toward the 40 direct hour requirement.** Hours beyond 16 may be counted as indirect hours. Before students independently facilitate groups, students will be observed by a qualified staff member for group facilitation skills.

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

1. MA Counseling Program students will attend each scheduled week of the Practicum course, regardless of number of hours earned. Extra hours will not be applied to Internship.
2. An average caseload of 4 service recipients as assigned by the site supervisor, unless the site has an alternative structure regarding caseloads
3. An average of 4 counseling sessions per week, approximately one-hour in length, unless shorter sessions are indicated for service recipient needs, service or intervention methodology
4. **Complete no less than 3 recorded counseling sessions or provide documentation of live observation from the site supervisor.** Recordings reflect the counseling competency requisite to counselor development. Site and Faculty Supervisors may request additional recordings or more live observations to support and evaluate professional disposition and competency. All service recipients must provide written permission to record and review recording content during site, UArizona supervision sessions (see Part 6 Forms for adult service recipients, legal guardians of adult service recipients, parents, and parents or legal guardians of service recipients under 18 years of age), or both. Recordings will adhere to the limits specified in the consent documents and agency policies. Students and Faculty Supervisors protect all information according to federal HIPAA and FERPA confidentiality regulations during the span of each placement. **Recordings are destroyed per the direction of the Faculty Supervisor.**
5. In cases where an MA Counseling Program student cannot record sessions for review of skill execution, the Site Supervisor will observe a minimum of three (3) sessions across the semester. The Site Supervisor will email the Faculty Supervisor the feedback provided the MA Counseling Program student (see Tevera Session Observation Feedback Form).
6. The student will participate in 1.0 hour per week of individual or triadic supervision (2 students, 1 supervisor) with the Site Supervisor, 2 hours of Faculty group supervision, and individual supervision with the Faculty Supervisor as deemed necessary.

Internship Requirements

**Practicum always precedes Internship and must be passed without incident.
Internship is always the last counseling course.**

Practicum is completed in a different semester from Internship.

Practicum and Internship are never completed in consecutive semesters.

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

MA Counseling Program students will look for and read emails from the Field Placement Coordinator, Elissa Munoz-Tucker (elissaraquel@arizona.edu). Specifically, MA Counseling Program students will note placement deadlines provided. MA Counseling Program students who do not respond within the timeframe will risk delaying the field placement to another semester.

Prior to internship enrollment, MA Counseling Program students will *successfully complete the following prerequisite courses with a minimum grade of “B” or “P” or “S”:

1. CLRC and CMH: Practicum
2. SC: SC Practicum
3. All but one course in the MA Counseling Program curriculum

*Successful completion is defined as an “A”, “B”, “P”, or “S”. A grade of “C” or lower in any course means the Counseling MA Program student will re-register for the course and receive a minimum grade of “B” before starting the internship.

MA Counseling Program students will complete all coursework, or have only one course remaining, when registering for Internship. Note: students must successfully pass Practicum without incident before enrolling in Internship.

MA Counseling Program students complete a minimum of 600 hours of Internship experience, typically during the final semester in the MA Counseling Program. They will attend each scheduled class meeting regardless of the number of hours accrued.

Internship versus and Practicum:

1. Length and intensity
2. Responsibility- students are expected to demonstrate professional competence across a broader spectrum of advanced counseling skills during Internship
3. Internship is recording-free, unless stipulated by the faculty or site supervisor
4. No Internship group hour restrictions

When a CLRC, CMH, or SC student is employed at an agency or school approved by the Faculty Advisor and Field Placement Coordinator, the student will contact the Field Placement Coordinator immediately:

1. Apply 32 of 40 weekly employment hours toward the internship **and**
2. Spend the remaining 8 hours per week in
 - a. A different agency or school setting **and**
 - b. Counseling a different service recipient population
 - c. Under the supervision of a different site supervisor

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

1. MA Counseling Program students will attend each scheduled week of the Internship course, regardless of number of hours earned.
2. Of the 600 clock hours, a minimum of 240 direct service recipient hours will be in professional counseling activities contributing to the student’s professional development. As part of the 240 direct hours, the MA Counseling Program student will act as the facilitator or co-facilitator in group or family therapies (**co-facilitation does not apply to individual therapy, shadowing** is not a direct hour activity). Examples of direct hour services include, but are not limited to individual, group, and family and couples therapies; intake

assessment; case management; advocacy; crisis management.

3. MA Counseling Program students will participate in 1.0 hour per week of site individual or triadic supervision and another two (2) hours per week of group supervision with the Faculty Supervisor for Practicum (SERP 594) and Internship (SERP 593).
4. MA Counseling Program students will maintain an ongoing caseload assigned by the Site Supervisor.
5. MA Counseling Program students will conduct counseling sessions approximately one-hour in length, unless shorter sessions are indicated for service recipients or by the intervention.
6. MA Counseling Program students will engage in a variety of the professional counseling activities (e.g., documentation, assessments, supervision and staff meetings, reviews and audits, information and referral, trainings)

SAMPLE Field Placements (subject to change, an incomplete list)

Many sites work only with the Field Placement Coordinator, Elissa Munoz-Tucker. Students can save time by contacting her before a search regarding their interests. Ms. Munoz-Tucker **must vet all placements**.

CLRC, CMH, and SC placements must meet placement criteria discussed in these Guidelines

- Community Bridges
- DES/RSA (Internships only)
- Direct
- Cope
- Talk it Out Mental Health Clinic (UArizona and TUSD collaboration)
- ABVI (Phoenix, Rehab and Mental Health)
- NCADD (Phoenix, Employment and Group experience)
- CODAC behavioral health
- Select private practice clinics

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

- Any Arizona school district.
- Catalina Foothills School District
- Amphitheater Public School District
- Marana School District
- Page Unified School District
- Phoenix and Scottsdale School Districts
- Safford Public Schools
- Tucson Unified School District
- Vail Unified School District

Part 3: Roles and Responsibilities

The MA Counseling Program student, the Site Supervisor, and Faculty Supervisor will COMPLETE and SIGN the Tevera Site Agreement BEFORE placement begins.

This is an in-person program. Telehealth services are tricky for 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,

1. Practicum: no more than 10 of 40 direct hours are provided via telehealth
2. Internship: no more than 120 of 240 direct hours are provided via telehealth

MA Counseling Program Student

1. SC students: Each semester, MA Counseling Program faculty submit a mandatory report that ensures the integrity of CLRC, CMH, SC student field placements. The Field Placement Coordinator needs the following from practicum and internship students:
 - a. SC site supervisor holds a state SC certificate.
 - b. SC site supervisor has minimum two years of post-graduate SC experience.
 - c. Site Supervisor has supervision training.
 - d. Name of elementary, MS, or HS for SC emphasis
 - e. First and last name of SC site supervisor **and**
 - f. Site Supervisor(s) email address(es)
2. CLRC, CMH, and SC students will upload the **placement packet into the Tevera tracking system**:
 - a. Site agreement or school site contract
 - i. signed by MA Counseling Program student
 - ii. signed by Site Supervisor
 - iii. signed by Faculty Supervisor
 - b. Liability insurance policy proof
 - i. covers FULL semester
 - ii. includes name, policy #, expiration date
 - c. Level One IVP fingerprint clearance card
 - i. covers FULL semester

MA Counseling Program students **do not meet alone** with service recipients until the Faculty Supervisor receives and signs the placement packet (subject to UArizona administrative audits).

3. MA Counseling Program students will discuss the following with the site supervisor at the start of placement:
 - a. Site supervisor cell phone
 - b. Back-up supervisor with cell phone
 - c. If *all* staff leave the building, the student must leave or temporarily relocate to another building where staff is present.
4. MA Counseling Program students represent UArizona and the MA Counseling Program during field placements. Practicum and Internship are no different from paid employment. Therefore, students will conform to dress, grooming, attendance, behavioral, agency and professional organization ethical and confidentiality standards (ACA, ASCA, CRCC, HIPAA, FERPA). All are professional behaviors that may be viewed as reason for termination by the Site Supervisor. When in doubt, MA Counseling Program students will seek Site and Faculty Supervisor guidance, not peer guidance.
5. **If MA Counseling Program students cannot record sessions for Faculty Supervisor review, they will expect the Site Supervisor to observe a minimum of three sessions across the semester or make recordings strictly for Site Supervisor review (recordings are destroyed after review by the Site Supervisor. Site Supervisors will find the form for observed sessions in Tevera, complete it, and share it with the MA Counseling Program student's Faculty Supervisor.**
6. Provide the Counseling student with observation-based feedback (in-house recordings or observed sessions).
7. MA Counseling Program students will follow the one-week notice standard for time away from the site, accompanied by coordination of coverage. Unless otherwise agreed upon, MA Counseling Program students will adhere to the agency schedule of operation and the developed schedule of attendance for the full placement. When an unplanned event or illness precludes advance notice, MA Counseling Program students will immediately notify the Site and Faculty Supervisors and will schedule an alternate time to complete missed hours.
8. MA Counseling Program students will solicit feedback and respond non-defensively to formative and summative feedback. They will discuss all constructive feedback and evaluations with the Faculty Supervisor. Site and Faculty Supervisor continuously discuss MA Counseling Program student progress to foster professional development in a timely and proactive manner. MA Counseling Program students can review "Domains of Site and Faculty Supervisor Evaluation of Student" to gain insight into the Site and Faculty Supervisor evaluation process (page 40). **Faculty Supervisors provide Site Supervisors with a Tevera tracking program link to complete all necessary field experience related documentation, especially evaluation of student progress at mid-term and end-of-term.**

9. In cases where an MA Counseling Program student cannot record sessions for review of skill execution, the Site Supervisor will
 - a. observe a minimum of three (3) sessions across the semester.
 - b. provide the Faculty Supervisor the feedback provided the MA Counseling Program student (see Tevera Session Observation Feedback Form).
10. MA Counseling Program students will maintain and load accurate Activity Logs and other placement-related documents into Tevera tracking program for Site Supervisor and Faculty Supervisor review. If Tevera is unavailable, the MA Counseling Program student will submit hard copies of documents.
11. MA Counseling Program students will attend all scheduled supervision meetings with the Site and Faculty Supervisors. MA Counseling Program students will reschedule meetings in advance, and will adhere to all supervision requirements. All missed university group supervision sessions will be “made up”.

Site Supervisor

Minimum criteria: A master’s degree and state license/certification in counseling, social work (LCSW), marriage and family, substance abuse, clinical psychology or similar; training in supervision; two years of professional experience in the area in which the Site Supervisor oversees MA Counseling Program students.

Key responsibilities:

1. If the Site Supervisor believes a n MA Counseling Program student is unable to perform essential functions in spite of repeated feedback based on direct observation, the Site and UArizona Faculty Supervisor will meet with the MA Counseling Program student to develop, implement, and regularly review a Growth Plan. Alternatively, the placement may be terminated based on unique circumstances.
2. To provide observation-based feedback to the MA Counseling Program student, the Site Supervisor will observe a minimum of three (3) sessions evenly spaced across the semester via observation or recording. If MA Counseling Program students cannot record sessions for Faculty Supervisor review, the 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.
3. Expect contact from the UArizona Faculty Supervisor (or Doctoral Intern under Faculty Supervisor oversight)
 - a. at the start of each semester to discuss MA Counseling Program student progress
 - b. at the middle of the semester to discuss MA Counseling Program student progress
 - c. near the end of the semester to discuss MA Counseling Program student progress
4. Contact the UArizona Faculty Supervisor as indicated by MA Counseling Program student performance.
5. Orient MA Counseling Program students to the method of supervisor and back- up supervisor contact back-up supervisor, agency, staff, chain of command; and designate an office for counseling sessions with the necessary equipment for documentation.
6. Assist MA Counseling Program students in the development of placement goals and schedule as part of each semester’s Site Agreement/ School Contract.
7. Provide MA Counseling Program students with *individual* (one student, one supervisor) or *triadic* (maximum two students, one supervisor) for a minimum of one hour/week to discuss progress and needs based on Site Supervisor direct observation or session recordings review.
8. Review/initial Activity Logs, mid-term and final evaluations of MA Counseling Program students via the Tevera tracking program.
9. Support MA Counseling Program student professional development with available learning opportunities (conferences, workshops, trainings).
10. In cases where an MA Counseling Program students cannot record sessions for review of skill execution, the Site Supervisor will observe a minimum of three (3) sessions across the semester. The Site Supervisor will email the Faculty Supervisor the feedback provided the MA Counseling Program student (see Tevera Session Observation Feedback Form).

UArizona Faculty Supervisor (or Doctoral Intern)

1. No greater than twelve (12) practicum students per instructor.

2. Ensure each class meeting is at least two (2) hours in length to adjust for student absences.
3. Review and sign MA Counseling Program student Placement Packets before the student meets with service recipients.
4. Contact the Site Supervisor for each Counselling Program student at the start of the semester to provide the following:
 - a. Faculty name
 - b. Specify practicum or internship for the specific MA Counseling Program student
 - c. Start/End semester dates
 - d. Email address
 - e. Mobile number for emergencies
 - f. Will contact Site Supervisor at start of term and as indicated by MA Counseling Program student progress. Will log contact in Tevera tracking program
 - g. Will contact Site Supervisor again at mid-term to discuss MA Counseling Program student progress. Will log contact in Tevera tracking program
 - h. Will contact Site Supervisor again prior to end of term to discuss MA Counseling Program student progress. Will log contact in Tevera.
5. Schedule, as needed, on-site orientations with new Site Supervisors to ensure field placement understanding.
6. In cases where an MA Counseling Program student cannot record sessions, the Faculty Supervisor will contact the Site Supervisor regarding the observation of a minimum of three (3) sessions across the semester or recordings used only on site (Site Supervisor deletes them directly following review). The Site Supervisor will email the Faculty Supervisor the feedback provided the MA Counseling Program student (see Tevera Session Observation Feedback Form).
7. Continuously assess MA Counseling Program student performance with Site Supervisors. If either supervisor believes the MA Counseling Program student is unable to perform essential functions despite repeated timely and objective feedback, faculty will initiate a meeting for a Growth Plan, or terminate the placement if necessary.
8. Ensure Site Supervisors complete mid-term and final evaluations via the Tevera tracking program for MA Counseling Program students.
9. Facilitate MA Counseling Program student professional development with workshops, curricula, and reading.
10. Schedule and facilitate group supervision where MA Counseling Program students engage in case conceptualization, discuss counseling experiences, review and solicit peer input regarding treatment planning and service provision.
11. Ensure MA Counseling Program students submit all placement forms into the Tevera tracking program in a timely and legible manner.
12. Review mid and final evaluations from the MA Counseling Program student and Site Supervisor.
13. Maintain HIPAA and FERPA privacy guidelines, unless the MA Counseling Program student provides written consent.
14. Submit evaluation of MA Counseling Program student and final grades per UArizona standards.

Field Placement Termination

Before taking action or “waiting for something to change”, MA Counseling Program students will immediately disclose to the Faculty Supervisor all relevant information. Reasons 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 a 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 a MA Counseling Program student are 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 thorough review by the Faculty Supervisor of all the circumstances surrounding the incident.
 - A Growth Plan with the Faculty Supervisor and assigned advisor.
 - A failing grade (“E”) for the Practicum or Internship.
 - An additional field experience, without credit for previously worked hours, to demonstrate professional development.
 - Severance from the MA Counseling Program.

Part 4: UArizona Policies

Discrimination and Sexual Harassment

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

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

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

Graduate Student Grievances

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

Part 5: Glossary

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

ACA: American Counseling Association.

AMHCA: American Mental Health Counselors Association.

ASCA: American School Counseling Association.

ARCA: American Rehabilitation Counseling Association.

Arizona RSA Grant: On-line ISA grant overseen by Dr. Shaheed between UArizona and DES-RSA that provides academic opportunities to AZ RSA personnel who wish to pursue a Counseling MA, qualify for the CRC examination, upgrade their counseling skills, deliver stronger supervision, and participate in workshops. These services depend on existing Counseling MA Program resources and courses.

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

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

Co-facilitation: Active participation during practicum and internship with a practitioner during couples, family, or group therapy activities (NOT individual therapy, which is considered shadowing). Site hours spent in co-facilitation in the above activities, excluding individual therapy, are applied toward Practicum and Internship minimum direct hour requirements.

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

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

CRCC: The Commission on Rehabilitation Counselor Certification.

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

Faculty Adviser: Faculty assigned to each student, generally for the duration of the Master’s degree. Faculty Supervisor: Faculty of record (or Doctoral Student) who oversee field placement for a specific semester.

Field Placement or Experience: Practicum or Internship.

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

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

Indirect Hours: Practicum and Internship hours that are not service recipient contact hours. Examples include, but are not limited to, site and university supervision, training, shadowing, recommended on-site reading or documentation, and community in-services and workshops. Practicum – 60 of 100, Internship 360 of 600 hours.

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

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

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

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

Observation-based Feedback: Observation-based Feedback: Feedback based on supervisory best practices and ethics that includes the following elements – balanced, timely, and based on observation not supervisee self-report.

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

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

Practicum: 100 hours of counseling experience, 40 are service recipient contact hours. CLRC and CMH students complete one Practicum. CLRC Counseling MA Program students who receive Federal RSA Grant support will complete two (2) Practica, the second in Vocational Rehabilitation. SC students complete two (2) Practica (school setting + mental health). Counselor Education & Supervision doctoral students complete one (1) practicum.

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

Service Recipient: Anyone served by the Counseling MA Program student in a CLRC, CMH, or SC setting.

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

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

Supervision: Dyadic: One student, one supervisor. Triadic: Maximum of two (2) students, one (1) supervisor.

Tevera: Online practicum/internship document and hours tracking system

Volunteer: A private decision to donate time to a site. It excludes UArizona and exists as an agreement exclusively between the volunteer and the site where the volunteering takes place. This does not meet Practicum/Internship hour obligations and are never covered by student liability insurance. ABBHE: Arizona Board of Behavioral Health Examiners reviews applications for associate and independent licenses. Note: seek your own information, do not rely on others.

Part 6: Forms (use **Tevera on-line ONLY, NOT the attached copies**)

Form A: CLRC, CMH Agency Site Agreement

Form A1: School Site Agreement

Form B: Client Consent

Form B1: Client Consent Spanish

Form C: Activity Logs for CLRC, CMH, SC

Domains of Site and Faculty Supervisor Evaluation of Student

Form G: Session Observation Feedback

Tevera Online Forms (<https://arizona.tevera.app/#/logon>):

Placement Information

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

Placement Start Date:
Duration (# of Weeks):

End Date:
Weekly Hours & Days:

Student Professional Liability Insurance: (covers FULL semester, **attach policy copy each semester**).

Company: **Policy #:** **Expiration Date:**

Level One Fingerprint Clearance Card: (covers FULL semester, **attach card copy each semester**).

Issuer: **Card #:** **Expiration Date:**

Site & Site Supervisor Information

Site:

Physical Address, City, State, Zip Code:

Primary Supervisor Name:

Primary Supervisor Phone:

Primary Supervisor Email:

Back-Up Supervisor:

Back-Up Supervisor Phone:

Certification Name and #:

Or License Name and #:

Roles and Responsibilities

The Counseling MA Program student, the Site Supervisor, and Faculty Supervisor will COMPLETE and SIGN the Site Agreement BEFORE placement begins.

This is an in-person program. Telehealth services are tricky for 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.

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

Counseling MA Program Students

1. SC students: Each semester, Counseling MA Program faculty submit a mandatory report that ensures the integrity of CLRC and CMH student field placements. The Field Placement Coordinator needs the following from SC practicum and internship students:
 - a. SC site supervisor holds a state SC certificate?
 - b. SC site supervisor has minimum two years of post-graduate SC experience?
 - c. Site Supervisor has supervision training?
 - d. Name of elementary, MS, or HS
 - e. First and last name of SC site supervisor **and**
 - f. Site Supervisor(s) email address(es)
2. CLRC and CMH students will upload the **placement packet into the Tevera tracking system:**
 - a. Site agreement or school site contract
 - i. signed by Counseling MA Program student
 - ii. signed by Site Supervisor
 - iii. signed by Faculty Supervisor
 - b. Liability insurance policy proof
 - i. covers FULL semester
 - ii. includes name, policy #, expiration date
 - c. Level One IVP fingerprint clearance card
 - i. covers FULL semester

Counseling MA Program students do not meet alone with service recipients until the Faculty Supervisor receives and signs the placement packet (subject to UArizona administrative audits).

3. Counseling MA Program students will discuss the following with the site supervisor at the start of placement:
 - a. Site supervisor cell phone
 - b. Back-up supervisor with cell phone
 - c. If *all* staff leave the building, the student must leave or temporarily relocate to another building where staff is present.
4. Counseling MA Program students represent UArizona and the Counseling MA Program during field placements. Practicum and Internship are no different from paid employment. Therefore, Counseling MA Program students will conform to dress, grooming, attendance, behavioral, agency and professional organization ethical and confidentiality standards (ACA, ASCA, CRCC, HIPAA, FERPA). All are professional behaviors that may be viewed as reason for termination by the Site Supervisor. When in doubt, Counseling MA Program students will seek Site and Faculty Supervisor guidance, not peer guidance.
5. Counseling MA Program students will follow the one-week notice standard for time away from the site, accompanied by coordination of coverage. Unless otherwise agreed upon, they will adhere to the agency schedule of operation and the developed schedule of attendance for the full placement. When an unplanned event or illness precludes advance notice, MA Counseling Program students will immediately notify the Site and Faculty Supervisors and will schedule an alternate time to complete missed hours.
6. Placement concerns or termination: Before acting or “waiting for something to change”, students will immediately disclose to the Faculty Supervisor all relevant information. Reasons include, but are not

limited to, the student's (a) inability to perform the essential functions of the placement; (b) Counseling MA Program student concerns regarding the site or Site Supervisor.

7. Counseling MA Program students will solicit feedback and always respond non-defensively to formative and summative feedback. They will discuss all constructive feedback and evaluations with the Faculty Supervisor. Site and Faculty Supervisor continuously discuss Counseling MA Program student progress to foster professional development in a timely and proactive manner. Counseling MA Program students can review Tevera "Domains of Site and Faculty Supervisor Evaluation of Student" to gain insight into the Site and Faculty Supervisor evaluation process (page 40). **Faculty Supervisors provide Site Supervisors with a Tevera tracking program link to complete all necessary field experience related documentation, especially evaluation of student progress at mid-term and end-of-term.**
8. In cases where a Counseling MA Program student cannot record sessions for review of skill execution, the Site Supervisor will
 - a. observe a minimum of three (3) sessions across the semester.
 - b. provide the Faculty Supervisor the feedback provided the Counseling MA Program student (see Session Tevera Observation Feedback Form).
9. Counseling MA Program students will maintain and load accurate Activity Logs and other placement-related documents into Tevera tracking program for Site Supervisor and Faculty Supervisor review. If Tevera is unavailable, the Counseling MA Program student will submit hard copies of documents.
10. Counseling MA Program students will attend all scheduled supervision meetings with the Site and Faculty Supervisors. Counseling MA Program students will reschedule meetings in advance, and will adhere to all supervision requirements. All missed university group supervision sessions will be "made up".
11. Counseling MA Program students who are 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. Development of a Growth Plan with the Faculty Supervisor and assigned advisor.
 - c. A failing grade ("E")
 - d. Repeat the field experience without credit for previously worked hours.
 - e. Severance from the Counseling MA Program.

Site Supervisor

Minimum criteria: A master's degree and state license/certification in counseling, social work (LCSW), marriage and family, substance abuse, or clinical psychology or similar; training in supervision; two years of professional experience in the specialization in which the Counseling MA Program students are placed.

Key responsibilities:

1. If the Site Supervisor believes a Counseling MA Program student is unable to perform essential functions in spite of repeated feedback based on direct observation, the Site and UArizona Faculty Supervisor will meet with the Counseling MA Program student to develop, implement, and regularly review a Growth Plan. Alternatively, the placement may be terminated based on unique circumstances.
2. Expect contact from the UArizona Faculty Supervisor (or Doctoral Intern)
 - a. at the start of each semester to discuss Counseling MA Program student progress
 - b. at the middle of the semester to discuss Counseling MA Program student progress
 - c. near the end of the semester to discuss Counseling MA Program student progress
3. Contact the UArizona Faculty Supervisor as indicated by Counseling MA Program student performance.
4. Orient Counseling MA Program students to the method of supervisor and back-up supervisor contact back-up supervisor, agency, staff, chain of command; and designate an office for counseling sessions with the necessary equipment for documentation.
5. Assist Counseling MA Program students in the development of placement goals and schedule as part of each semester's Site Agreement/School Contract.
6. Provide Counseling MA Program students with *individual* (one student, one supervisor) or *triadic* (maximum two students, one supervisor) for a minimum of one hour/week to discuss progress and needs based on Site Supervisor direct observation or session recordings review.
7. **In cases where a Counseling MA Program student cannot record sessions, the Faculty Supervisor will contact the Site Supervisor regarding the observation of a minimum of three (3) sessions across the semester or recordings used only on site (Site Supervisor deletes them directly following review). The Site**

Supervisor will email the Faculty Supervisor the feedback provided the Counseling MA Program student (see Tevera Session Observation Feedback Form).

8. Review/initial Activity Logs, mid-term and final evaluations of Counseling MA Program students via the Tevera tracking program.
9. Support Counseling MA Program student professional development with available learning opportunities (conferences, workshops, trainings).
10. In cases where a Counseling MA Program students cannot record sessions for review of skill execution, the Site Supervisor will observe a minimum of three (3) sessions across the semester. The Site Supervisor will email the Faculty Supervisor the feedback provided the Counseling MA Program student (see Tevera Session Observation Feedback Form).

UArizona Faculty Supervisor (or Doctoral Intern under Faculty Supervisor oversight)

1. Review and sign Counseling MA Program student Placement Packets before the student meets with service recipients.
2. Contact the Site Supervisor for each Counselling Program student at the start of the semester to provide the following:
 - a. Faculty name
 - b. Specify practicum or internship for the specific Counseling MA Program student
 - c. Start/End semester dates
 - d. Email address
 - e. Mobile number for emergencies
 - f. Will contact Site Supervisor at start of term and as indicated by Counseling MA Program student progress. Will log contact in Tevera tracking program
 - g. Will contact Site Supervisor again at mid-term to discuss Counseling MA Program student progress. Will log contact in Tevera tracking program
 - h. Will contact Site Supervisor again prior to end of term to discuss Counseling MA Program student progress. Will log contact in Tevera tracking program
3. Schedule, as needed, on-site orientations with new Site Supervisors to ensure field placement understanding.
4. In cases where a Counseling MA Program student cannot record sessions for review of skill execution, the Faculty Supervisor will contact the Site Supervisor regarding the observation of a minimum of three (3) sessions across the semester. The Site Supervisor will email the Faculty Supervisor the feedback provided the Counseling MA Program student (see Tevera Session Observation Feedback Form).
5. Continuously assess Counseling MA Program student performance with Site Supervisors. If either supervisor believes the Counseling MA Program or CES student is unable to perform essential functions despite repeated timely and objective feedback, faculty will initiate a meeting for a Growth Plan, or terminate the placement if necessary.
6. Ensure Site Supervisors complete mid-term and final evaluations via the Tevera tracking program for Counseling MA Program students.
7. Facilitate Counseling MA Program student professional development with workshops, curricula, and reading.
8. Schedule and facilitate group supervision where Counseling MA Program students engage in case conceptualization, discuss counseling experiences, review and solicit peer input regarding treatment planning and service provision.
9. Ensure Counseling MA Program students submit all placement forms into the Tevera tracking system in a timely and legible manner.
10. Review mid and final evaluations from the Counseling MA Program student and Site Supervisor.
11. Maintain HIPAA and FERPA privacy guidelines unless the Counseling MA Program student provides written consent.
12. Submit evaluation of Counseling MA Program student and final grades per UArizona standards.

Field Placement Termination

Before taking action or “waiting for something to change”, Counseling MA 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) Counseling MA Program student concerns regarding the site or Site Supervisor.

1. If a Counseling MA Program or CES student wants to terminate a site placement, the Counseling MA Program student will:
 - a. Immediately discuss concerns with the Faculty Supervisor.
 - b. If the Counseling MA 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 a Counseling MA Program or CES student are 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 Counseling MA Program.

Student Placement

Student Justification of Site

Purpose Statement: Practicum and Internship are among the most important professional preparation activities for students. Field experience requirements are based on the accreditation standards established by the Council for Accreditation of Counseling and Related Education programs (CACREP). The objective of clinical practice coursework is to provide me with an opportunity to develop counseling skills through clinical experience, reflection, and supervision. Endorsing the scholar-practitioner model of graduate training in counseling, the clinical coursework in the University of Arizona Counseling MA Program is a blend of academic and applied learning alongside structured supervision. This placement will emphasize ethical decision-making, including federally mandated HIPAA law and its guidelines; the most recent American Counseling Association (ACA) Code of Ethics, Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics, American Mental Health Counselors Association (AMHCA) Code of Ethics, and American School Counseling Association (ASCA) Code of Ethics.

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

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

1. **EXAMPLE:** Apply counseling theory to direct practice since clinical rehabilitation and clinical mental health are key to community health and welfare.
- 2.
- 3.
- 4.

Learning Objectives (Minimum of 3)	Proposed Activities (3-5 activities per objective)
EXAMPLE: Research and describe the following: what public health; tools for its measurement; existing reports on Tucson public mental health	EXAMPLE: <ul style="list-style-type: none"> - Conduct a literature review to understand walkability and the impact of built environments on the public’s health - Review tools for measurement of progress - Review factors and policy unique to Tucson’s public mental health

	- Prepare and deliver a presentation on my findings for my internship agency
Student Placement Status	Placement: Practicum, Internship Min Hours: 100 / 300 / 600 (placement continues until end of term)
Minimum Requirements	Before Practicum, grade of A, B, S, P in: Counseling Theory Counseling Skills and Techniques Either Principles in Rehabilitation or Introduction to School Counseling Group Counseling taken prior to or concurrent with Practicum Before Internship, grade of A, B, S, P in: Practicum Completed coursework (or maximum one course remaining) Telehealth: 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
Training Plans (e.g., orientation to site and responsibilities)	Completed and signed Site Agreement Site orientation Tasks and responsibilities orientation Schedule determination Supervision schedule Documentation/Health record training
Student Requirements	Successfully complete designated hours within designated semester Complete and download signed placement forms into D2L (e.g., Site Agreement, Hours Log, Evaluations, Consent to treat and record)
Possible Risks	Student will receive the following supports: 1 hour of site supervision per week 1 hour UArizona Faculty supervision per week 2 hours group University supervision per week
Other	

SIGNATURES

SITE SUPERVISOR

By signing this document as a Site Supervisor for a UArizona Counseling MA Program or CES student, I understand my responsibilities as outlined in the Site Supervisor Manual. I also understand the Site Agreement outlines mutually agreed upon activities, as part of the field experience for academic credit, that the Counseling MA Program or CES student will be responsible for fulfilling and that the site will be responsible for providing. Site Agreement changes are a normal part of placement, and are permissible as long as the activities maintain a relevant learning focus and all parties agree to the changes.

I will provide this Counseling MA Program or CES student with a minimum of one (1) hour per week of either (a) individual supervision or (b) triadic supervision (maximum two students, one supervisor) to discuss progress and needs based on my direct observation or session recording reviews.

In cases where a Counseling MA Program or CES student cannot record sessions for review of skill execution, the Site Supervisor will observe a minimum of three (3) sessions across the semester. The Site Supervisor will email the Faculty Supervisor the feedback provided the Counseling MA Program or CES student (see Tevera Session Observation Feedback Form).

Site Supervisor Signature & Date:

COUNSELING MA PROGRAM or CES STUDENT

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

Counseling MA Program or CES Student Signature & Date:

FACULTY INSTRUCTOR NOTES

Faculty Signature & Date:

RISK MANAGEMENT SERVICES

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

DISCLOSURE:

INSURANCE COVERAGE FOR UNIVERSITY INTERNSHIPS FOR CREDIT

Introduction

This document is prepared to provide guidance to students and academic programs regarding the types of insurance coverage available to students enrolled in university internship opportunities. The University of Arizona participates in a statutory program of insurance administered by the Arizona Department of Administration, Risk Management Division, as authorized in Arizona Revised Statutes §41-621 et seq.

Insurance coverage described herein is governed by the provisions outlined in this statutory insurance program.

What are Practica and Internships?

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

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

Practica and Internship Documentation

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

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

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

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

Types of Insurance

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

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

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

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FORM A1: School Counseling & CES Site Agreement

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

SELECT ONE: Practicum

Internship Hours: 300 600

Student Name:

Student ID Number:

Student Phone:

Email:

@email.arizona.edu

International Student: Yes No

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

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

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

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

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

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

Placement Information

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

Placement Start Date:
Duration (# of Weeks):

End Date:
Weekly Hours & Days:

Student Professional Liability Insurance: (covers FULL semester, **attach policy copy each semester**)

Company: **Policy #:** **Expiration Date:**

Level One Fingerprint Clearance Card: (covers FULL semester, **attach card copy each semester**).

Issuer: **Card #:** **Expiration Date:**

Site & Site Supervisor Information

Site:

Physical Address, City, State, Zip Code:

Primary Supervisor Name:

Primary Supervisor Phone:

Primary Supervisor Email:

Back-Up Supervisor:

Back-Up Supervisor Phone:

Certification Name and #:

Or License Name and #:

Roles and Responsibilities

This is an in-person program. Telehealth services are tricky for 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.

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

Counseling MA Program students

1. SC students: Each semester, Counseling MA Program faculty submit a mandatory report that ensures the integrity of CLRC, CMH, SC student field placements. The Field Placement Coordinator needs the following from SC practicum and internship students:
 - a. SC site supervisor holds a state SC certificate?
 - b. SC site supervisor has minimum two years of post-graduate SC experience?
 - c. Site Supervisor has supervision training?
 - d. Name of elementary, MS, or HS
 - e. First and last name of SC site supervisor **and**
 - f. Site Supervisor(s) email address(es)
2. SC students will upload the **placement packet into the Tevera tracking system:**
 - a. Site agreement or school site contract
 - i. signed by Counseling MA Program student
 - ii. signed by Site Supervisor
 - iii. signed by Faculty Supervisor
 - b. Liability insurance policy proof
 - i. covers FULL semester
 - ii. includes name, policy #, expiration date
 - c. Level One IVP fingerprint clearance card
 - i. covers FULL semester

Counseling MA Program students do not meet alone with service recipients until the Faculty Supervisor receives and signs the placement packet (subject to UArizona administrative audits).

3. Counseling MA Program students will discuss the following with the site supervisor at the start of placement:
 - a. Site supervisor cell phone
 - b. Back-up supervisor with cell phone
 - c. If *all* staff leave the building, the student must leave or temporarily relocate to another building where staff is present.
4. Counseling MA Program students represent UArizona and the Counseling MA Program and CES Program during field placements. Practicum and Internship are no different from paid employment. Therefore, students will conform to dress, grooming, attendance, behavioral, agency and professional organization ethical and confidentiality standards (ACA, ASCA, CRCC, HIPAA, FERPA). All are professional behaviors that may be viewed as reason for termination by the Site Supervisor. When in doubt, Counseling MA Program students will seek Site and Faculty Supervisor guidance, not peer guidance.
5. Counseling MA Program students will follow the one-week notice standard for time away from the site, accompanied by coordination of coverage. Unless otherwise agreed upon, Counseling MA Program students will adhere to the agency schedule of operation and the developed schedule of attendance for the full placement. When an unplanned event or illness precludes advance notice, Counseling MA Program students will immediately notify the Site and Faculty Supervisors and will schedule an alternate time to complete missed hours.
6. Placement concerns or termination: Before taking action or “waiting for something to change”, students will immediately disclose to the Faculty Supervisor all relevant information. Reasons include, but are not limited to, the Counseling MA Program student’s (a) inability to perform the essential functions of the placement; (b) Counseling MA Program student concerns regarding the site or Site Supervisor.
7. Counseling MA Program students will solicit feedback and respond non-defensively to formative and

summative feedback at all times. They will discuss all constructive feedback and evaluations with the Faculty Supervisor. Site and Faculty Supervisor continuously discuss Counseling MA Program student progress to foster professional development in a timely and proactive manner. Counseling MA Program students can review “Domains of Site and Faculty Supervisor Evaluation of Student (not for use)” to gain insight into the Site and Faculty Supervisor evaluation process (page 40). **Faculty Supervisors provide Site Supervisors with a Tevera tracking program link to complete all necessary field experience related documentation, especially evaluation of student progress at mid-term and end-of-term.**

8. In cases where a Counseling MA Program student cannot record sessions for review of skill execution, the Site Supervisor will
 - a. observe a minimum of three (3) sessions across the semester.
 - b. provide the Faculty Supervisor the feedback provided the Counseling MA Program student (see Session Tevera Observation Feedback Form).
9. Counseling MA Program students will maintain and load accurate Activity Logs and other placement-related documents into Tevera tracking program for Site Supervisor and Faculty Supervisor review. If Tevera is unavailable, the Counseling MA Program student will submit hard copies of documents.
10. Counseling MA Program students will attend all scheduled supervision meetings with the Site and Faculty Supervisors. They will reschedule meetings in advance, and will adhere to all supervision requirements. All missed university group supervision sessions will be “made up”.

Site Supervisor

Minimum criteria: A master’s degree and independent state license/certification in counseling, social work (LCSW), marriage and family, substance abuse, or clinical psychology or similar; training in supervision; two years of professional experience in the specialization in which the Counseling MA Program students are placed.

Key responsibilities:

1. If the Site Supervisor believes a Counseling MA Program or CES student is unable to perform essential functions in spite of repeated feedback based on direct observation, the Site and UArizona Faculty Supervisor will meet with the Counseling MA Program student to develop, implement, and regularly review a Growth Plan. Alternatively, the placement may be terminated based on unique circumstances.
2. Expect contact from the UArizona Faculty Supervisor (or Doctoral Intern)
 - a. at the start of each semester to discuss Counseling MA Program student progress
 - b. at the middle of the semester to discuss Counseling MA Program student progress
 - c. near the end of the semester to discuss Counseling MA Program student progress
3. Contact the UArizona Faculty Supervisor as indicated by Counseling MA Program student performance.
4. Orient Counseling MA Program students to the method of supervisor and back- up supervisor contact back- up supervisor, agency, staff, chain of command; and designate an office for counseling sessions with the necessary equipment for documentation.
5. Assist Counseling MA Program students in the development of placement goals and schedule as part of each semester’s Site Agreement/ School Contract.
6. Provide Counseling MA Program students with *individual* (one student, one supervisor) or *triadic* (maximum two students, one supervisor) for a minimum of one hour/week to discuss progress and needs based on Site Supervisor direct observation or session recordings review.
7. Review/initial Activity Logs, mid-term and final evaluations of Counseling MA Program students via the Tevera tracking program.
8. Support Counseling MA Program student professional development with available learning opportunities (conferences, workshops, trainings).
9. In cases where a Counseling MA Program students cannot record sessions for review of skill execution, the Site Supervisor will observe a minimum of three (3) sessions across the semester. The Site Supervisor will email the Faculty Supervisor the feedback provided the Counseling MA Program student (see Tevera Session Observation Feedback Form).

UArizona Faculty Supervisor (or Doctoral Intern)

1. Review and sign Counseling MA Program student Placement Packets before the student meets with service recipients.
2. Contact the Site Supervisor for each Counselling Program student at the start of the semester to provide the following:
 - a. Faculty name

- b. Specify practicum or internship for the specific Counseling MA Program student.
 - c. Start/End semester dates.
 - d. Email address.
 - e. Mobile number for emergencies
 - f. Will contact Site Supervisor at start of term and as indicated by Counseling MA Program student progress. Will log contact in Tevera tracking program.
 - g. Will contact Site Supervisor again at mid-term to discuss Counseling MA Program student progress. Will log contact in Tevera tracking program.
 - h. Will contact Site Supervisor again prior to end of term to discuss Counseling MA Program student progress. Will log contact in Tevera tracking program.
3. Schedule, as needed, on-site orientations with new Site Supervisors to ensure field placement understanding.
 4. In cases where a Counseling MA Program student cannot record sessions for review of skill execution, the Faculty Supervisor will contact the Site Supervisor regarding the observation of a minimum of three (3) sessions across the semester. The Site Supervisor will email the Faculty Supervisor the feedback provided to the Counseling MA Program student (see Tevera Session Observation Feedback Form).
 5. Continuously assess Counseling MA Program student performance with Site Supervisors. If either supervisor believes the Counseling MA Program or CES student is unable to perform essential functions despite repeated timely and objective feedback, faculty will initiate a meeting for a Growth Plan, or terminate the placement if necessary.
 6. Ensure Site Supervisors complete mid-term and final evaluations via the Tevera tracking program for Counseling MA Program students.
 7. Facilitate Counseling MA Program student professional development with workshops, curricula, and reading.
 8. Schedule and facilitate group supervision where Counseling MA Program students engage in case conceptualization, discuss counseling experiences, review and solicit peer input regarding treatment planning and service provision.
 9. Ensure Counseling MA Program students submit all placement forms into the Tevera tracking program in a timely and legible manner.
 10. Review mid and final evaluations from the Counseling MA Program student and Site Supervisor.
 11. Maintain HIPAA and FERPA privacy guidelines, unless the Counseling MA Program student provides written consent.
 12. Submit evaluation of Counseling MA Program student and final grades per UArizona standards.

Field Placement Termination

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

1. If a Counseling MA Program or CES student wants to terminate a site placement, the Counseling MA Program student will:
 - a. Immediately discuss concerns with the Faculty Supervisor.
 - b. If the Counseling MA 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 a Counseling MA Program or CES student are 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 Counseling MA Program.

Student Placement

Student Justification of School Site- If available, upload document into Tevera tracking system.

Purpose Statement: Practicum and Internship are among the most important professional preparation activities for students. Field experience requirements are based on the accreditation standards established by the Council for Accreditation of Counseling and Related Education programs (CACREP). The objective of clinical practice coursework is to provide me with an opportunity to develop counseling skills through clinical experience, reflection, and supervision. Endorsing the scholar-practitioner model of graduate training in counseling, the clinical coursework in the University of Arizona Counseling MA Program is a blend of academic and applied learning alongside structured supervision. This placement will emphasize ethical decision-making, including federally-mandated HIPAA law and its guidelines; the most recent American Counseling Association (ACA) Code of Ethics, Commission on Rehabilitation Counselor Certification (CRCC) Code of Professional Ethics, American Mental Health Counselors Association (AMHCA) Code of Ethics, and American School Counseling Association (ASCA) Code of

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

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

1. **EXAMPLE:** Apply counseling theory to direct practice because school counseling is key to community health and welfare.
- 2.
- 3.
- 4.

Learning Objectives (Minimum of 3)	Proposed Activities (3-5 activities per objective)
EXAMPLE: Research and describe the following: what walkability means; tools for measuring walkability; existing reports on Tucson’s walkability	EXAMPLE: <ul style="list-style-type: none"> - Conduct a literature review to understand walkability and the impact of built environments on the public’s health - Review tools for measuring walkability - Review factors and policy that are unique to Tucson’s built/walkable environment - Prepare and deliver a presentation on my findings for my internship agency
Student Placement Status	Placement: Practicum, Internship Min Hours: 100 / 300 / 600 (placement continues until end of term)
Minimum Requirements	Before Practicum, grade of A, B, S, P in: Counseling Theory

	<p>Counseling Skills and Techniques Either Principles in Rehabilitation or Introduction to School Counseling Group Counseling taken prior to or concurrent with Practicum Before Internship, grade of A, B, S, P in: Practicum Completed coursework (or maximum one course remaining) Telehealth: 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</p>
Training Plans (e.g., orientation to site and responsibilities)	<p>Completed and signed Site Agreement Site orientation Tasks and responsibilities orientation Schedule determination Supervision schedule Documentation/Health record training</p>
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Site Supervisor Signature & Date:

COUNSELING MA PROGRAM student

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

Counseling MA Program student Signature & Date:

FACULTY INSTRUCTOR NOTES

Faculty Signature & Date:

RISK MANAGEMENT SERVICES

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<http://risk.arizona.edu/>

University of Arizona
Counseling MA Program (Main Campus)
Department of Disability and Psychoeducational Studies
College of Education P.O. Box 210069 Tucson, AZ 85721

FORM B: CLIENT CONSENT

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

Site:

Practicum Internship: Hours: _____

University Counselor-in-Training will read this form in its entirety to clients. When counseling minors in school settings, the University counselor-in- Training will read and sign the “Minor Child in School Recording Consent Form”.

You have been referred to: _____ for the purpose(s) of _____.
University Counselor-in-Training

GUIDING PRINCIPLES

You can expect the following from me, your University Counselor-in-Training:

1. I believe people have the ability to address any issue and work toward meeting personal goals.
2. I will help you by listening carefully to you and by helping you listen better to yourself.
3. I will not judge you or tell you what to do. I will collaborate with you in a safe environment.
4. I will help you explore ways to reach your personal goals.

CONFIDENTIALITY

I will review the content of some of our sessions with my University Faculty Supervisor for the purposes of improving my counseling skills in individual supervision or in small group sessions. Everyone who hears the information is bound by the same legal obligations I am bound by. No information identifying you will be shared during supervision sessions.

All personal information is confidential and maintained at this agency UNLESS:

1. You give your WRITTEN permission to release SPECIFIC information to a person, agency, or other group.
2. You say you intend to willfully harm yourself or someone else.
3. You say you intend to harm or are harming a child, elderly person, or any other person.
4. You violate any agency agreements or contracts you are required to meet while you receive services from this agency.
5. You are on probation, on parole, under court order, or facing pending court action. I may be legally obligated to share information with anyone supervising or assisting you in those capacities while you fulfill your legal responsibilities.

RECORDINGS & ANONYMOUS ORAL PRESENTATIONS

With your permission, I will record some of our sessions with the intent of improving my counseling skills. The recordings will not include information identifying you, such as your full name. Please initial below if you consent to the recording of some of our sessions.

_____ I consent to be recorded. I may revoke my consent in writing at any time except to the extent that action has been taken thereon. I understand the recordings of the sessions will be uploaded to a secure site where they will be automatically deleted three (3) years later. I release The University of Arizona and its undersigned representative, acting under the authority of The University of Arizona, from any and all claims arising out of such taping and recording for supervision purposes only, as is authorized by The University of Arizona.

_____ I decline to be recorded.

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

_____ I consent to the presentation of my anonymous case. I may revoke my consent in writing at any time except to the extent that action has been taken thereon. I release The University of Arizona and its undersigned representative, acting under the authority of The University of Arizona, from any and all claims arising out of such taping and recording for supervision purposes only, as is authorized by The University of Arizona.

_____ I decline to have my anonymous case presented.

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

Universidad de Arizona
Programa de Maestría en Consejería (PMC)
Departamento de Estudios en Discapacidad y Psico-educacionales
FORMA B1: CONSENTIMIENTO DEL CLIENTE

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

PRINCIPIOS FUNDAMENTALES

La filoso(a del Consejero en-Entrenamiento:

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

CONFIDENCIALIDAD

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

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

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

GRABACIONES

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

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

_____ No consiento para ser grabado.

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

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

_____ Me niego a que se presente mi caso anónimo

Firma del Cliente:	Fecha:
Firma del Guardián Legal/Representante Legal:	Fecha:
Firma del Estudiante Universitario-en-Entrenamiento:	Fecha:

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

**FORM C1: CLINICAL REHABILITATION, CLINICAL
 MENTAL HEALTH COUNSELING & CES
 ACTIVITY LOG**

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

Practicum **Internship: Hours:** _____

Student Name: _____ **Site:** _____

Site Supervisor [Print]: _____ **Site Supervisor Signature:** _____

For a practicum and a 600-hour internship, a minimum of 40 practicum hours and 240 internship hours must be direct service recipient contact hours. Examples of direct hours include, but are not limited to individual, group, and couples & family counseling; intake assessments; crisis care management; advocacy; and community education. Examples of indirect hours include, but are not limited to supervision, management, administration, or other aspects of counseling services ancillary to direct service recipient contact. No more than 16/32 hours of group counseling may apply to the 40 direct-hour requirement for practicum. Students must be observed by qualified site staff for two (2) group sessions prior to independent group facilitation.

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
Load totals into Tevera tracking system.

Date	Direct Client Hours	Direct Group Hours	Direct TLH Hours	Site Supervision Hours	Univ. Supervision Hours	Indirect Hours	Activity Details (one line per activity)	Site Initials	Univ. Initials
Total Hours									

FORM C2: School Counseling and CES Activity Log

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

Student: _____ School: _____ Supervisor Name: _____

Directions:

1. Record the dates of each week at the site where indicated.
2. Record the total number of hours per week for each activity under the appropriate column.
3. Total the number of hours for the week and indicate at the bottom of each column in the weekly totals row.
4. At the end of the month, total the hours spent in each activity by adding the hours across each activity and indicate the total in the monthly totals column. Carry over last month's total, add it to this month's total, and indicate in the cumulative total column.
5. Get your site supervisor's signature. Make a copy of this form for your records, and submit it to your university supervisor to keep in your permanent file. **If available, upload totals into Tevera tracking system.**

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

items in bold count toward direct contact hours

Student's Signature _____

Date _____

Site Supervisor's Signature _____

Date _____

University Faculty Signature _____

Date _____

NOT FOR SUPERVISOR USE

DOMAINS of the SITE & FACULTY SUPERVISOR EVALUATION OF STUDENT

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

Counseling MA Program (Main Campus)
 Department of Disability and Psychoeducational Studies
 College of Education P.O. Box 210069 Tucson, AZ 85721

FORM G: Session Observation Feedback
Semester and Year:

100-Hour Practicum Internship Hours: _____

Student: _____ School: _____ Supervisor Name: _____

Counseling Skill	N/A	Absent Skill	Strong Skill	Moderate Skill	Weak Skill
<i>Ethics, Cultural Competence:</i> Therapeutic informed consent, service contract, role induction, natural consequences					
<i>Attending, Empathy:</i> Culturally appropriate behaviors (eye contact), vocal qualities, non/verbal tracking skills					
<i>Listening:</i> Observation, questioning, encouraging, paraphrasing, summarizing, reflection of feeling					
<i>Interview Structure Stages:</i> Working alliance, story and strengths, goals, re-story, action					
<i>Focusing</i>					
<i>Empathetic Clarification/Confrontation</i>					
<i>Reflection of Meaning, Reframe</i>					
<i>Self-Disclosure, Feedback</i>					
<i>Change Action Strategies:</i> +/- logical consequences, psychoeducation (concern, mindfulness, acceptance, emotion regulation, distress tolerance)					
<i>Skills Integration</i>					
<i>Personal Style, Theory</i>					
<i>Group Facilitation</i>					
<i>Other:</i>					

Comments:



University of Arizona Professional Preparation Program (U of A PPP) Professional Expectations

Throughout their entire academic program, students enrolled in Professional Preparation Programs are expected to:

- maintain or exceed the minimum grade point average in their respective program
- follow the academic program of study as prescribed by the program advisor
- abide by the professional, behavioral, and academic standards established by the state, university, and school district/clinical site
- abide by FERPA requirements (if working in a PreK-12 setting) regarding student data and privacy
- abide by HIPAA requirements (if working in a clinical setting)
- abide by Arizona statutes regarding Mandatory Reporting
- communicate professionally and respectfully, orally and in writing (including all forms of social media), with and about peers, colleagues, instructors, PreK-12 students, teachers, administrators, school psychologists, clinicians, field supervisors, clients, families, and community members
- refrain from posting or sharing any minor's or client's images, videos, identifying information, or work on social media without the written permission of the parent/guardian
- have a professional appearance when on a field work campus or at related events
- attend all required course and field-related events on time and for the entire duration
- in case of emergency or absence, provide timely notification to appropriate personnel
- arrive fully prepared for scheduled classes and field experiences
- look beyond oneself and respect differences of race, ethnicity, language, social class, national allegiance, cultural heritage, religion, disability or perceived disability, gender, and sexual orientation
- acknowledge and respond (if appropriate) to others' differing perspectives in a professional and respectful manner
- accept and act upon reasonable criticism and feedback with openness and a growth mindset
- question and test assumptions about teaching, learning, and research
- review and utilize relevant materials and resources provided, including those available via the website and program handbooks/guidebooks
- never invite or meet with PreK-12 students or clients outside of field work settings
- do not text, message, email, call, or use social media to communicate with PreK-12 students or clients about any topic that is not directly fieldwork-related (and if school-related communications are necessary, include their parents/guardians)
- check voicemail and University email daily, and respond appropriately within one business day to messages regarding program or field experiences

- maintain organized and up-to-date records/binder of field experience, which may include timecards, lesson plans, phase-in schedule, observation notes, field log, evaluation reports, reflections, etc.
- be proactive in solving issues early through open communication with pertinent personnel
- maintain appropriate separation of personal and professional issues
- inform appropriate University, field supervisor, and school personnel in a timely manner regarding the existence of professional or personal issues which may impact the ability to continue or be successful in the program and/or field experiences
- promptly self-disclose to University Supervisor/Program Coordinator/Program Director if, at any time during the academic program you come under investigation for engaging in behavior that, if true, would constitute a violation of University of Arizona policy, unprofessional/immoral conduct and/or one or more of the criminal offenses as listed in the Arizona State Board of Education [Professional Practices for Certificate Holders](#). If you are unsure whether you need to make a disclosure, you should contact the Program Coordinator/Program Director. Making a disclosure or failure to self-disclose may, but does not necessarily, result in a denied application or removal from a course, field placement, or program.

Printed Student Name: _____

Student Signature: _____

Date:



The University of Arizona Professional Preparation
Program (U of A PPP)
***Professional Standards for Counselor
Preparation***

The University of Arizona has a responsibility to the educational community to ensure that individuals who are recommended to the Arizona Board of Behavioral Health Examiners and The Commission on Rehabilitation Counselor Certification merit acceptance into the counseling profession. As a student in a University of Arizona professional preparation program, you are expected to meet several professional standards, policies, and requirements.

Academic Standards

The University of Arizona Counseling Program have aligned their curricula and assessment standards with the Council for Accreditation of Counseling and Related Educational Programs (CACREP) academic standards. Throughout your counselor preparation program, there will be a series of benchmark assignments, including key performance indicators (KPI) and the Counselor Preparation Comprehensive Examination (CPCE) to assess your progress in meeting them. You are required to review these standards:

[CACREP Standards](#) (Section 3, 4, 5-C, 5-D, 6).

Behavior Standards

You are expected to behave professionally during the program while on the UA campus, and related field experience events. The following are categories of behavior standards to which you must adhere.

- State of Arizona Standards
 - Arizona State Board of Education [Professional Practices for Certificate Holders](#) (pp. 2 & 4)
- The University of Arizona Standards:
 - [Student Code of Conduct](#)
 - [Threatening Behavior Policy](#)
 - [Non-Discrimination and Anti-Harassment Policy](#)
 - [Academic Integrity Policy](#)
 - [U of A PPP Professional Expectations](#)
- Our Counseling Professional Codes of Ethics:
 - [ACA Code of Ethics](#)
 - [AMHCA Code of Ethics](#)
 - [CRCC Code of Ethics](#)

Adherence to Standards

Successful completion of the professional preparation program is dependent upon a student's ability to meet academic and behavior standards. If a student's performance raises concerns about their ability to successfully complete the program, University, or field-based professional educators in the program will follow the [Due Process Flow Chart](#) and may initiate a [Performance Concern Form](#). Depending on the severity of the issue, the student may be placed on a *Professional Growth Plan* which identifies steps for

remediation, provides support, and establishes expectations that must be met within a given timeline. Possible consequences for not meeting the expectations in the [Professional Growth Plan](#) include removal from a course or clinical placement, failing grade in a course, withdrawal from the program with the right to petition for re-admission, or dismissal from the teacher preparation program. It is important to note that severe violations of the standards may lead directly to the consequences listed above in lieu of a *Professional Growth Plan*.

Student Agreement

- I have read the standards distributed to me in this document and via the online links provided.
- I will obtain and read the school district standards before I begin each new field placement(s).
- I agree to abide by these academic and behavior standards for the duration of my academic program.
- I understand these criteria will be used to evaluate my progress throughout the program, and that failure to successfully meet the standards may result in removal from a course or field placement, failing grade in a course, withdrawal from the degree program with the right to petition for re-admission, or dismissal from the degree program.
- I understand that I have a duty to promptly disclose to the program director if, at any time during my academic program, I become under investigation for engaging in behavior that, if true, would constitute a violation of University of Arizona policy, unprofessional/immoral conduct and/or one or more of the criminal offenses as listed in the Arizona State Board of Education [Professional Practices for Certificate Holders](#).

Printed Student Name: _____

Student Signature: _____

Date:



Insurance Coverage for UA COE Practicum & Internship Placement

INTRODUCTION

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

WHAT ARE PRACTICUM & INTERNSHIPS?

Practicum and internship is a guided learning experience offered by an organization with the student's academic program and preparation for future employment in mind. Practicum and internship is a temporary practical assignment, usually lasting only 1-2-3 academic terms, with no guarantee of ongoing or future employment. To award credit for internships, academic departments require academic assignments, assess learning, and determine whether/how much academic credit is due. The nature of the for-credit internship, and the arrangement in place between the UA and the training site will also influence the availability of one or more types of insurance coverage listed below.

PRACTICUM & INTERNSHIP DOCUMENTATION

Insurance coverage for university internships for credit may be applicable if there is written approval from the academic advisor or faculty member that documents a connection between the training opportunity and the student's academic program curriculum. The University of Arizona recommends acknowledgment by the student of receipt of this insurance disclosure.

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

Affiliation agreements specify which party provides insurance coverage, and the type and extent of that coverage.

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

TYPES OF INSURANCE

Several types of insurance may be applicable to an internship opportunity. These are listed and discussed in detail below:

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

Workers' Compensation – This insurance covers on-the-job injuries to employees, including authorized medical treatment expenses and lost wages if the injury requires missing work. If an internship training site hires a student intern as an employee, then that employer is responsible for providing worker's compensation coverage. Occasionally, an affiliation agreement requires the UA to provide workers' compensation coverage for interns who are neither employees of the UA nor the internship training site. UA Risk Management Services has collaborated with the Arizona Department of Administration, Risk Management Division, to provide this coverage on an extent required basis. Please contact UA Risk Management Services for guidance regarding UA/State of Arizona provided workers' compensation insurance for student interns.

International Insurance – University insurance covers international travel only when it is conducted as a part of official university business. University processes for travel authorization and itinerary registration must be followed to identify the travel as having an official UA purpose, and to ensure rapid access to insurance and assistance if needed while abroad. Most internship experiences are not considered university business. Students registered for Study Abroad units are automatically enrolled in an international insurance program that provides emergency medical care, emergency evacuation, etc. All other students interning internationally are responsible for their own travel and emergency coverage. Contact UA Study Abroad for guidance.

Health Insurance – University students are expected to arrange for their own health insurance through Campus Health, through a family relationship, or directly from a health insurance provider. UA Risk Management Services (RMS) coordinates university insurance coverage with the State of Arizona, and can assist university departments with coverage questions, and determining which type of insurance is applicable to a particular situation. Contact RMS at 520-621-1790 or risk@email.arizona.edu for assistance.

Student/Intern Acknowledgment

I acknowledge receipt of the INSURANCE COVERAGE FOR UA COLLEGE OF EDUCATION INTERNSHIPS FOR CREDIT DISCLOSURE and certify that I have read and understand this document.

Student/Intern Signature: Date