

M.S. Counseling Practicum Manual

Rehabilitation Counseling

University of Arkansas

Counselor Education Program

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PART I: Introduction of the Counseling Practicum

The practicum experience elements, as stated by The 2016 CACREP Standards, are “considered to be the most critical experience elements in the program.” They are designed to provide a variety of opportunities that offer counseling services to clients and work directly with human service professionals. Practicum emphasizes refining counseling skills and ethical responsibility through supervision in settings that represent the diversity in the local community.

This manual delineates the structure and standards to the practicum program in the University of Arkansas Counseling Program. Standards are based on requirements placed by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), which is a national affiliate of the American Counseling Association (ACA). Counseling practicum students are responsible for the policies and procedures set forth in this manual.

Terms used in this manual are defined below:

DIRECT SERVICE – defined by CACREP as *face-to-face interactions* that involve the application of *counseling, consultation or human development skills*. Individual and group counseling, as well as staffing in which the practicum student presents a case, are examples of direct service.

INDIRECT SERVICE – all of the miscellaneous activities related to practicum that are not direct service. Engaging in supervision, preparing case notes, attending professional staffings, and clinically relevant phone contacts are examples of indirect service.

COORDINATOR (Practicum/Internship/Clinical) – a member of the CNED faculty appointed to coordinate the administrative aspects of the program’s practicum and internship experience and ensure all standards are being upheld. (CACREP, ADE, ArBOEC, CNED, COEHP, UA, ACA).

SITE – a setting where counselors work. This could be a school, college or university setting, community mental health center, rehabilitation counseling settings, hospital, private practice or other organizations.

SITE MANAGER – the person who provides administrative management to the counselors employed by a site.

SITE SUPERVISOR – a professional appointed by the site manager as the immediate and direct supervisor of a practicum student at the placement site. The site supervisor must be a Certified Rehabilitation Counselor and/or Licensed Professional Counselor with at least 2 years of experience, unless otherwise approved by faculty.

PART II: Practicum Placement

Prerequisites

Masters level students may enroll in practicum after they have completed the majority of their programs of study. It is the expectation of the CNED faculty that masters' students have completed the majority of the coursework for the degree, so that the student will have as much information and practice as possible. (See CNED Course Pre-requisites and Co-requisites form). Students must apply to and obtain approval from the counseling faculty and rehabilitation counseling coordinator prior to enrolling.

Enrollment priority: Practicum instructors and sites are limited in number. Additionally, CACREP standards require a limited instructor to student ratio. Some practicum may be delayed in order to maintain the integrity of the program. CNED faculty will make joint decisions regarding delay of practicum. Priority sequence will be as follows: (a) full time CNED majors, (b) part time CNED majors.

Procedures for Applying

1. **Attend Practicum Orientation.** Practicum orientation will be held by the Rehabilitation Coordinator in near the beginning of the Fall and Spring semesters. Students who plan to enroll in practicum must attend an orientation the semester prior to enrolling (i.e., Fall practicum students must attend orientation in the Spring prior to enrolling, Summer practicum student must attend orientation in the spring prior to enrolling, and Spring practicum student must attend orientation in the Fall prior to enrolling).
2. **Select a site.** Students may obtain a listing of Approved Placement Sites from the program. Students are urged to discuss with their major advisor and coordinator the appropriateness of any placement site for meeting their career development needs. *If a student is planning to seek placement at a site where they will be working with children under the age of 12, the student **must** successfully take CNED 6133: Introduction to Play Therapy before they will be approved for placement.* Introduction to Play Therapy is offered every Spring. If a student desires to do practicum in a site not previously approved, the student must have the site complete an Application to Become an Approved Site (Appendix L) and consult with the coordinator to determine if the site may be approved for their practicum. The coordinator must approve any site, and they reserve the right to determine if a site is suitable.
3. **Apply to the site.** Students must contact the site manager and request to be interviewed at their preferred placement sites. Site managers have the authority to determine if a student would be suitable for the site. If accepted by the site manager, the student must apply to the clinical coordinator for approval to perform practicum at the site.

4. **Complete documentation.** The following forms must be completed and submitted *by the established due date* the semester prior to beginning practicum:
- a) **Site Placement Application** (Appendix A).
 - b) **Memorandum of Understanding** (Appendix B). The Memorandum of Understanding is an agreement between the practicum site and the counseling program at the University of Arkansas.
 - c) **Practicum Site Profile** (Appendix C). The site manager, or the practicum student working in conjunction with the site manager or site supervisor, must complete the Site Profile, which describes the types of counseling services offered at the site.
 - d) **Site Placement Agreement** (Appendix D). Placement Agreement indicates that the counseling program faculty and the site administrators approve the student's application to complete practicum at the site. The site manager, the site supervisor, the student and the practicum coordinator must sign it.
 - e) **Student Counselor's Agreement to Counseling Practicum Manual** (Appendix K).
 - f) **Drug and Background Checks** (Appendices M & N). Background checks and a drug panel are required for all students entering practicum. These are done through Courthouse Concepts and Department of Child and Family Services. If a practicum student's site requires their own checks, the program will accept a copy of the site's reports. The student is responsible for coordinating any additional checks necessary (e.g., if the site provides a background check, the practicum student must still coordinate a drug panel). *Most sites will not accept the program's reports in place of their own, so the practicum student should be sure to check with their site on these policies. The practicum student may not begin at their site until these have been completed and information has been submitted to the program.*
 - g) **Professional Liability Insurance.** Liability insurance is provided at FREE along with a student membership in the American Counseling Association (ACA). *Professional liability insurance is a requirement for all practicum students.* Proof of professional liability insurance must be turned in to the coordinator.
 - h) **Mandated Reporter Training.** This training can be completed at <http://ar.mandatedreporter.org>. Provide the completion certificate along with other paperwork to the clinical coordinator.
 - i) **Letters of support.** As required by the clinical coordinator.

All documentation must be turned in to the coordinator prior to the beginning of the semester. Field placement may not begin until all of the above documentation is completed and turned in to the coordinator. Failure to complete documentation is sufficient reason to withdraw the practicum student from the placement site and to indicate unsatisfactory performance in practicum.

Paid Practicums

In the state of Arkansas, School Counselors may legally work in a public school setting prior to graduation from a master's level counseling program under the Deficiency Remediation Plan (DRP), which must be filed with the Department of Education. Counseling students who are

working as School Counselors under DRP may complete their practicum requirements at their place of employment provided appropriate supervision is arranged.

All other persons in Arkansas who provide counseling in settings, such as agencies, hospitals and other community or private settings, may only do so when they have been duly licensed by the Arkansas Board of Examiners in Counseling (ArBOEC). Being a counseling practicum student does not qualify the student for licensure. Therefore, the student may not legally accept employment as a Counselor. Employment where the primary duties are not those of a Counselor as defined by ArBOEC, such as a case manager or assessment counselor, mental health aid, etc., is not acceptable to complete the requirements of counseling practicum.

Students in the RHAB concentration, may be allowed a stipend or payment depending on their site placement and approval by advisor and RHAB coordinator.

Counseling practicum students who hold licenses as Professional Counselors in Arkansas may accept practicum placements that include reimbursement for providing counseling services but duties must be qualitatively different if using current job as a professional counselor.

Students who are considering employment as a paraprofessional at their proposed practicum site simultaneous to participating in practicum must secure written approval from the CNED coordinator *prior* to employment to ensure compliance with state and CACREP standards.

The practicum student should be aware that according to the State of Arkansas 72nd General Assembly Act 593, Section 15:

“Students engaged in counselor training programs . . . may perform, as part of their training, the functions specified in Section 3 of this Act . . .” (counseling, appraisal, consulting, referral, and research) “. . . provided that such functions are performed under the supervision of a Licensed Professional Counselor.”

Change of Placement

Counseling practicum students are generally expected to complete their semester in one placement setting.

Anytime a practicum student leaves a setting, the counseling faculty and clinical coordinator expect the practicum student to engage in an appropriate termination process with their clients and with on-site personnel prior to leaving the setting. Should a placement become problematic, the practicum student may change the placement.

Termination or change of placement at the practicum student’s desire will adhere to the following procedures:

1. The practicum student, the practicum instructor, the clinical coordinator and the site supervisor discuss the problem and determine whether a solution can be found within the

existing placement. The practicum student may be asked to continue with the placement until the end of the semester, and an agreement may be made to change the placement before the beginning of the next semester.

2. If a solution is not found and the practicum student desires to make a change of placement during the semester, the practicum student must write a request for placement reassignment and summarize reasons for the reassignment. The clinical coordinator will make a decision to terminate the placement and request an evaluation (Appendix G) of the practicum student's performance from the site supervisor. The practicum student is not guaranteed another placement during that semester or for any future semesters.
3. The practicum student and the coordinator explore new placement options. The practicum student must follow all procedures outlined in Part II to obtain placement in a new setting.
4. The coordinator will confer with the site supervisor of the first assigned placement to consider the possibility of future placements.

Termination or change of placement by a site manager, site supervisor, or the counseling faculty will adhere to the following procedures:

1. The practicum student, the practicum instructor, the coordinator, and the site supervisor discuss the problem and determine whether a solution can be found within the existing placement.
2. If a solution is not found, the practicum student may be immediately terminated from the placement at the discretion of the clinical coordinator or at the request of the site supervisor and site manager. The site supervisor, site manager, or coordinator will provide the practicum student a written summary of reasons for the termination.
3. If the termination is due to the practicum student's performance, the practicum student will be allowed a hearing with the counseling faculty. If needed, the coordinator will confer with the counseling faculty to devise a remediation plan for the practicum student. In these cases, the practicum student is not guaranteed another placement during that semester or for any future semesters.
4. While the program encourages the site manager and site supervisor to follow the above procedures, they maintain the right to immediately terminate the practicum student.

Change of Site Supervisor

Practicum students must inform the clinical coordinator of any change of their on-site supervisor.

Practicum students may offer counseling services only when they are under the supervision of the University of Arkansas Counseling Program. If the practicum site requests that the practicum student work through holiday periods, the practicum student must arrange with the clinical

coordinator a University of Arkansas Counseling Program supervisor. If a counseling program supervisor is not available, practicum students may not offer counseling services other than when enrolled in the practicum course during a regular semester.

PART III: Responsibilities

A practicum with the University of Arkansas Counseling Program requires all practicum students, counseling faculty, site supervisors and site managers to comply with the following:

- The 2014 American Counseling Association Code of Ethics.
- The 1993 Association for Counselor Education and Supervision's Ethical Guidelines for Counseling Supervisors.
- All legal statutes governing counseling practice for the state of Arkansas.
- Students in the Rehabilitation concentration must comply with the Commission on Rehabilitation 2017 Counselor Certification Code of Ethics.

Program and Site. The responsibilities of the University of Arkansas Counseling Program and the practicum student's placement site are in the Memorandum of Understanding (Appendix B).

Course Instructor. The practicum course instructor is responsible for:

- Providing 1.5+ hours of weekly group supervision
- Meeting the course description given in the Graduate School Catalog, the course outline/syllabus, and in the Practicum Manual.
- Following and ensuring the practicum students follow the policies and procedures of this manual.
- Following and ensuring the practicum students follow all appropriate ethical codes and legal statutes.
- Evaluating student performance, obtaining evaluations from practicum student's supervisors, and assigning student grades, with consideration of the evaluations.
- Conducting site visits for each practicum student in their course

Rehabilitation Counseling Coordinator. The primary responsibilities of the clinical coordinator are to:

- Develop policies and procedures for implementing the practicum program.
- Follow, and ensure the practicum students follow the policies and procedures of this manual.
- Follow, and ensure the practicum students follow all appropriate ethical codes and legal statutes.
- Make available written guides for site supervisors and students.
- Follow the CNED faculty's criteria for the selection of quality placement sites.
- Assist sites in selecting appropriate professionals as site supervisors.
- Assist students in initiating procedures for student placement.
- Participate in relevant meetings, committees, conferences, and supervisor training sessions. Assist students, course instructors, and site supervisors in the resolution of placement problems.
- Inform all affected parties of changes regarding site placements.

Counseling Faculty. The primary responsibilities of the counseling faculty with regard to practicum are to:

- Follow and ensure the practicum student follows the policies and procedures of this manual.
- Follow and ensure the practicum student follows all appropriate ethical codes and legal statutes.
- Provide timely opportunities for student hearings in cases of grievance.
- When needed, devise remediation plans for practicum students and ensure their timely completion.

Practicum Student. The primary responsibilities of students enrolled in practicum are to:

- Read and follow the policies and procedures of the most current Counseling Practicum Manual.
- Provide a copy of the most current Counseling Practicum Manual to the site supervisor.
- Follow all appropriate ethical codes and legal statutes.
- Practice the skills inherent in the program's objectives, as described in Part IV.
- Integrate knowledge from previous courses and apply it in the practicum setting.
- Develop and practice analytic skills sufficient for responsible professional practice.
- Develop strategies and goals for continuing personal and professional growth and share them with supervisors.
- Attend weekly supervision sessions with all supervisors – on-site, university appointed and class instructor.
- Inform the coordinator of any changes in the placement site supervisor.
- Provide weekly samples in the form of tapes for review by supervisors.
- Complete required practicum hours in a timely way.
- Maintain appropriate *documentation of activities*.
 - Submit all necessary documentation to clinical coordinator (see Part II, Procedures for Applying)
 - Weekly throughout practicum, the student must submit to the course instructor
 - Weekly Clinical Activity Log (Appendix E)
 - Appropriately signed consent forms from clients who have consented to taping of their counseling sessions (Appendix J).
 - Other written assignments, such as case studies, as specified by the course instructor.
 - At the end of each semester, each practicum student must submit to the course instructor:
 - Clinical Activity Log Summary (Appendix F)
 - Student Evaluation of Placement Site (Appendix H)
 - Student Evaluation of Supervisor (Appendix I)

Doctoral/University Supervisors. The primary responsibilities of the doctoral or university supervisor with regard to supervising master's level practicum students are:

- Provide 1 hour of weekly individual or triadic supervision Following and ensuring the

- practicum students follow all appropriate ethical codes and legal statutes.
- Review clinical tapes with supervisee and provide feedback and guidance
 - Complete the Supervisor Evaluation of Student Counselor form (Appendix G) at the following times:
 - At mid term of the semester
 - At the end of the semester
 - Anytime a practicum student is demonstrating unsatisfactory, unethical or illegal performance.

Site Supervisors. The primary responsibilities of the site supervisor with regard to supervising master's level practicum students are:

- Provide 1 hour of weekly individual or triadic supervision
- Be familiar with the documentation required of practicum students and assist them to complete it in a timely manner.
- Complete the Supervisor Evaluation of Student Counselor form (Appendix G) at the following times:
 - At mid term of the semester
 - At the end of the semester
 - Anytime a practicum student is demonstrating unsatisfactory, unethical or illegal performance.
- Complete a supervisor orientation provided by the Counselor Education program before beginning the supervision process

Supervisors may supplement the Supervisor Evaluation of Student Counselor form with other additional written statements or documentation. Practicum students will receive copies of each written evaluation and the evaluating supervisors must discuss the evaluation with them. Evaluations must be submitted to the course instructor in a timely manner.

PART IV: Program Learning Objectives

The best education for a profession combines theory with practice while encouraging an integrated personal style. The task is to design and implement a learning program that is mutually reinforcing, and yet accountable to:

- Clients, by assuring they receive competent and ethical service.
- Practicum students, by enhancing learning and meeting personal objectives.
- The counseling profession, by improving the means of promoting and assessing the student counselor's readiness for professional practice.
- The placement site, by putting learning goals into operational terms, which fit the site's clients and staff.

The University of Arkansas's counseling program's learning objectives are organized into three major areas: (a) counseling practice, knowledge, and skills; (b) becoming a professional counselor; and (c) site and community skills.

A. Counselor practice, knowledge, and skills

Practicum students should be able to demonstrate appropriate professional proficiency of counseling skills and also include intervention strategies with systems of varying size and complexity. The emphasis is on direct practice in counseling a population that is diverse, while utilizing the didactic and experiential training received in the University of Arkansas Counseling Program. Competence will be displayed through the student's ability to:

1. Apply core counseling skills of empathy, respect, concreteness, genuineness and immediacy within the counseling process.
 - a) Using empathy to show understanding of how clients psychosocially and vocationally adapt to disabilities.
 - b) Communicating respect for the client's humanness, problem-solving capacities, potential for growth and need for hope.
 - c) Using concrete language to assist client.
 - d) Distinguishing personal feelings and opinions separately from the client's.
 - e) Displaying genuineness.
2. Apply advanced counseling skills such as advanced accurate empathy and confrontation within the counseling process.
 - a) Using advanced accurate empathy to show understanding of what client is unconsciously expressing and experiencing.
 - b) Using responsible confrontation to challenge client discrepancies, evasions and resistance.
 - c) Using immediacy techniques to examine here-and-now relationship issues.
3. Use modes of direct service intervention appropriate to role level, client needs and site function.

- a) Providing counseling services, including services to the family of the client, when appropriate.
 - b) Planning and coordinating services for a client.
 - c) Co-leading or leading a client group.
 - d) Matching client with needed community services.
 - e) Making appropriate referrals and follow-up.
 - f) Acting as client's advocate.
4. Formulate and implement a plan to deal with a client problem.
- a) Writing and discussing a plan of action and a rationale for it.
 - b) Carrying out the steps of the plan in collaboration with the client.
 - c) Monitoring the plan with the client, exchanging feedback about the process.
 - d) Maintaining focus and continuity, revising assessments and contracts based on changing needs, circumstances and perceptions.
5. Terminate and evaluate the counseling relationship.
- a) Instituting a series of steps leading to successful termination, including transfer or referral when appropriate.
 - b) Identifying and assessing the effects of termination on self and client.
 - c) Identifying and assessing the client's movement toward goals and suggesting next steps.

The general objectives of the rehabilitation counseling program are to provide students with the knowledge and skills in the following, as they relate to the needs of and services to people with disabilities.

1. Evaluation and application of assistive technology with an emphasis on individualized assessment and planning
2. Understanding and use of resources for research and evidence-based practices applicable to rehabilitation counseling
3. Strategies to enhance coping and adjustment to disability
4. Techniques to promote self-advocacy skills of individuals with disabilities to maximize empowerment and decision-making throughout the rehabilitation process
5. Strategies to facilitate successful rehabilitation goals across the lifespan
6. Career development and employment models and strategies to facilitate recruitment, inclusion, and retention of individuals with disabilities in the workplace
7. Strategies to analyze work activity and labor market data and trends, to facilitate the match between an individual with a disability and targeted jobs
8. Advocacy for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers
9. Assisting individuals with disabilities with obtaining knowledge of and access to community and technology services and resources
10. Consultation with medical/health professionals or interdisciplinary teams regarding the physical/mental/cognitive diagnoses, prognoses, interventions, or permanent functional limitations or restrictions of individuals with disabilities

11. Consultation and collaboration with employers regarding the legal rights and benefits of hiring individuals with disabilities, including accommodations, universal design, and workplace disability prevention.

B. Becoming a Professional Counselor

This learning objective is demonstrated in the willingness of the practicum student to be fully responsible for personal thoughts, feelings and actions and in their pro-active stance towards learning. Both are essential for autonomous practice. Competence will be displayed through the student's ability to:

1. Demonstrate a capacity for self-observation and self-awareness by
 - a) Identifying and assessing effects of learning style, personal values, biases and feelings on performance, especially regarding issues of human diversity.
 - b) Examining and changing behaviors that interfere with successful work.
 - c) Exercising initiative in making counseling interactions and activities observable and subject to feedback.
2. Use counseling supervisors for learning by
 - a) Identifying initial learning needs and interests.
 - b) Actively collaborating in formulating and updating a learning contract.
 - c) Asking questions.
 - d) Preparing work agendas.
 - e) Seeking other available learning resources, including professional staff, print and non-print media, professional literature and research.
 - f) Discussing assignments, challenges and problems openly with supervisors.
3. Apply content from counselor program courses in the placement agency by
 - a) Applying concepts, skills, professional counseling values and ethics in work with clients and colleagues.
 - b) Identifying and discussing ethical dilemmas in professional decision-making.
 - c) Discussing conflicting obligations, choices, or expectations between self, client and colleagues.
 - d) Generating reports, presentations, process records and tapes.
 - e) Applying knowledge of theory and empirical findings.
4. Manage time and work demands by
 - a) Arriving at assigned times at the placement site or for supervision.
 - b) Planning and organizing available time to manage the flow of work.
 - c) Prioritizing tasks in relation to deadlines, site procedures and client system needs.
 - d) Completing assignments on time.
 - e) Exercising good judgement in completing work priorities.

C. Site and community skills

Practicum students should be aware of the reciprocal influences of social class, age, gender, ability, sexual orientation, racial and ethnic differences, as well as culture and personality on human and organizational behavior. Practicum students should observe, assess, and be able to discuss the impact of organizational policies and structures on the site's services, clients and staff. Competence will be displayed through the student's ability to:

1. Identify and describe the organizational structure of the site, its mandates and services, and the roles and functions of staff members.
 - a) Having the ability to prepare a graphic representation of the placement site's organizational lines of authority and structure.
 - b) Having the ability to present a simulated 10-minute public service talk about the site.
 - c) Having the ability to describe the site, its purpose and its services.
 - d) Having the ability to respond to telephone requests for information about the site.
 - e) Having the ability to prepare a brochure, which could be used to publicize the site's services.
2. Describe and assess the impact of selected policies, legislation and organizational structure on site services, clients, staff and self.
 - a) Identifying how individual problems relate to larger policy issues.
 - b) Describing ways in which gender, race, social class, age, ability, sexual orientation and ethnicity impact the organization and use of services.
 - c) Describing the formal and informal means through which site policies are formulated.
 - d) Describing the work climate of the site and assess its impact on staff morale.
3. Describe the typical client in relation to the community system and recognize the ways in which a client's inability to function appropriately or adequately in the community system leads to involvement with the site.
 - a) Identifying and describing the key components within the community, including full inclusion of people with disabilities in all aspects of life, which promote or diminish client functioning.
 - b) Having the ability to present a simulated expert witness report outlining the negative or non-supportive relationships between the mainstream life of the community and the unmet needs of a specific client or target group.
 - c) Identifying the describing key organizations or institutions in the client's life and the interactions existing between the client and these larger systems.
 - d) Identify client functioning, coping skills, and ability to achieve self-determined rehabilitation goals.
4. Contribute to the processes of maintenance and change in the site and the community.
 - a) Identifying and assessing personal feelings, attitudes and degrees of adaptability with respect to changes within the site.

- b) Contributing to the ways in which staff members cooperate in various work groups.
- c) Developing knowledge and skills for conflict resolution in an organizational setting, participating as a member of work groups.

PART V: General Requirements

Hour Requirements

	Direct Hours	Indirect Hours	Total Hours
Practicum	40	60	100

Note: These are *minimum* requirements for direct hours and total hours. Indirect hours may be less only if direct hours are more and the total still meets the minimum requirements. Direct hours may never be less than the minimum required.

Practicum students are expected to complete their practicum hours in a timely manner. When completing a 100-hour practicum during a 15-week semester, which consists of 9-11 weeks in the field, practicum students should average approximately 10 hours per week providing services on site. If completing practicum in the summer semester (approximately 10 weeks- students should average the same 10 hours per week). The appropriate minimum ratio (4:10 hours) of direct service must be completed for the practicum student to be considered making satisfactory progress in practicum. Practicum students must go through an appropriate termination process with their clients and with on-site personnel prior to ending their practicum at the end of their enrollment.

Along with seeing individuals, couples, or families, students are expected to engage in coleadership of a group during either their practicum or internship experience. Students are required to co-lead a group with a licensed mental health professional either at their primary site, or at another location. Students may count 8 of these group hours as direct hours. The hours can be acquired in either practicum, internship I, or internship II, but must be acquired during the same semester.

Practicum students who complete the required number of hours prior to the end of the semester must continue to work at the site and remain under site and university supervision throughout their enrollment. Practicum students are **not** allowed to “roll over” hours into Internship I.

Supervision

Three types of supervision may be provided to the practicum student during the counseling practicum: individual, triadic, and group. Individual supervision is one-on-one face-to-face supervision provided by both the site supervisor and by the counseling program. Triadic supervision involves a supervisor and no more than two supervisees. Group supervision is conducted by the counseling program faculty and involves no more than 12 practicum students in a supervision group. The following supervision is mandatory throughout practicum:

One hour of individual/triadic site supervision per week: Practicum students must complete a minimum of one hour *on site* per week of individual/triadic supervision provided by the site supervisor. This must occur every week, be documented in Appendix E, signed by the site supervisor and practicum student, and turned in to practicum instructor each week or the student may not see clients.

One and a half hours of group supervision per week: Practicum students must complete at least one and one half hours per week of group supervision in the practicum class on campus. More than 3 missed classes will not result in completion of enough group hours to meet this requirement.

Additional supervision may be required as determined by the counseling faculty. This may include one hour per week of individual or triadic supervision provided by the counseling faculty or an appropriately trained/experienced doctoral student.

Practicum Duties

Practicum students are expected to perform the duties of a counselor at their practicum sites only under continuous supervision. For every 100 hours of service at the practicum site, students are expected to perform 40 hours of direct service (40:100 or 4:10 ratio). Direct service includes individual and group counseling. Practicum students should also have the opportunity to become familiar with a variety of professional activities in addition to direct service such as record keeping, information and referral, in-services and staff meetings. Practicum students should gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and non-print media, professional literature and research.

Work Samples

Practicum students are expected to provide work samples to their supervisors (course instructor should specify how many). Work samples are recordings of interactions with clients. ***Video recordings are a requirement of practicum.*** Audio recordings may be acceptable with approval of the supervisor, and only if the site does not allow video recording due to legal or ethical restrictions. The intern must obtain permission from the client for recording and must submit a signed consent form to the supervisor when the recording is reviewed. All recordings must be obtained and stored in a HIPAA compliant manner. A sample of a consent form is available in Appendix J. Other types of work samples that may be required include case notes and case studies.

Evaluations

Practicum students will be evaluated throughout their practicum. Evaluation will be based on the practicum student's (a) adherence to the expectations of practicum as specified by the policies and procedures described in this manual, (b) performance within the placement setting and (c) demonstration of competency in achieving the Counseling Program's learning objectives (described in Part IV). See Appendix G for the Supervisor Evaluation of Student Counselor form. Formal written evaluations will occur:

- At midterm of the practicum semester
- At the end of the practicum semester
- Anytime a practicum student is demonstrating unsatisfactory, unethical, unprofessional, or illegal performance in practicum (see syllabus for further explanation).

Practicum student's written evaluations will include the Supervisor Evaluation of Student

Counselor (Appendix G) and may also include other written statements and documentations. Practicum students will receive copies of each written evaluation and the evaluating supervisors must discuss the evaluation with them.

Practicum students will be required to provide evaluations of placement sites (see Appendix H), evaluations of supervisors (see Appendix I), and a Clinical Activity Log Summary (see Appendix F) at the end of the practicum semester.

Course Instructor may include additional requirements. The practicum student should always consult the Practicum Syllabus as well as the Counseling Practicum Manual.

PART VI: Evaluation

Evaluation will be based on the practicum student's (a) adherence to the expectations of practicum as specified by the policies and procedures described in this manual and in the syllabus, (b) performance within the placement setting and (c) demonstration of competency in achieving the Counseling Program's learning objectives (described in Part IV). Evaluations will be based on observations of practicum students' work performances, in practicum students' work samples, on practicum students' verbal reports, and on practicum students' behaviors at the placement setting, in supervision, in the Practicum course and on the practicum students' interactions with the counseling program faculty and students. Evaluation will be on going and periodic, and will be both verbal and written, formal and informal.

On-going, verbal, informal evaluations occur in regular sessions with practicum supervisors providing feedback on the practicum students' demonstrated counseling skills. Practicum students should seek verbal feedback in each session to develop an understanding of how each supervisor perceives their progress in the practicum.

Written, formal evaluations involve assessing overall progress and developing plans for improvement. Formal evaluations using the Supervisor Evaluation of Student Counselor form (Appendix G) will occur:

- At midterm of the practicum semester
- At the end of the practicum semester
- Anytime a practicum student is demonstrating unsatisfactory, unethical, unprofessional or illegal performance in practicum

Mid-Semester Evaluation

The mid-semester evaluation is a formal written evaluation using the Supervisor Evaluation of Student Counselor form (Appendix G). *Supervisors may supplement with additional evaluation or feedback forms, but Appendix G is required.* Supervisors should insure the report summarizes significant verbal assessments made in supervision sessions. Supervisors should schedule a mid-semester evaluation conference to share and discuss the written formal evaluation with practicum students. Supervisors should insure the practicum student is receiving appropriate verbal feedback, and if necessary, written evaluative feedback, so the practicum student will be prepared to expect the feedback at the written mid-semester evaluation. The instructor will ask all practicum students to inform their supervisors of the date the mid-semester evaluation is due.

Final evaluation

The final evaluation follows the same format and procedures as the mid-semester evaluation. The final evaluation form and any related practicum documents should be hand delivered to the instructor no later than the last class period before final exam week on the University calendar. The instructor will ask all practicum students to inform their supervisors of the date the final evaluation is due.

Guide for Grade Recommendations

The practicum course instructor assigns grades based on demonstrated competencies and professionalism in both the classroom and field placement site according to the following guidelines:

A = demonstration of counseling skills and professionalism at levels satisfactory or above what is expected at this level.

B = demonstration of counseling skills and professionalism at levels adequate or above what is expected at this level.

C = unsatisfactory performance and/or professionalism. The student will be required to repeat the course.

D = evidence of unethical or illegal practices and/or professionalism. The student may be dismissed from the counseling program.

I (Incomplete) A grade of Incomplete (I) will be given only if the practicum student has made satisfactory progress but has too few clock hours of service due to factors the practicum course instructor judges to be beyond the practicum student's control. The practicum student must develop and give to the instructor, the clinical coordinator, and if appropriate, the site supervisor, a written time plan for completion of the remaining hours. *All requirements must be completed no later than five weeks after the beginning of the next offering of the course.*

Unsatisfactory, Unethical, or Illegal performance

Any time a supervisor evaluates a practicum student as not making satisfactory progress, the supervisor should document this in a written summary of performance. The report must be dated and signed by the supervisor and the practicum student. The practicum student's signature indicates awareness of the supervisor's evaluation, it does not indicate agreement or approval. In the case of differences of opinion that cannot be resolved, the practicum student should write an addendum, ask the supervisor to read and sign it, and then attach it to the evaluations. *The supervisor must contact the clinical coordinator promptly to report unsatisfactory progress so that appropriate remediation or resolution of the situation can occur.*

Unsatisfactory performance rarely refers to a singular or isolated event. *A supervisor will usually develop an awareness of an observable pattern of sub-par performance over time. Sub-par performance should be brought to the practicum student's attention in writing as soon as it is identified as an observable pattern.* The supervisor should notify the clinical coordinator as soon as an observable pattern of sub-par performance is identified. The supervisor, the clinical coordinator, the instructor, and the practicum student will then confer to discuss the unsatisfactory aspects of performance, complete a Personal Characteristics Review, and jointly develop a plan for improvement. If the practicum student does not sufficiently improve in the

timeframe specified for remediation, the practicum student may be removed from the site and a grade commensurate with the performance will be recorded.

Unethical or illegal performance of counseling services may be found by the counseling faculty sufficient grounds for withdrawing an practicum student from the practicum setting and to deny the student further enrollment in the counseling program.

The following are some of the reasons for evaluating a practicum student as demonstrating unsatisfactory, unethical or illegal performance:

- The practicum student fails to follow appropriate ethical codes or legal statutes governing the provision of counseling in the State of Arkansas
- The practicum student fails to follow the rules and/or meet the expectations of a counselor working in the placement setting
- The practicum student fails to demonstrate appropriate application of counseling skills
- The practicum student fails to engage in supervision, is resistant to supervision, or fails to follow supervisory feedback
- The practicum student demonstrates an inability to maintain appropriate boundaries between personal and professional roles and issues
- The practicum student fails to complete practicum hours in a timely way providing the appropriate ratio of direct and indirect counseling services
- The practicum student fails to provide supervisors with appropriate work samples (tapes of interactions with clients, preferably video)
- The practicum student fails to demonstrate the professionalism expected at this level
- The practicum student fails to meet the expectations of professional behavior in a classroom environment/practicum class

Grade of C or Below

Prior to the confirmation of a final grade of C the following procedures must be followed:

The Practicum course instructor will inform the practicum student that one or more supervisor has evaluated his/her performance as substandard performance in advance of formal evaluation conferences.

1. Areas of deficiency will be clearly defined, documented, and discussed.
2. A plan for strengthening the areas of deficiency will be formulated. The practicum student will be expected to follow the recommendations specified in the remediation plan.
3. The practicum student will be given adequate opportunities to demonstrate satisfactory achievement within a specified timeframe.
4. Attempts will be made to help the practicum student improve.

When a student earns a grade of C for practicum:

- The student may repeat the practicum course the next semester it is offered.

- Should the student decide to delay repeating the practicum course and not take it the next semester it is offered, the student must provide a written statement to the Practicum Coordinator specifying the reason for delay.
- Students who fail to earn a grade of B or higher after their second enrollment in Practicum course will be subject to faculty determination as to whether they will be allowed to continue in the counseling program.

Prior to the confirmation of a final grade of D or less the following procedures must be followed:

- The practicum student's site manager, site supervisor, or counseling program faculty must have requested the practicum student be removed from the placement site.
- After the practicum student has been provided opportunity for a hearing, the counseling faculty determines unethical or illegal practice on the part of the student did occur.
- The faculty finds the practicum student's unethical or illegal practices have been such that they are unable to endorse the student as a counseling practicum student appropriate for site placement.

When a student earns a grade of D or less for practicum:

- The student may not repeat practicum.
- The student will be dismissed from the counseling program.

Please note that these evaluation criteria apply to the field placement portion of your practicum. Other criteria for the initial portion of practicum are noted in the syllabus. Additionally, a grading rubric for the initial portion of practicum related to competencies is included in Appendix O.

Appendix A
 University of Arkansas
 Counselor Education Program
Site Placement Application

STUDENT INFORMATION		
Student Name:		U of A ID:
Street Address:		
City:	State:	Zip:
Home Phone:	Cell Phone:	Email:
PRACTICUM/INTERNSHIP SITE INFORMATION		
Site Name:		
Street Address:		
City:	State:	Zip:
Phone:	Fax:	Specialization:
Website Address:		
Does this site allow students to video or audio tape for the purpose of supervision? Yes <input type="checkbox"/> No <input type="checkbox"/>		
Site Manager:	Email:	Phone:
SITE SUPERVISOR INFORMATION		
Site Supervisor Name:		Title:
Phone:		
Email:		
Professional Specialization:		Graduate Degree/Major:
Certification/Licensure (State & Document Number):		
Years of Professional Work Experience:		
ADDITIONAL STUDENT INFORMATION		
Number of hours working per week during course of the semester:		
What other obligations will impact the time you can devote to this class? (e.g., family, caretaking, etc.):		
1.		
2.		
3.		
4.		
List at least 3 goals you have for this course (i.e., other than making an "A")		
1.		
2.		
3.		
List specific expectations you have regarding the experiential component to this course		
1.		
2.		

3.	
Questions I have about practicum/internship are:	
1.	
2.	
3.	
The biggest apprehension that I have about this class is:	
My signature indicates I have read and will conform to the policies and procedures of the University of Arkansas Counseling Program Internship Manual	
Student Signature	Date

Appendix B
University of Arkansas
Counselor Education Program
Memorandum of Understanding

- I. This memorandum of understanding is made this _____ of _____, by and between the University of Arkansas Counselor Education (CNED) Program (hereinafter called the University), and _____ (hereinafter called the Internship Site), on behalf of _____ (intern's name).
- II. WHEREAS, the University of Arkansas has an established Counselor Education Program; and
- WHEREAS, one of the objectives of this program is to train students to work as counselors in community agencies and in schools; and
- WHEREAS, it is the desire of the University to utilize resources of the Internship Site for students (hereinafter also referred to as interns) enrolled in the Counselor Education internship course of the University; and
- WHEREAS, the Internship Site has such resources and is willing to cooperate with the University in making them available for educational purposes;
- NOW THEREFORE, THE PARTIES MUTUALLY AGREE TO THE FOLLOWING:
- A. Joint Responsibilities:
1. Either party may terminate this agreement by giving the other written notice of termination, not less than thirty (30) days prior to the scheduled date for the next internship class. The agreement may be terminated at any time by mutual consent.
 2. Determination of the number of interns to be assigned to the placement shall be negotiated between the Internship Site and the University. The Internship Site has the final decision on the number it can accommodate.
 3. The Internship Site and the University will cooperate in the placement of interns, each sharing responsibility for the final selection. The internship Site has no obligation to work with an intern it initially considers or later determines to be unsuited to the Internship Site program, and the University has no obligation to place an intern at a site it considers unsuitable.
 4. Family Educational and Privacy Rights Act, 20 U. S. C. S 1232 G, commonly known as the "Buckley Amendment" will govern access to student records.
 5. No party to this agreement shall, in connection with any aspect of its performance, discriminate against any person by reason of such differences as socioeconomic status, race, color, disability, gender, age, religion, handicap, or nation and ethnic origin.
 6. Interns are not to be considered employees and are not intended to replace paid employees or service contracts.
 7. Internship Site acceptance of a student for placement does not obligate the Internship Site to compensate the intern or the University. Further, there is no financial obligation on the part of either

institution to the other. Any agreements which promise financial compensation to the intern are wholly separate and apart from this memorandum.

8. The University and Internship Site agree to prohibit interns, faculty or staff from publishing any materials as a direct result of an intern's internship experience, unless such publication is approved in writing for release by the Internship Site and the University, such approval not to be withheld unreasonably.
9. Neither party may use the other's institutional name in advertising media.
10. University and Internship Site supervisors of interns will comply with:
 - a) The 2014 American Counseling Association Code of Ethics and the Association for Counselor Education and Supervision Ethical Guidelines. A copy of both will be in the Counseling Program Internship Manual.
 - b) All State of Arkansas legal statutes regarding the practice of counseling. Attention is particularly drawn to 72nd General Assembly Act 593, Section 15:

“Students engaged in counselor training programs...may perform as part of their training the functions specified in Section 3 of this Act...”(counseling, appraisal, consulting, referral, and research):...provided that such functions are performed under the supervision of a Licensed Professional Counselor.”

(Note: If the Internship Site Supervisor is not a Licensed Professional Counselor, this provision must be met if the University supervisor defined in paragraph II.B.4. The University of Arkansas Counseling Program normally provides supervision to counseling students only during regular sessions of the academic year of the University of Arkansas.

B. Responsibilities of the University of Arkansas Counselor Education program:

1. Designate one person to serve as the Internship Coordinator. This person will be responsible for the primary coordination and administrative aspects of the internship placement program.
2. Ensure that the Counseling Program Internship Manual contains current policies, guidelines, requirements, objectives and forms, and is available for purchase by interns.
3. Provide the Internship Site current information on dates of internship assignments, required total hours of work, and the nature of educational assignments necessary for each intern.
4. Designate university supervisors who will review samples of the intern's direct service work. These supervisors may be Counseling program faculty or doctoral-level graduate students in the counseling program who have attained necessary experience and training to act as supervisors. University supervisors will periodically confer with the Internship Site manager regarding the intern's progress.
5. When circumstances beyond the control of the University or Internship Site indicate the intern must be withdrawn, or if the Internship Site is unable to meet the conditions of the agreement, the University has the responsibility to withdraw the intern from the placement. This action will be taken only after consultation with all Internship Site and counseling faculty involved in the placement.

6. The University will provide, as needed, group meetings for internship administrators, staff, and placement site supervisors. These meetings are intended to promote understanding of the curriculum of the University, encourage communication and interaction between counseling practitioners and counselor educators, and to develop competence in internship training and supervision.
7. The Counselor Education program will offer workshops or other learning opportunities which current Site Supervisors may attend by invitation without payment.
8. The University will permit the Counselor Education faculty to participate as resource persons for Internship Site activities, on invitation from the Internship Site.
9. The University will assist the Internship Site supervisor in obtaining learning resources for interns upon request.

C. Responsibilities of the Internship Site:

1. The Internship Site Manager will designate one staff professional, known as the intern's Site Supervisor, to instruct, supervise, and evaluate each intern and be available for consultation as requested by the University. This professional should: (a) Have a Master's Degree or higher in a human services field from an accredited institution, (b) possess appropriate certification or licensing, have a minimum of two years of pertinent professional experience, (d) be aware of the internship program's requirements, as outlined in the Counseling Program Internship Manual, (e) be aware of the requirements for counselor supervision referenced in paragraph II.A.10 above, and (f) be approved by the CNED Internship Coordinator. If the professional is not a counselor by degree, she/he must also be familiar with and committed to the values, skills, ethics, and knowledge required for counselor practice. Site Supervisors agree to submit a professional resume or vitae to the University of Arkansas Counseling Program Internship Coordinator. For rehabilitation counseling interns, if the supervisor is not a Certified Rehabilitation Counselor (CRC), the supervisor must be familiar with and committed to the values, skills, ethics, and knowledge required for rehabilitation counseling practice.
2. The Internship Site Manager will provide adequate time for the Site Supervisor to hold individual supervision sessions with the intern for at least one hour per week.
3. The Internship Site Supervisor will be responsible for the actual supervision of the intern's activities at the Internship Site.
4. The Internship Site Manager will provide time of the Site Supervisor to attend scheduled meetings for Site Supervisors, to be held at a designated time and place on the University campus.
5. The Internship Site will provide office supplies, telephone facilities and office arrangements it considers will enable the intern to function effectively, and will make provisions for safeguarding materials the agency considers confidential.
6. The Internship Site Supervisor will provide learning experiences compatible with program's educational objectives, as outlined in the Counseling Program Internship Manual and as delineated in the learning contract jointly developed by the Site Supervisor and the intern.
7. The Internship Site Supervisor will provide the internship course instructor written evaluations of the intern at mid-semester and end-of-semester, at any time the intern is demonstrating unsatisfactory performance, or placement termination if earlier.

8. The Internship Site Supervisor will promptly communicate to the University Internship Coordinator any concern regarding the intern's performance.
9. The Internship Site Supervisor will consult the Internship Coordinator promptly if circumstances arise which require the Internship Site to withdraw the intern from the placement.
10. The Internship Site Supervisor will arrange intern work schedules that will not conflict with schedules of the University.
11. The internship Site Manager agrees to permit, upon reasonable request, the inspection of related Internship Site facilities by the University and organizations charged with accreditation of the University's programs.
12. The internship Site Manager agrees to allow the Internship Coordinator access to Internship Site facilities and records, including audio/video recordings, necessary to evaluate the professional performance of the intern. The intern's progress in skills development will be the focus of the University supervisor; case conceptualization and management will remain solely within the purview of the placement site supervisors.
13. The Internship Site Supervisor agrees to provide each intern all site policies, rules, and regulations pertinent to the intern's role in the placement. Particular emphasis will be placed on requirements for safeguarding client rights and confidential professional information.

D. Responsibilities of the Intern:

1. The intern will follow Internship Site and University policies, schedules, procedures, programs, and operating standards.
2. The intern will abide by the 2014 American Counseling Association Code of Ethics and by all applicable statutes of the State of Arkansas which regulate the practice of counseling.
3. Master's level interns will complete 300 clock hours of internship during their first semester and 300 clock hours of internship during their second semester of internship. For every 100 hours worked, interns must complete no less than 40 hours of direct counseling services. The remaining 60 hours may be completed in carrying out other duties normally assigned counselors at the site.
4. During participation in internship activities at the site, the intern will be under the supervision of the Internship Site Supervisor.
5. The intern will promptly complete all required documentation, such as process recording, assessment reports, progress notes, and any other reports required by the Counselor Education Program or the Site Supervisor.
6. The intern will prepare for and actively participate in weekly supervision sessions with the Site Supervisor and with University supervisors.
7. The intern is responsible for maintaining appropriate professional liability insurance. If the internship Site has health and safety requirements, the intern is expected to meet them.
8. The intern is not an employee and is not entitled to remuneration during the placement unless otherwise arranged for with the Internship Site and the University. At its option, the Internship Site

may reimburse the intern for travel expenses incurred in fulfilling internship duties.

9. The intern will consult with the Site Supervisor and University internship course instructor to formulate a personal learning contract which will document specific learning objectives, activities, and means of evaluation.

10. The intern will advise the Site Supervisor in advance of an anticipated need to be absent from the placement site. In any situation that prohibits advance notification, the intern will promptly contact the Site Supervisor and reschedule missed appointments.

APPROVED

Internship Coordinator Date

Internship Site Manager Date

Internship Site Supervisor Date

Appendix C
 University of Arkansas
 Counselor Education Program
Internship Site Profile

STUDENT INFORMATION		
Student Name:		UArk ID:
Email:		
PRACTICUM/INTERNSHIP SITE INFORMATION		
Site Name:		
Street Address:		
City:	State:	Zip:
Phone:	Fax:	Specialization:
Website Address:		
Hours of Operation:		
Site Manager:	Email:	Phone:
Site Supervisor:	Email:	Phone:
Site Supervisor's Theoretical Orientation:		
Site Supervisor's Philosophy of Supervision:		
Stipend: Yes <input type="checkbox"/> No <input type="checkbox"/>	Amount:	
Stipulations:		
PRIMARY FIELDS OF PRACTICE		
Family & Children Services	Health Care Services	Mental Health Services
<input type="checkbox"/> Adoption <input type="checkbox"/> Abuse & neglect <input type="checkbox"/> Delinquency <input type="checkbox"/> Developmental disability <input type="checkbox"/> Domestic violence <input type="checkbox"/> Public welfare <input type="checkbox"/> Family therapy <input type="checkbox"/> Foster care <input type="checkbox"/> Geriatrics <input type="checkbox"/> School services <input type="checkbox"/> Other: _____	<input type="checkbox"/> Clinic <input type="checkbox"/> Family planning <input type="checkbox"/> Hospital <input type="checkbox"/> Public health <input type="checkbox"/> Rehabilitation <input type="checkbox"/> Other: _____	<input type="checkbox"/> Hospital/Inpatient <input type="checkbox"/> Crisis intervention <input type="checkbox"/> Community based <input type="checkbox"/> Alcohol abuse <input type="checkbox"/> Drug abuse <input type="checkbox"/> Other: _____
Education	LEARNING EXPERIENCES AVAILABLE	
<input type="checkbox"/> Elementary <input type="checkbox"/> Middle <input type="checkbox"/> High <input type="checkbox"/> College <input type="checkbox"/> Career <input type="checkbox"/> Other: _____	<input type="checkbox"/> Case management/intake <input type="checkbox"/> Assessment/Rehabilitation Planning <input type="checkbox"/> Group work <input type="checkbox"/> Family/marital therapy <input type="checkbox"/> Counseling/Guidance with psychosocial/educational/vocational adaption to disability <input type="checkbox"/> Program development	

DESIRED INTERN CHARACTERISTICS	
Skills/Knowledge/Experience:	
Personal Characteristics:	
Other:	
SIGNATURES	
Site Supervisor Signature	Date

Appendix D
University of Arkansas
Counselor Education Program
Site Placement Agreement

This form documents the fact that _____(intern) is approved to work as a counseling intern at _____(site) for the period _____(term of internship – semester/year)

Each signature below indicates concurrence with the placement and acknowledges the need to promptly inform the other signers if an early termination seems warranted.

APPROVED

Site Manager Signature Date

Intern's Site Supervisor Signature Date

Name of Site Supervisor _____

Complete Work Address _____

Work Phone (_____) _____

E-mail: _____

University Internship Coordinator Signature Date

Student Intern Signature Date

Appendix F
 University of Arkansas
 Counselor Education Program
Clinical Activity Log Summary

Note: Interns are responsible for maintaining the currency and accuracy of this form. It must be turned in to the Internship Course Instructor upon completion of each semester of field placement. The log will be kept in the intern's files and creates a record that may be requested by accreditation, certification, and licensing organizations.

GENERAL INFORMATION						
Student Name:			Internship Period (semester/year):			
Site Placement:			Supervisor Phone:			
Site Supervisor:			Supervisor Email:			
ACTIVITY LOG SUMMARY						
Month	Direct Service Hours			Indirect Service Hours		
	Individual	Group	Other	Individual Supervision	Group Supervision	Other
TOTALS	Total Direct:			Total Indirect:		
	Semester Total Hours:					
SIGNATURES						
Student Signature			Date			
Site Supervisor Signature			Date			
Internship Faculty Signature			Date			

Appendix G
 University of Arkansas
 Counselor Education Program
Supervisor Evaluation of Rehabilitation Student Counselor

Please enter your information in the appropriate fields, check boxes, or item lists. Please indicate your level of agreement with each of the following statements regarding the student counselor's capabilities and performance by circling one of the following numbers:

- 1 – Emerging - student counselor sometimes demonstrates this skill and is able to sometimes execute this skill competently
- 2 – Developing - student counselor usually demonstrates this skill and is able to sometimes execute this skill competently
- 3 – Proficient - student counselor usually demonstrates this skill and is able to usually execute this skill competently
- 4 – Mastery - student counselor always demonstrates this skill and is able to always execute this skill competently
- NA/NO (not applicable or not observed)

Please note: Students will be graded on their performance at each evaluation point (i.e., midterm and final)

STUDENT INFORMATION						
Student Name:				UArk ID:		
Placement Level: Masters <input type="checkbox"/> Doctoral <input type="checkbox"/>			Evaluation Period: Midterm <input type="checkbox"/> Final <input type="checkbox"/>			
SITE INFORMATION						
Site Name:						
Street Address:						
City:		State:		Zip:		
Phone:		Fax:		Specialization:		
Website Address:						
SUPERVISOR INFORMATION						
Supervisor Name:				Doctoral/University <input type="checkbox"/> Site <input type="checkbox"/>		
Phone:						
Email:						
GENERAL SUPERVISION COMMENTS						
Evaluation Statement	Emerging	Developing	Proficient	Mastery	Not Applicable/Not Observed	
1. Demonstrates a personal commitment to developing professional competencies 2.F.1	①	②	③	④	NA	NO
2. Invests time and energy in becoming a counselor 2.F.1	①	②	③	④	NA	NO
3. Accepts and uses constructive criticism to enhance self-development and counseling skills 2.F.1.m	①	②	③	④	NA	NO
4. Engages in open, comfortable, and clear communication with peers and supervisors 2.F.1.c	①	②	③	④	NA	NO
5. Recognizes own competencies and skills and shares these with peers and supervisors 2.F.1.k	①	②	③	④	NA	NO

Evaluation Statement	Emerging	Developing	Proficient	Mastery	Not Applicable/Not Observed	
					NA	NO
6. Recognizes own deficiencies and actively works to overcome them with peers and supervisors 2.F.1.k	①	②	③	④	NA	NO
7. Completes case reports and records punctually and conscientiously 2.F.5.f, 5.H.2.r	①	②	③	④	NA	NO
8. Is dependable and efficient in time management 2.F.5.f	①	②	③	④	NA	NO
THE COUNSELING PROCESS						
9. Reads the referral prior to the first interview 2.F.5.f	①	②	③	④	NA	NO
10. Keeps appointments on time 2.F.5.f	①	②	③	④	NA	NO
11. Begins sessions smoothly 2.F.5.f	①	②	③	④	NA	NO
12. Explains the nature and objectives of counseling when appropriate 2.F.5.a	①	②	③	④	NA	NO
13. Is relaxed and comfortable in session 2.F.5.f	①	②	③	④	NA	NO
14. Communicates interest in and acceptance of the consumer 2.F.5.f	①	②	③	④	NA	NO
15. Facilitates consumer's expression of concerns and feelings 2.F.5.g	①	②	③	④	NA	NO
16. Focuses on the content of the consumer's problem 2.F.5.g	①	②	③	④	NA	NO
17. Recognizes and resists manipulation by the consumer 2.F.5.g	①	②	③	④	NA	NO
18. Recognizes and addresses the positive affect of the consumer 2.F.5.g	①	②	③	④	NA	NO
19. Recognizes and addresses the negative affect of the consumer 2.F.5.g	①	②	③	④	NA	NO
20. Is spontaneous and genuine in session 2.F.5.f	①	②	③	④	NA	NO
21. Uses silence effectively in session 2.F.5.g	①	②	③	④	NA	NO
22. Is aware of own feelings in the counseling session 2.F.5.f	①	②	③	④	NA	NO
23. Communicates own feelings to the consumer when appropriate 2.F.5.g	①	②	③	④	NA	NO
24. Recognizes and skillfully interprets the consumer's covert messages 2.F.5.g	①	②	③	④	NA	NO
25. Facilitates realistic goal setting with the consumer 2.F.5.i	①	②	③	④	NA	NO
26. Encourages appropriate action-step training with the consumer 2.F.5.j	①	②	③	④	NA	NO
27. Employs judgment in the timing and use of different techniques 2.F.5.j	①	②	③	④	NA	NO
28. Explains, administers, and interprets assessments correctly 2.F.7.e, 2.F.7.f, 5.H.1.g	①	②	③	④	NA	NO
29. Closes the session smoothly 2.F.5.g	①	②	③	④	NA	NO
30. Assists consumers with personal problems in individual sessions 2.F.5.g	①	②	③	④	NA	NO
31. Consults with other professionals and makes effective use of referral sources to help consumers 2.F.5.c, 5.H.3.k	①	②	③	④	NA	NO
32. Demonstrates knowledge of and sensitivity to multicultural issues 2.F.2.a*	①	②	③	④	NA	NO

Evaluation Statement	Emerging	Developing	Proficient	Mastery	Not Applicable/Not Observed	
					NA	NO
33. Attends to the effects of power and privilege for counselors and consumers 2.F.2.e*	①	②	③	④	NA	NO
34. Employs strategies for identifying and eliminating barriers, prejudices, and processes of intentional and unintentional oppression and discrimination 2.F.2.h*	①	②	③	④	NA	NO
35. Presents in-service training and/or community education activities 2.F.1.b	①	②	③	④	NA	NO
REHABILITATION COUNSELING						
36. Demonstrates an understanding of the impact of psychosocial influences on the quality of life for individuals with disabilities 5.H.2.e	①	②	③	④	NA	NO
37. Demonstrates an understanding of impact of socioeconomic trends, public policy, stigma, and attitudinal barriers as they relate to disability 5.H.2.f	①	②	③	④	NA	NO
38. Has awareness of rehabilitation counseling specialty area services and practices 5.H.2.i	①	②	③	④	NA	NO
39. Has knowledge of education and employment trends, labor market information, and resources about careers as it applies to individuals with disabilities 5.H.2.k	①	②	③	④	NA	NO
40. Utilizes advocacy on behalf of individuals with disabilities 5.H.2.n	①	②	③	④	NA	NO
41. Understands local and state resources, and evidence-based practices applicable to rehabilitation counseling 5.H.3.d	①	②	③	④	NA	NO
42. Advocates for the full integration and inclusion of individuals with disabilities, including strategies to reduce attitudinal and environmental barriers 5.H.3.j	①	②	③	④	NA	NO
43. Evaluates consumer feasibility for services 5.H.3.a*	①	②	③	④	NA	NO
44. Uses case management strategies that facilitate rehabilitation and independent living planning 5.H.3.a*	①	②	③	④	NA	NO
45. Provides consumer with strategies to enhance coping and adjustment to disability 5.H.3.e*	①	②	③	④	NA	NO
46. Uses techniques to promote self-advocacy skills of individuals with disabilities 5.H.3.f*	①	②	③	④	NA	NO
47. Allows consumer to maximize empowerment and decision making throughout the rehabilitation process 5.H.3.f*	①	②	③	④	NA	NO
THE CONCEPTUALIZATION PROCESS						
48. Focuses on specific behaviors and their consequences 2.F.5.g	①	②	③	④	NA	NO
49. Recognizes and pursues discrepancies and meaning of inconsistent information 2.F.5.g	①	②	③	④	NA	NO
50. Uses relevant case data in planning immediate and long-range goals 2.F.5.h, 2.F.5.i	①	②	③	④	NA	NO

Evaluation Statement	Emerging	Developing	Proficient	Mastery	Not Applicable/Not Observed	
					NA	NO
51. Uses relevant case data in considering various strategies and their implications 2.F.5.g, 2.F.5.h, 2.F.5.j	①	②	③	④	NA	NO
52. Bases decisions on theoretically sound, consistent, and developmentally appropriate rationale of human behavior 2.F.3.a*	①	②	③	④	NA	NO
53. Uses theories of learning to understand human behavior and conceptualize consumers 2.F.3.b*	①	②	③	④	NA	NO
54. Uses theories of normal and abnormal personality development to conceptualize consumers 2.F.3.c*	①	②	③	④	NA	NO
55. Considers biological, neurological, and physiological factors that affect human development, functioning, and behavior 2.F.3.e*	①	②	③	④	NA	NO
56. Considers systemic and environmental factors that affect human development and behavior 2.F.3.f*	①	②	③	④	NA	NO
57. Is perceptive in evaluating the effects of own counseling techniques 2.F.1.k	①	②	③	④	NA	NO
58. Demonstrates ethical behavior in counseling and case management activities 2.F.1.i	①	②	③	④	NA	NO
Subtotals						
TOTAL						
EVALUATION/INTERPRETATION						
Up to 25% of points possible	Emerging – student counselor sometimes demonstrates necessary clinical skills and is able to sometimes execute these skills competently					
26-50% of points possible	Developing – student counselor usually demonstrates necessary clinical skills and is able to sometimes execute these skills competently					
51-75% of points possible	Proficient – student counselor usually demonstrates necessary clinical skills and is able to usually execute skills competently					
76-100% of points possible	Mastery – student counselor always demonstrates necessary clinical skills and is able to always execute skills competently					
ADDITIONAL COMMENTS/SUGGESTIONS						
SIGNATURES						
Student Counselor Signature				Date		
Supervisor Signature				Date		

Appendix H
 University of Arkansas
 Counselor Education Program
Student Evaluation of Placement Site

STUDENT INFORMATION								
Student Name:					UArk ID:			
Placement Level: Masters <input type="checkbox"/> Doctoral <input type="checkbox"/>					Placement Period (semester/year):			
SITE INFORMATION								
Site Name:								
Street Address:								
City:			State:			Zip:		
Phone:			Fax:			Specialization:		
Website Address:								
SITE SUPERVISOR INFORMATION								
Supervisor Name:								
Phone:								
Email:								
ORGANIZATIONAL EVALUATION								
Evaluation Statement	Poor		Average		Good		NA/NO	
1. Amount of on-site supervision	①	②	③	④	⑤	⑥	NA	NO
2. Relevance of experience to career goals	①	②	③	④	⑤	⑥	NA	NO
3. Exposure to and communication of site goals	①	②	③	④	⑤	⑥	NA	NO
4. Exposure to and communication of site policies/regulations/procedures	①	②	③	④	⑤	⑥	NA	NO
5. Exposure to professional roles and functions within the setting	①	②	③	④	⑤	⑥	NA	NO
6. Exposure to information about community resources	①	②	③	④	⑤	⑥	NA	NO
7. Administrative support for the site counseling program	①	②	③	④	⑤	⑥	NA	NO
8. Appropriate supervisee office space and working conditions	①	②	③	④	⑤	⑥	NA	NO
9. Appropriate support by site	①	②	③	④	⑤	⑥	NA	NO
COUNSELING OPPORTUNITIES EVALUATION								
10. Report writing/record keeping/counseling notes	①	②	③	④	⑤	⑥	NA	NO
11. Intake interviewing	①	②	③	④	⑤	⑥	NA	NO
12. Programming/planning activities	①	②	③	④	⑤	⑥	NA	NO
13. Administration and interpretation of assessments	①	②	③	④	⑤	⑥	NA	NO

14. Staff presentations/case conferences/staff development workshops	①	②	③	④	⑤	⑥	NA	NO
15. Individual counseling	①	②	③	④	⑤	⑥	NA	NO
16. Group counseling	①	②	③	④	⑤	⑥	NA	NO
17. Family/couple counseling	①	②	③	④	⑤	⑥	NA	NO
18. Psychoeducational activities	①	②	③	④	⑤	⑥	NA	NO
19. Consultation	①	②	③	④	⑤	⑥	NA	NO
20. Support team, collaboration with other professionals	①	②	③	④	⑤	⑥	NA	NO
21. Career counseling	①	②	③	④	⑤	⑥	NA	NO
22. Program evaluation	①	②	③	④	⑤	⑥	NA	NO
RECOMMENDATION								
23. I wholeheartedly recommend this site for future students	①	②	③	④	⑤	⑥	NA	NO
Subtotals								
Total								
COMMENTS OR SUGGESTIONS								
SIGNATURES								
Student Counselor Signature					Date			

Appendix I
 University of Arkansas
 Counselor Education Program
Student Evaluation of Supervisor

STUDENT INFORMATION								
Student Name:					UArk ID:			
Placement Level: Masters <input type="checkbox"/> Doctoral <input type="checkbox"/>			Placement Period (semester/year):					
SITE INFORMATION								
Site Name:								
Street Address:								
City:			State:			Zip:		
Phone:			Fax:			Specialization:		
SUPERVISOR INFORMATION								
Supervisor Name:					Doctoral/University <input type="checkbox"/> Site <input type="checkbox"/>			
Phone:								
Email:								
Types of Supervision Received (from this supervisor): Individual <input type="checkbox"/> Triadic <input type="checkbox"/> Group <input type="checkbox"/>								
GENERAL SUPERVISION COMMENTS								
Evaluation Statement	Poor		Average		Good		NA/NO	
1. Gives time and energy in observing, tape processing, and case conferences	①	②	③	④	⑤	⑥	NA	NO
2. Accepts and respects me as a person	①	②	③	④	⑤	⑥	NA	NO
3. Recognizes and encourages further development of my strengths and capabilities	①	②	③	④	⑤	⑥	NA	NO
4. Gives me useful feedback when I do something well	①	②	③	④	⑤	⑥	NA	NO
5. Provides me the freedom to develop flexible and effective counseling styles	①	②	③	④	⑤	⑥	NA	NO
6. Encourages and listens to my ideas and suggestions for developing my counseling skills	①	②	③	④	⑤	⑥	NA	NO
7. Provides suggestions for developing my counseling skills	①	②	③	④	⑤	⑥	NA	NO
8. Helps me understand the implications and dynamics of the counseling approaches I use	①	②	③	④	⑤	⑥	NA	NO
9. Encourages me to use new and different techniques when appropriate	①	②	③	④	⑤	⑥	NA	NO
10. Is spontaneous and flexible in the supervisory sessions	①	②	③	④	⑤	⑥	NA	NO
11. Helps me define and achieve specific concrete goals for myself during my practicum/internship experience	①	②	③	④	⑤	⑥	NA	NO
12. Gives me useful feedback when I do something wrong	①	②	③	④	⑤	⑥	NA	NO

13. Allows me to discuss problems I encounter in my practicum/internship setting	①	②	③	④	⑤	⑥	NA	NO
14. Pays equal amount of attention to both me and my clients	①	②	③	④	⑤	⑥	NA	NO
15. Focuses on both verbal and nonverbal behavior in me and in my clients	①	②	③	④	⑤	⑥	NA	NO
16. Helps me define and maintain ethical behavior in counseling and case management	①	②	③	④	⑤	⑥	NA	NO
17. Encourages me to engage in professional behavior	①	②	③	④	⑤	⑥	NA	NO
18. Maintains confidentiality in material discussed in supervisory sessions	①	②	③	④	⑤	⑥	NA	NO
19. Deals with both content and process when supervising	①	②	③	④	⑤	⑥	NA	NO
20. Focuses on the implications, consequences, and contingencies of specific behaviors in counseling and supervision	①	②	③	④	⑤	⑥	NA	NO
21. Helps me organize relevant case data in planning goals and strategies with my client	①	②	③	④	⑤	⑥	NA	NO
22. Helps me formulate a theoretically sound rationale of human behavior	①	②	③	④	⑤	⑥	NA	NO
23. Offers resource information when I request or need it	①	②	③	④	⑤	⑥	NA	NO
24. Helps me develop increased skill in critiquing and gaining insight from my counseling tapes	①	②	③	④	⑤	⑥	NA	NO
25. Allows and encourages me to evaluate myself	①	②	③	④	⑤	⑥	NA	NO
26. Explains criteria for evaluation clearly and in behavioral terms	①	②	③	④	⑤	⑥	NA	NO
27. Evaluates my counseling performance fairly	①	②	③	④	⑤	⑥	NA	NO
28. Kept our regularly scheduled weekly supervision appointment	①	②	③	④	⑤	⑥	NA	NO
Subtotals								
Total								
COMMENTS OR SUGGESTIONS								
SIGNATURES								
Student Counselor Signature					Date			

Appendix J
University of Arkansas
Counselor Education Program
Consent for Taping Sample

Note: Print this consent on placement site's letterhead stationary

To the client:

Your counselor is a counseling intern who has completed most of the required coursework for a graduate degree in counseling at the University of Arkansas. Your counselor has successfully completed the coursework and training required by national standard to be prepared to provide counseling services. The University of Arkansas graduate program in Counseling is accredited by the Council for Accreditation for Counseling and Related Educational Programs (CACREP) and its faculty and students adhere to the American Counseling Association's (ACA) Code of Ethics. CACREP and counseling program standards require graduate students to participate in on-the-job training internships during which experienced licensed counselors supervise them. The ACA Code of Ethics requires that persons receiving services from counseling interns are aware that the interns are being supervised.

Counseling interns receive supervision by more experienced counselors both on-site and at the University of Arkansas graduate counselor training program. In keeping with the ACA Code of Ethics, all records of counselor services provided are considered confidential professional information. Counseling interns are required to demonstrate their skill in interactions with clients by providing supervisors work samples in the form of recorded tapes of counseling sessions. Counseling interns may request permission to record counseling sessions with audio or videotaping equipment. These tapes are intended to enhance their professional training and improve the services you receive. If you agree to be taped, these tapes are also considered to be confidential professional information and will be protected by the counseling intern and the supervisors of the counseling intern in keeping with the ACA Code of Ethics. The only time this confidentiality may be breached is at your request or when required by law.

Consent to Participate in Counseling

I, the undersigned hereby acknowledge that I have read and understood the information presented above and that I agree to receive counseling services from this intern.

Signature of Client Date

Signature of Client's Parent/Guardian (if applicable) Date

Signature of Student Counselor Date

Consent to Tape Counseling Sessions

In addition, I do ____ / do not ____ (Check one) grant permission to allow these counseling sessions to be taped. I understand that only counseling intern supervisors and counseling interns will be allowed to review these tapes and that these tapes will be subject to the same standards of confidentiality as all counseling records as specified by the American Counseling Association's Code of Ethics and the laws of Arkansas. I understand that I may withdraw this permission to tape at any time.

Signature of Client Date

Signature of Client's Parent/Guardian (if applicable) Date

Appendix K
University of Arkansas
Counselor Education Program
Student Counselor's Agreement to the Counseling Internship Manual

My signature below is to indicate that I have obtained, read, understand, and agree to abide by the Counseling Internship Manual for the _____ (rev./eff. term) and that I will adhere to the policies and procedures described therein as I enroll in the Counseling Internship course for the following semester: _____.
(academic term)

Signature of Student Counselor

Date

Appendix L
University of Arkansas
Counselor Education Program
Application to Become an Approved Practicum/Internship Site – Rehabilitation Counseling

Thank you for your interest in becoming an approved field placement site for practicum/internship students in the University of Arkansas Counselor Education program! Enclosed is information regarding the application and approval process. As faculty, we strive to provide our students with the best clinical training available. Consequently, we pair with local, state, and national community providers who strive to meet best practices in their service. Some of these standards and expectations are outlined below for your review.

Please complete the included application form and submit the document, along with any resumes or curriculum vitae of potential Site Supervisors, and any brochures, flyers, or other organizational information, and forward to:

Kristin K. Higgins, PhD, LPC/S
University of Arkansas
751 W. Maple St, GRAD 141
Fayetteville AR 72701
kkihiggi@uark.edu

Once we have received these documents we may contact you to discuss program specifics and additional placement requirements. We appreciate your interest in becoming an approved placement site for our students, and we look forward to working with you.

Sincerely

Counselor Education Program Faculty

Contact Person:

Kristin K. Higgins, Program Coordinator
kkihiggi@uark.edu, 479-790-9521
479-575-3319 (fax)

Practicum/Internship Site Selection and Approval Process

Potential practicum and internship sites are selected on the basis of their service delivery, commitment, and ability to provide quality learning opportunities for University of Arkansas (U of A) counseling students. Current sites encompass a wide variety of agencies/organizations, reflecting a broad spectrum of human needs and services. Some examples include traditional counseling agencies, behavioral health services, local and state governmental offices, criminal justice settings, and private sector services. Students are placed with agencies/organizations in Northwest Arkansas and the surrounding communities and are required to attend practicum and/or internship classes on campus.

U of A Counselor Education program faculty recognize the many unmet needs and barriers that impede care for people with behavioral health concerns. Furthermore, we recognize that these concerns are common; regardless of background, stage of life, circumstance, or community. With this perspective, the Counseling faculty invite and welcome a broad array of agency/organizational affiliations whose common goal is the betterment of our communities.

All agencies/organizations must meet the following requirements:

1. The availability of necessary learning experiences;
2. Willingness of the agency's executive and program staff to support Counseling Program's educational goals;
3. Availability of appropriate supervision;
4. The primary mission/purpose of the organization, identified program or department must address human needs (e.g. policy, administration, evaluation, research, direct service delivery, etc.);
5. The agency/organization cannot engage in discriminatory practices (e.g. personnel hiring, acceptance of students or clientele, etc.);
6. The site supervisor's willingness to participate in the Counseling Program's activities (e.g. site/supervisor orientation, guest lecturers, meeting(s) with practicum/internship supervisor, etc.);
7. The agency/organization must support the student's placement and allow the Site Supervisor sufficient time for student's supervision. Minimum scheduled supervision time is one hour per week;
8. Site Supervisors must possess the following minimum qualifications: Master's Degree in a Rehabilitation Counseling/Disability discipline (i.e. from an accredited University, preferably Counseling); valid standing as a Certified Rehabilitation Counselor and/or Licensed Professional Counselor (unless otherwise approved by the Program faculty), and a minimum of two years postgraduate counseling experience. Doctoral students are usually supervised by a doctoral-level supervisor;
9. The agency/organization must have the administrative capacity to sustain necessary student activities (e.g. space, phone, privacy, support staff, etc.);
10. The agency/organization must ensure that appropriate measures and procedures are in place in order to protect the student's safety. At a minimum, these procedures and measures include, but are not limited to, training and orientation regarding policies and procedures for: 1) organizational safety, 2) conducting appropriate home visits, 3) interacting with potentially difficult clients, 4) managing emergencies, and 5) appropriate screening of student assignments by the Site Supervisor(s);
11. The agency/organization must encompass a system of community accountability. This community accountability may be demonstrated by a representative board of directors; fiscal accountability via a budget review process; periodic review by an accrediting/licensing agency; The agency/organization must inform the student's practicum or internship instructor of any changes in the student's supervision. This communication should occur, as soon as possible, in order to ensure adequate and appropriate student supervision.

Initiative for establishing on-site practicum or internship in any given agency/organization may originate with either the University or the agency. Appropriate processing of this application will involve the agency/organization, including: 1) the agency/organization's authorized authority, 2) the agency/organization's Site Supervisor designate, 3) the Counseling Program Clinical Coordinator, and 4) the student's practicum or internship instructor. The review and affiliation process includes, at a minimum:

1. A thorough review of the applicant agency/organization (i.e. service description, client population(s) served, Site Supervisor credentials, etc.);
2. A conference (i.e. by telephone or in person) with the agency/organization's administrator and/or Site Supervisor regarding expectations of all parties involved; and
3. A clear description of how the student's educational requirements may be achieved via the application materials submitted by the agency/organization.

U of A Counseling Practicum and Internship Site Approval Application

APPLICANT INFORMATION

Agency/Organization Name:

Site Address:

City:

County:

State:

Zip:

Phone:

Fax:

Website:

Specialization:

Level of placement (check all that apply): Masters Doctoral

Commitment Requirements: 1 Semester 2 Semesters 3 Semesters

Students are required to video tape a minimum of 3 counseling sessions. Do you allow students to record for the purpose of supervision? Yes No

Agency Support Comes From (check all that apply):

Public

Local

City

State

Private

County

Federal

Regional

Nonprofit

For-profit

AGENCY/ORGANIZATION CONTACT PERSON

Director Name:

Phone:

Email:

Contact for Applicants:

Phone:

Email:

AGENCY SERVICES

1. Briefly provide an overall description of the agency (function, purpose, etc.):

2. Briefly describe the types of clients seen and services provided:

3. Briefly describe the treatment modalities available (individuals, groups, couples, families; any opportunities for administrative or research experience):

4. Special instructions for students who apply

POTENTIAL SITE SUPERVISORS

Please Note: Minimum Site Supervisor Qualifications include: 1) master’s degree in counseling or a closely related field; 2) hold an CRC and/or LPC (faculty may make exceptions for certain sites with other appropriate mental health certifications and/or licenses); 3) minimum of two (2) years of post-degree professional experience; and 4) knowledge of program expectations, requirements, and evaluation procedures. Below, please list the qualified Site Supervisors who will work with University of Arkansas counseling students. **(Please attach a resume or curriculum vita for each person listed):**

Site Supervisor Name	Degrees and Date Awarded	Professional License(s)	Email	Number of Year Post-Graduate Experience in Mental Health

Appendix M

University of Arkansas
Counselor Education Program

Federal Background Check and Drug Panel

FAX TO: 479-582-3660 OR EMAIL TO: requests@courthouseconcepts.com

4250 N VENETIAN LN, FAYETTEVILLE, AR 72703

PHONE 479-582-3660



DISCLOSURE AND AUTHORIZATION (CLIENT UARF14)

In connection with my application for employment (including contract for services or **volunteer services**) or tenancy with (**U OF A COLLEGE OF EDUCATION AND HEALTH PROFESSIONS**), I authorize the use of requested Consumer Reports. These consumer reports (investigative consumer reports in California) may include the following types of information: names and dates of previous employers, salary, work experience, education, accidents, licensure, credit (except California), etc. I further understand that such reports may contain public record information such as, but not limited to: my driving record, workers' compensation claims, judgments, bankruptcy proceedings, criminal records, etc., from federal, state and other agencies which maintain such records.

In addition, investigative consumer reports as defined by the federal Fair Credit Reporting Act, gathered from personal interviews with former employers and other past or current associates of mine to gather information regarding my work performance, character, general reputation and personal characteristics may be obtained.

I AUTHORIZE, WITHOUT RESERVATION, ANY PARTY OR AGENCY CONTACTED BY THE CONSUMER REPORTING AGENCY TO FURNISH THE ABOVE-MENTIONED INFORMATION.

I have the right to make a request to the consumer reporting agency: CourtHouse Concepts, 4250 N Venetian Ln., Fayetteville, AR 72703; telephone 877-750-3660. CourtHouse Concepts, upon proper identification, to request the nature and substance of all information in its files on me at the time of my request, including the sources of information and the agency, on our behalf, will provide a complete and accurate disclosure of the nature and scope of the investigation covered by the investigative consumer report(s); and the recipients of any reports on me which the agency has previously furnished within the two year period for employment requests, and one year for other purposes preceding my request (California three years). I hereby consent to your obtaining the above information from the agency. You may view their privacy policy at their website: www.courthouseconcepts.com.

I hereby authorize procurement of consumer report(s) and investigative consumer report(s). If hired (or contracted), this authorization shall remain on file and shall serve as ongoing authorization for you to procure consumer reports at any time during my employment (or contract) period.

I acknowledge that I have been provided a copy of consumer's rights under the Fair Credit Reporting Act.

Print Name

Social Security No.

Other Names Used

Date of Birth

Residential Address: State Zip

Background Check \$15.00 Drug Screening \$30.00

I AUTHORIZE A ONE TIME CHARGE TO MY CREDIT CARD IN THE AMOUNT OF \$_____
CC NUMBER _____ EXPIRATION DATE ____/____ CVR_____
Zip Code of Billing Address _____ NAME on CARD _____

Appendix N
University of Arkansas
Counselor Education Program
Child Maltreatment Registry



Arkansas Department of Human Services
Division of Children and Family Services
REQUEST FOR CHILD MALTREATMENT CENTRAL REGISTRY CHECK

THIS FORM WILL NOT BE PROCESSED UNTIL ALL INFORMATION IS COMPLETED.

TYPE OF APPLICANT:

DHS Employee/Applicant [Division: _____] Foster Parent Legal Custodian Adoptive Parent Provisional Foster Parent

Foster Family Support System (FFSS) for: _____
Name of Foster Family whom FFSS will support

Other (This request will be processed for a fee of \$10 made payable by check or money order to DHS. We do not accept cash. This fee may be waived for non-profits who provide proof of 501(c)(3) status. Allow 7-10 business days for processing.)

This information should be addressed to:

Dr. Erin Kern Popejoy
Name/Title (print)

751 W. Maple, GRAD 141
Fayetteville AR 72701

Address (physical)
same as above

University of Arkansas, Counselor Education Program
Organization Requesting the Report

479-575-2213 479-575-3319
Telephone # Fax #

Address (provide mailing, if different than physical)

Name of Applicant: _____
Maiden Name/Other Names Used: _____
Race: _____ Sex: _____ Age/DOB: _____ / _____ SSN: _____

Present Address: (since _____, _____) _____

Previous Addresses (from the last six years):

1) _____ 2) _____
From _____ to _____ From _____ to _____

3) _____ 4) _____
From _____ to _____ From _____ to _____

Cities and States of Employment (outside of Arkansas) for last six years:

1) _____ 2) _____
From _____ to _____ From _____ to _____

3) _____

4) _____

From _____ to _____

From _____ to _____

Children (related or non-related) now residing or who have resided in the home at any time and all biological children, even if they have not resided in the home:

Full Name: _____
DOB/Age: _____ / _____
Relationship: _____
SS# (if known): _____

Full Name: _____
DOB/Age: _____ / _____
Relationship: _____
SS# (if known): _____

Full Name: _____
DOB/Age: _____ / _____
Relationship: _____
SS# (if known): _____

Full Name: _____
DOB/Age: _____ / _____
Relationship: _____
SS# (if known): _____

THE FOLLOWING IS TO BE COMPLETED **ONLY** WITH A NOTARY

I, _____ verify that the information above is true and complete. I authorize the Arkansas Child Maltreatment Central Registry to release any information their files may contain concerning me as an offender of a true report of child maltreatment.

Signature of Applicant

Date

County of _____ State of Arkansas

Acknowledged before me, this _____ day of _____, _____

Notary Public

My commission expires: _____

THE FOLLOWING IS TO BE COMPLETED BY CENTRAL REGISTRY

The Arkansas Child Maltreatment Central Registry contains no record under the referenced name in a true report of child maltreatment.

Examiner's Initials and Date _____

Please note that whenever there is a determination of child maltreatment, the person identified as the offender has the right to a hearing to contest that determination. The person's name may not be placed in the Central Registry until after the hearing decision. Therefore, the absence of a true report in the Child Maltreatment Central Registry does not imply that the person is or is not the subject of a completed child maltreatment investigation. Please check the Central Registry periodically as names can be added to the Central Registry based on new maltreatment reports and upon final administrative determination.

Information Found

Examiner's Signature and Date _____

Child Maltreatment Central Registry

Slot S 566

P O Box 1437

Little Rock AR 72203

Appendix O
 University of Arkansas
 Counselor Education Program
Tape Analysis/Skills Assessment Form

Student Information										
Student Name:										
UArk ID:										
Practicum/Internship Site Information										
Agency/Organization Name:										
City:			County:				State:			
Zip:			Phone:				Fax:			
Site Supervisor:										
Faculty Supervisor:					University/Doctoral Supervisor:					
Skills Evaluation										
Evaluation Statement	Poor		Adequate		Good		Excellent		NA/NO	
1. Opening: Opens the session smoothly and effectively	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
2. Attending: Demonstrated interest, focused on the client, encouraged the client to speak through the use of verbal and nonverbal encouragements	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
3. Active listening: Demonstrated the ability to follow the client with understanding in all aspects of communication	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
4. Silence: Allowed appropriate silences and demonstrated the ability to listen during the session	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
5. Non-verbals: Exhibited appropriate, effective use of body language, vocal tone, facial expressions, and eye contact to convey warmth, positive regard, and acceptance. Aware of client non-verbals	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
6. Reflecting feeling: Demonstrated and communicated empathy by reflecting client emotions, explicit and implicit	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
7. Reflecting content: Demonstrated active listening via clarification, paraphrasing, and summarization	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
8. Probing/Questioning: Demonstrated the use of purposeful, open, and/or closed questions to keep the session on track and to encourage further communication and understanding of the client's world	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
9. Challenging/Confronting: Identified client discrepancies and inconsistencies and was able to probe further or confront when necessary	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
10. Immediacy: Appropriate use of "I-You" statements and process-related questions to bring the present tense into the counseling session	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
11. Case Conceptualization: Recognizing what is not being said, identifying patterns, and comfort with counseling as an overall process of helping	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
12. Closing: Closes the session smoothly and set direction for the next session	①	②	③	④	⑤	⑥	⑦	⑧	NA	NO
Additional Questions										
13. What went well in this session?										

14. What would you have liked to see go differently?

15. What are some reoccurring difficulties or patterns?

16. What specific parts of the tape would you like help on?

17. How did this session affect you? (e.g., your own personal issues or feelings came into session)

18. Brainstorm avenues for further counseling with this client(s)

Additional Comments and/or Suggestions

Signatures		
Student Signature	Printed Name	Date
Faculty Signature	Printed Name	Date

Scoring Instructions for the Tape Analysis Form:

80-96 – good to excellent performance

60-80 – average to good performance

40-59 – marginal to average performance; may need remediation

39 or less – poor performance; needs remediation