



The University of Lethbridge, Faculty of Education
 SPRING 2013

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Office Hours:	Students needing assistance can contact the instructor by phone, email or in person. Meetings can be arranged online, by phone or onsite at TH318.		

COURSE DESCRIPTION:

Advanced professional development and supervised practice for graduate students in counselling psychology. Students will develop and/or practice their counselling skills within a specialized setting, or with a specialized counselling focus.

This course provides an opportunity for professional development and supervised practice for graduate students in counselling psychology. The class seminars provide the opportunity for further exploration of important counselling topics, group feedback of student work with clients, and for in-depth exploration of issues encountered in the practicum settings. The practicum settings provide opportunity for supervised practice in counselling techniques with clients.

PREREQUISITES: All of the following courses are pre-requisites:

Education 5621 - Counselling Psychology: Ethics and Professional Practice
 Education 5622 - Counselling Psychology: Gender/Cultural Issues
 Education 5623 - Counselling Psychology: Learning Processes
 Education 5704 - Counselling Psychology: Skills
 Education 5705 - Counselling Psychology: Theory
 Education 5706 - Counselling Psychology: Interventions
 Education 5707 - Counselling Psychology: Assessment
 Education 5708 - Counselling Psychology: Career Counselling
 Education 5709 - Counselling Psychology: Practicum I

COURSE OBJECTIVES:

Many of the course objectives in EDUC 5711 (Practicum II) are similar to those outlined in EDUC 5709 (Practicum I), however, the expectation in Practicum II is that students will demonstrate the skills and knowledge in a more effective, refined and independent manner. Upon successful completion of this course, participants will be able to:

- Demonstrate the transfer of skills and knowledge acquired through prior courses to applied counselling settings; and
- Effectively incorporate theory, skilled practice and applied experience into a personal counselling framework.

SPECIFIC OBJECTIVES¹

The specific objectives and goals of this course are to help increase the ability to:

1. Establish a strong working alliance and good working relationships with client(s) during the first session and all subsequent counselling sessions.
2. Conduct an efficient and comprehensive psychosocial history of the client and the presenting problem, while always maintaining strong working alliance skills (the specifics will depend upon theoretical orientation and the requirements of the practicum site).
3. Conceptualize presenting problems into a greater context by documenting how individual and micro-macro system dynamics likely instigated and contribute to the maintenance of the problem and/or that limit effective resolution of the presenting problem (the specifics of the systems analysis will depend upon theoretical orientation of the agency/the student).
4. Develop and carry out treatment plans, using approaches research has shown to be effective strategies for clients' identified problem(s).
5. Maintain an effective counselling process and relationship until the client(s)' problem(s) have been resolved.
6. Document clinical work in a way that meets the standards of the counselling site, insurance companies and the province in which the student is working.
7. Work cooperatively and effectively within an agency setting and initiate appropriate professional relationships with mental health professionals outside that agency as needed.
8. Integrate theory and research into counselling practice for specific counselling issues.
9. Effectively utilize self-directed and group learning through the use of academic readings, videotaping and reflection, transcript analysis, case consultation, and reflective consultations.
10. Demonstrate sound clinical judgment that integrates knowledge of diversity, professional ethics, relevant laws, and organizational policies when collaborating with clients and with other helping professionals.
11. Demonstrate relevant assessment, interventions, termination, and evaluation procedures consistent with standards for professional independent practice.
12. Incorporate theory, skilled practice and applied experience into a written personal counselling framework.

¹ These are excerpts and/or adaptations from a previous course outline of Dr. Dawn McBride. Objectives 1-7 were adapted from Liberty University COUN 698: Counselling Practicum course syllabus. Objectives 8-12 were drawn from CAAP 619: Advanced Counselling Practicum course.

PRACTICUM PLACEMENT GUIDELINES AND EXPECTATIONS:

See the 2011 Faculty of Education Practicum Handbook.

SEMINAR TOPICS AND COURSE SCHEDULE:

Seminar topics, online weekly lessons and activities, and course schedule will be posted in the U of L's Moodle site.

REQUIRED READING:

Boylan, J., & Scott, J. (2009). *Practicum & Internship: Textbook and resource guide for counseling and psychotherapy (4th Ed.)*. New York: Routledge/Taylor & Francis.

Counselling Practicum Handbook: Graduate Programs in Education. (2011). Faculty of Education: University of Lethbridge.

Sinclair, C., & Pettifor, J. (Eds.). (2001). *Companion manual to the Canadian code of ethics for psychologists (3rd ed.)*. Ottawa: Canadian Psychological Association.

Additional required readings will be provided online.

SUPPLEMENTARY READINGS AND RESOURCES:

American Psychological Association. (2002). Ethical principles of psychologists and code of conduct. *American Psychologist*, 57, 1060-1073.

Kottler, J. A., & Carlson, J. (2004). *Their finest hour: Master therapists share their greatest success stories*. Boston, MA: Allyn & Bacon.

Morgan, R. D., Kuther, R. L., & Habben, C. J. (Ed.). (2004). *Life after graduate school in psychology. Insider's advice from new psychologists*. New York, NY: Psychology Press.

Norcross, J. C. (Ed.). (2002). *Psychotherapy relationships that work: Therapist contributions and responsiveness to patients*. New York, NY: Oxford.

Pearson, Q. M. (2004). Getting the most out of clinical supervision: Strategies for mental health. *Journal of Mental Health Counseling*, 26, 361-373.

REQUIRED RESOURCE MATERIAL:

- APA Manual (most recent edition);
- Video recording equipment (i.e. video camera, laptop + appropriate hardware/software);
- Audio recording equipment.

COURSE EVALUATION:

A+	97 - 100%	C+	77 - 79%
A	93 - 96%	C	73 - 76%
A-	90 - 92%	C-	70 - 72%
B+	87 - 89%	D+	67 - 69%
B	83 - 86%	D	63 - 66%
B-	80 - 82%	F	Less than 63%

Note: Any course with a grade of less than B- cannot be considered for credit in the M. Ed. Program.

To successfully complete the course students must meet the following expectations:

1. Adhere to the guidelines and expectations outlined in the Faculty of Education Practicum Handbook;
2. Earn a *Pass* in the final review of the Practicum Evaluation Form;
3. Attend the 4 days of onsite seminars and participate in an active, professional and respectful manner.
4. Read all assigned articles and chapters and complete all assignments (see below) to the graduate level standards as outlined by the Faculty of Education;
5. Meet requirements as outlined in the Practicum Handbook (i.e. required hours for client contact and supervision; submitting signed practicum log sheets);
6. Adhere to the CPA code of ethics and the Standards of Professional Conduct.

ASSIGNMENTS:

1. Therapist Self Care (2.5%)
2. Case Presentation (20%)
3. Research Presentation (12.5%)
4. Online and Onsite Participation (15%)
5. Practicum Evaluation (50%)

Assignment 1: Therapist Self Care (2.5 points)

The importance of self-care for counselors is an essential but often neglected area of focus. As such, we will begin the new term by giving attention to this topic. During week one you are to post a brief but realistic self-care plan. (This can be posted in week *two* for anyone relocating to a new practicum placement). Include a description of one or two of your major challenges from last term. Be specific. Why were these issues so challenging? How did they affect you? Also, what do you see as your most challenging issues for this coming term?

Next, outline two *realistic* self-care interventions that can help you directly address these issues in a concrete way – and that you plan to commit to using during this semester. Briefly outline the manner in which they facilitate self-care. How do they help? What do they provide?

Third, identify one helpful self-care resource to share with the others. This can be a brief article (and in this case, preference is given to practical/applied rather than theoretical), book, website, blog, video – or a particular *practice* that has proven value for promoting self-care in mental health professionals. Do your best to share *gems* – those resources and exercises that have distinct and confirmed value.

Assignment 2: Case Presentation (20 points)

Each student will conduct a case presentation during our face-to-face seminars. Presentations will last approximately 30 minutes and will be accompanied by a brief (1-2 page) description of relevant information (i.e. anonymously presented client background, presenting issues, counselling objectives, etc.). Each presentation will be followed by a group discussion led by the student. Specific presentation guidelines will be provided early in the course and a schedule will be prepared.

Grading will be based on the professionalism of the presentation, with particular attention paid to:

- Clarity and conciseness of the background/introduction;
- Relevance and effectiveness of interventions that have been chosen and used;
- Depth and accuracy of the self-analysis;
- Clarity of the request for feedback;
- Manner of responding to the feedback provided.

We will follow the same presentation guidelines we used in EDUC 5709. A schedule will be prepared early in the term.

Assignment 3: Professional Development Presentation (12.5 points)

During our seminar time for EDUC 5709 (Practicum I) we explored a wide range of topics (i.e. anxiety, addictions, family of origin issues, grief and dealing with trauma). In our seminar time for EDUC 5711 (Practicum II) we will build on these topics and explore them and other themes in a practical and applied way. Emphasis will be on the demonstration and application of particular approaches rather than on providing additional content. During the first few weeks of the semester we will refine our *list* of topics and add to those already identified during both our seminar and online time last term. Further details for the assignment will be provided and will include specific roles, expectations and timelines.

Assignment 4: Online and Onsite Participation (Activities and Discussion) (15 points)

As well as meeting onsite four times (Saturdays) over the term we also *meet* in the online world via our Moodle connection and we will explore an array of activities including:

- Individual tasks and assignments;
- Online forums and onsite discussions;
- Personal reflections;
- Student learning plans;
- Regular assigned readings.

One week before the end of the course, students will submit a brief outline (approximately one page) summarizing their involvement in the course and the participation mark that they believe is warranted. The instructor will take these comments into account in assigning the grade.

Details and further instructions will be provided in class.

(NOTE: As well, since the nature of this class commonly involves discussion and personal disclosure maintaining confidentiality is essential.)



*University of Lethbridge * Faculty of Education*
Master of Education (Counselling Psychology) / Master of Counselling

Practicum Feedback and Evaluation Form

Student Name	Phone	Email
Supervisor's Name	Phone	Email
Course	Select one: <input type="checkbox"/> Mid-Term Evaluation <input type="checkbox"/> Final Evaluation	Dates of Practicum
Who completed this evaluation? <input type="checkbox"/> Student as part of own review <input type="checkbox"/> Supervisor		

Instructions:

- (1) This form is to be utilized for the mid-term and final evaluation.
- (2) The Student and Supervisor complete a draft form independently and then meet together to discuss the ratings.
- (3) The Supervisor completes the mid-term/final evaluation during and/or after the joint discussion. The form is signed and dated by the Student and the Supervisor.
- (4) The Student submits a copy of his/her initial scoring along with the Supervisor's final copy of the mid-term/final evaluation.
- (5) The signed form should be submitted to the Instructor within 48 hours of the review.

This form is composed of two major parts:

- Part I is a detailed skill and process assessment. The list of competencies found in this section is by no means exhaustive, but it does represent what we consider to be essential areas of counsellor competency. Therefore, these items can be used as a focus of learning and evaluation of the Student's progress.
- Part II is an open-ended description of the Student's performance.

Supervisors are strongly recommended to use this form for instructional purposes during the practicum. For example:

- Each week, select one section to review with the Student.
- Use the competencies from one section to promote discussion on how to achieve the competency; assign weekly readings/activities to help the Student learn and/or practice the competency.
- Ask the Student to focus on a particular competency during the upcoming week and to bring a video clip demonstrating this competency.

SCORING

Please use the following 5-point scale.

n/a	• The ability/skill is not applicable for this Agency and/or practicum (use sparingly)
1	• Very limited to no demonstration of the ability skill/attitude. • When used/applied, it clearly does not meet the acceptable standard.
2	• This rating reflects the Student is still learning how to use/implement the ability/skill. • Some ability/skill/attitude in this area but improvement required to meet the standard. • Demonstration is inconsistent and/or is largely dependent on coaching.
3	• Ability/skill/attitude is consistent and performance clearly meets acceptable standards for employment at this Agency/setting as a counsellor who has recently earned a graduate master degree in counselling. • Very limited coaching is required for the Student to use this ability/skill efficiently and effectively.
4	• Very high level of competency of the ability/ skill/attitude, demonstrated on a very consistent basis, with no coaching. • This rating denotes a high degree of mastery, which is usually reflective of a graduate student who has extensive supervised counselling experience before starting a graduate program in counselling.

Part I: Skill and Process Assessment

For Part I of this evaluation, what is a **pass**?

In Practicum I, at final review, the Student earns:

- (i) an overall score of 3 or higher in category #1 Ethical Conduct, and
- (ii) a score of 3 or higher in three of the remaining categories (#2 to #6).

A score of 1 in any category results in a fail for the practicum.

In Practicum II, at final review, the Student earns:

- (i) an individual score of 3 or higher on every item listed in category #1 Ethical Conduct, and
- (ii) an overall score of 3 or higher in each of the remaining categories (#2 to #6).

1. *Ethical Conduct* refers to the counsellor's ability to behave in a manner befitting a master level clinician. This category is termed a **prerequisite** category to all other categories. The Student must receive an overall score of 3 or higher indicating high ethical practice **in order to pass** the practicum. *If the Student is unable to practice ethically, the Student does not pass the practicum.*

Please mark score with an 'X' (4 = high)	NA	1	2	3	4
1. Informs clients of their <u>full rights</u> in a <u>timely, respectful</u> basis and <u>periodically</u> reviews with clients their rights regarding:					
a. Risks and benefits of receiving counselling (<i>in general</i>)					
b. Confidentiality and limits of privacy (e.g., Supervisor has access to all session information)					
c. The client's fee and alternative options if unable to afford the fee					
d. Who sees/accesses the client's file, billing information, & file storage after services conclude (<i>e.g., secretary, Supervisor, counsellor, accountant, file audits by outside Agency etc.</i>)					
e. Release of client information including sharing the client's identity to others					
f. Action to take if the client is dissatisfied with treatment offered by the Student					
g. Being supervised (<i>live and case review as well as discussion of client's case in the course</i>)					
h. Client's rights associated with taping/recording and how the tapes are destroyed or given to the client within x number of days of the recording					
i. How clients can access their file for review during and after services are rendered					
j. How the counsellor will manage contact outside the counselling session (<i>e.g., if they meet on the street, at an event, if the client invites the counsellor to his/her wedding, etc.</i>)					
k. Who the client contacts after hours if the client is in an emergency/crisis					
l. Dual relationships (<i>e.g., what it is; how it will be handled; how it will be prevented</i>)					
m. Outlines risks and benefits of treatment/interventions used in the sessions					
n. Presents various treatment alternatives for the client to consider (<i>informed choice</i>)					
o. The Student's last week of service is stated well in advance and reminders provided					
p. If a client is a minor, informs guardian of above rights and seeks relevant consent before providing service to the minor					
q. Other rights the Student's clients should be informed/reminded about (<i>please record on separate page</i>)					
Please mark score with an 'X' (4 = high)	NA	1	2	3	4
2. Demonstrates consistent respect for clients and staff members regardless of the person's background, religious and cultural preferences, sexual orientations, etc					
3. Protects and maintains confidentiality of client records <u>and</u> tapes <u>AT ALL TIMES</u> (<i>e.g., does not leave files face up on her/his desk, does not use client's name in public, etc.</i>)					
4. <u>Only</u> discusses cases / therapy sessions with Supervisor & other client approved individuals (<i>e.g., the</i>					

<i>Student does not discuss and/or debrief cases/ counselling sessions in the Agency staffroom, at home, with friends, family, Agency receptionist, etc.)</i>					
5. When the Student is requested to operate outside his/her areas of expertise, s/he informs the client of this limitation, asks for supervision/coaching, and/or refers the client					
6. In supervision sessions, is able to recognize, articulate, and problem solve potential ethical issues (e.g., with client, interacting with Agency staff, etc.)					
7. Demonstrates competency in using a relevant Code of Ethics (Agency's and/or CPA) when facing ethical dilemmas and for information on following guidelines/standards of practice, etc.					
8. Consults with colleagues and Supervisors on ethical issues, as appropriate					
9. Documents clinical work that meets the standards of the counselling site and the regulatory body for the profession (i.e., writes succinctly, maintains client's privacy, focuses on theme reporting not content focused reporting, writes respectfully as if the client will read the notes)					
10. Is willing and able to recognize, articulate, and take action to deal with issues of self (i.e., personal issues) that could and/or are interfering with one's counselling practice.					
11. Other: (please record items on a separate page).					

2. Professional Conduct refers to the counsellor's ability to integrate into the Agency setting and behave in a manner befitting a professional counsellor.

	Please mark score with an 'X' (4 = high)	NA	1	2	3	4
1. Self-monitors own performance (e.g., during supervision sessions is able to identify strengths, provides rationales for areas of needed growth/training, etc)						
2. Uses resources to enhance one's own performance (e.g., reads books, articles, etc.)						
3. Supports self (e.g., engages in self care, seeks emotional debriefing time when needed, etc)						
4. Takes the responsibility to solicit coaching and feedback from Supervisor on a regular basis (i.e., takes the initiative to learn from the Supervisor)						
5. Incorporates feedback to facilitate change in one's performance						
6. Presents client cases adequately (i.e., well prepared, articulate, accurate, clear, & concise)						
7. Operates within the Agency's/organization's guidelines & expectations						
8. Makes use of social &/or community agencies to benefit the client						
9. Works effectively with the Supervisor (e.g., cooperative, attentive, active, respectful)						
10. Works effectively with colleagues/staff at the Agency						
11. Manages on site time effectively (e.g., writes case notes in a timely fashion, knows when client needs a longer session and plans accordingly, attends on time for counselling sessions and supervision sessions, keeps session to within stated time, books clients with a break in-between clients to allow for consultation, debriefing, self-care, case notes, etc.)						
12. Other: (please record items on a separate page if more room is needed)						

3. Core Counselling Skills are those discrete aspects of counsellor behaviour that form the basic repertoire of a counsellor.

	Please mark score with an 'X' (4 = high)				
	NA	1	2	3	4
A. Structuring Skills: used to provide an organized and meaningful focus to a counselling session					
1. Structures the physical setting to suit the client's need/comfort (e.g., adding things to the room for the session, re-arranging things to make the client more comfortable, etc.)					
2. Within 15 mins of the session starting, (a) elicits and/or presents an outline of the session plan, and/or (b) seeks/confirms objectives for the session					
3. Uses effective transitions between topics/themes during the session					
4. Summarizes important segments during the session					
5. Other: (please record items on a separate page).					

B. Soliciting Skills: encourages client involvement and commitment					
1. Uses of open questions (i.e., there is not a dependence on closed questions)					
2. Use of probes and prompts (e.g., tell me more, describe for me, etc...)					
3. Encourages the client to take responsibility for the change process					
4. Challenges clients (e.g., challenges behaviors, cognitions, etc.)					
5. Overall, the client consistently has more "air time" than the counsellor					
6. Other: (please record items on a separate page).					

C. ² Reacting Skills: ways in which counsellor responds to client verbal and non-verbal behaviour					
1. Uses counsellor self-disclosure appropriately (e.g., timely, very brief, etc.)					
2. Paraphrases client's verbal content appropriately					
3. Incorporates client responses/words into counsellor's statements/questions					
4. Uses silence and uses it appropriately					
5. Adjusts pace and tone of the session to meet client's needs					
6. Offers instruction /corrective feedback in a concise (brief), effective manner					
7. Pays attention to and utilizes client's non-verbal behavior (process based)					
8. Other: (please record items on a separate page).					

² **NOTE to Supervisors:** Many Students find reacting skills, particularly focused on process based skills, to be the most challenging core counselling skill to master. Students would benefit from the Supervisor's active guidance, demonstration and recommendations (e.g., readings, movie clips, etc.) on how to gain mastery of these reacting skills.

	Please mark score with an 'X' (4 = high)	NA	1	2	3	4
D. Process-based Skills						
1.	Uses reflective statements (affect and body language) to deepen the session					
2.	Remains <u>within the affect domain</u> , as needed (e.g., emotional exploration, regulation, etc) (required skill for Students)					
3.	Discerns and reflects meaning as well as core themes (required skill for Students)					
4.	Other process based skills: <i>(please record items on a separate page)</i> .					

4. Counselling Assessment Skills are relatively standard sequences of skills related to gathering information about and/or related to the presenting problem(s).

	Please mark score with an 'X' (4 = high)	NA	1	2	3	4
1.	Efficient and effective exploration of the key domains of clients' problem(s) (i.e., cognitive, affective, behavioural, & micro/macro systems)					
2.	Writes an assessment of the clients' presenting issues in an accurate, concise and respectful manner					
3.	Conducts an efficient & comprehensive psychosocial history					
4.	Writes an assessment of clients' psychosocial history in an efficient, ethical and effective manner					
5.	Writes an assessment of clients' history (e.g., developmental issues, counselling history, etc.) in an accurate, concise, and respectful manner					
6.	Is able to conceptualize how the presenting problems fit into a greater context by documenting how individual and micro-macro systems dynamics likely instigated and contribute to the maintenance of the problem and/or limit the effective resolution of the presenting problem					
7.	Explores and identifies barriers/obstacles that may hinder the change process					
8.	Explores and identifies client factors that will be useful in the change process					
9.	Uses the DSM to make accurate clinical –assessment diagnoses					
10.	Develops appropriate treatment planning objectives (short & long term)					
When relevant:						
11.	Appropriately administers psychological tests such as:					
	a.					
	b.					
12.	Interprets psychological tests in an accurate manner – list tests:					
	a.					
	b.					
13.	Writes reports on psychological tests in an accurate manner					
14.	Other: (e.g., risk assessment) <i>(please record items on a separate page)</i>					

5. *Counselling Intervention Skills* are carefully orchestrated combinations of skills designed to promote client change.

	Please mark score with an 'X' (4 = high)	NA	1	2	3	4
1. Establishes and maintains a healthy working alliance with clients						
2. Develops treatment plans to address clients' identified problems, using approaches academic research has shown to be effective/sound strategies						
3. Identifies a wide range of possible treatment approaches/strategies relevant to the client's issues						
4. Actively elicits, monitors and evaluates relevant indices of clients' progress						
5. Modifies treatment plan and treatment strategies, in a planned and logical manner, based on new/relevant client data						
6. Designs and assigns homework tasks that are appropriate (e.g., age of the client)						
7. Debriefs homework, in the next session, in an appropriate and useful manner						
8. Actively helps clients to prepare for termination, well in advance of the last session						
9. Facilitates effective last (termination) sessions						
10. List additional treatments/interventions the Student may be taught to utilize with clients (e.g., use of CBT for panic attacks, non-directive play therapy, DBT, suicide intervention, etc.):						

6. *Purposefulness* refers to the counsellor's ability to plan an appropriate intervention and to carry out that plan.

Note to Supervisors: The following topics are typically addressed and assessed in supervision sessions during case review and/or viewing the Student in action (e.g., stop-start of video-taped sessions and asking the Student what she was thinking):

	Please mark score with an 'X' (4 = high)	NA	1	2	3	4
1. Actively discusses/utilizes counselling theory(s) to understand the client's presenting issues, dynamics, change process, and relevant treatment options						
2. As demonstrated in supervision sessions, clearly expresses how one's counselling orientation/framework is being used to help clients reach their goals NOTE for Supervisors: this skill is tied into a practicum assignment - Supervisors are strongly encouraged to ask their Student for a draft copy of his/her assignment in order to assess how the Student is conceptualizing his/her work on paper and if it aligns with what s/he is doing in practice						
3. As demonstrated in supervision sessions, tests hypotheses systematically before designing and/or using an intervention						
4. As demonstrated in supervision sessions, articulates the reason / relationship between session objectives and treatment plan goals						
5. As demonstrated in supervision sessions, articulates, in advance, how progress meeting client goals will be monitored and documented						
6. As demonstrated in supervision sessions, articulates the reason / relationship between session objectives and skills used in session						
7. Other:						

Part II: Observations of Student Performance

Please use this section to expand on scores made on previous pages and/or record observations/ comments pertaining to the Student's range of knowledge, attitude, and demonstration of:

- (1) Counselling competence
- (2) Interpersonal skills
- (3) Openness to learning and receiving feedback from Supervisor, colleagues and staff
- (4) Professionalism (*e.g., reliable, dresses appropriately for the site, etc.*)
- (5) Self-reflection & personal awareness (*e.g., ability/willingness to engage in, depth of ability*)
- (6) Student's understanding and practice of ethical conduct

Also, please feel free to include other aspects of performance you believe are relevant to the professional development of the Student as a future master level counsellor. Topics could include, but are not limited to:

- Attitude and performance towards engaging in academic readings, videotaping and reflection, transcript analysis, case consultation, and reflective consultations.
- Performance in supervision sessions (*e.g., prepared, organized, focused, open to feedback*)
- Recommendations for the Student to achieve success as a master level counsellor (*e.g., PD activities*)
- Takes the initiative to learn/is self-directed (*e.g., engages in extra reading, observes extra sessions, etc.*)
- The Student's contribution to the Agency (*e.g., strengths of the Student in contributing to the Agency's functioning, client's attitude with the staff, helps out when necessary, goes the extra mile*)

Observations or comments:

PRACTICUM GRADING

The first category is a "prerequisite" category called "Ethical Conduct." **Students must receive a satisfactory rating (3 or 4) on Ethical Conduct in order to pass the practicum.** The student's total mark is based on the six categories, as follows:

- A+ = 6 ratings of "4"
- A = At least 4 ratings of "4", with no rating less than "3"
- A- = At least 2 ratings of "4", with no rating less than "3"
- B+ = At most 1 rating of "2", with 5 ratings of at least "3"
- B = A rating of "2" on 2 or 3 categories, with the rest of the ratings of "3" or "4"
- B- = A rating of "2" on 4 or more categories, with the other ratings at "3" or "4"
- C = A rating of "1" on any category

Summary Ratings

Ethical Conduct _____

Professional Conduct _____

Core Counselling Skills _____

Counselling Assessment Skills _____

Counselling Intervention Skills _____

Purposefulness _____

Practicum Grade _____

(Site Supervisor)

(Student)

(Course Instructor)