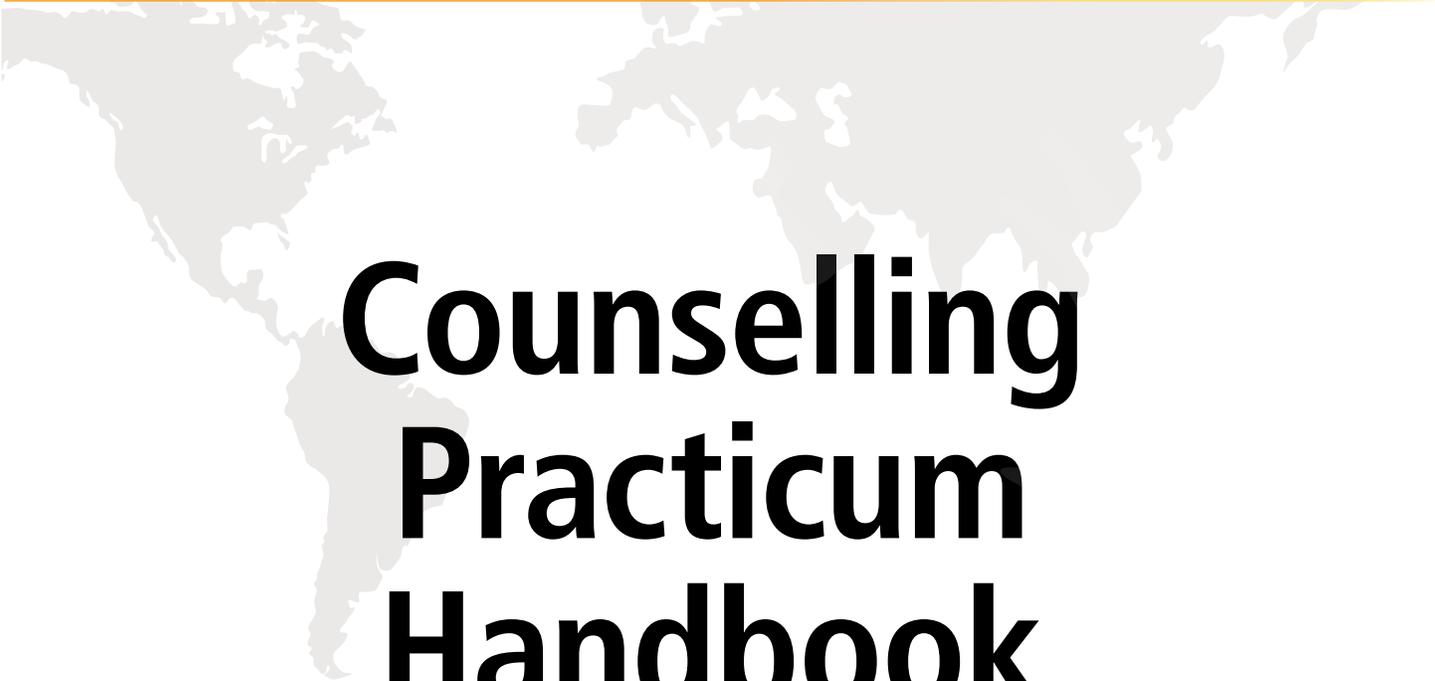




Faculty of Education

Graduate Studies & Research in Education

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Counselling Practicum Handbook

University of
Lethbridge



Faculty of Education

**Master of Education
(Counselling Psychology) and
Master of Counselling**

*Approved: July 4, 2011
Last Updated: August 2017*

We would like to acknowledge Dr. Dawn Lorraine McBride for authoring and contributing much of the materials in this handbook, particularly, in the appendices.

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*Additional information, including policies and report forms, can be accessed at:
<http://www.uleth.ca/education/grad>*

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Counselling Practicum

Preamble

For the purpose of this Handbook, the following terms will be utilized:

- Student* means Practicum Student
- Supervisor* means Practicum Supervisor
- Instructor* means University of Lethbridge Instructor
- Agency* means Practicum Agency
- Field* refers to the setting where the study and practice of counselling and counselling psychology activities occur
- Counselling* encompasses counselling and/or counselling psychology
- Counsellor* encompasses counsellors and/or psychologists
- GSO* refers to Faculty of Education, Graduate Studies and Research Office

Overview

A compulsory component of the counselling program is the completion of two practica courses:

- ◆ Master of Education (Counselling Psychology)
 - * EDUC 5709 Counselling Psychology: Practicum I
 - * EDUC 5711 Counselling Psychology: Practicum II
- ◆ Master of Counselling
 - * CAAP 6611 General Counselling Practicum
 - * CAAP 6619 Specialized Counselling Practicum

These placements allow Students to experience counselling in practice and are aimed at skill development in real counselling settings. There are timelines and deadlines throughout the year for setting up and organizing practicum placements. Students are responsible for selecting and organizing their own practicum placements. The Agency and Supervisor will be subject to approval by a faculty member as designated by the GSO. Preparation for the practicum should begin at least 8 months prior to the course start date.

The aim of the practicum is to expose students to a range of counselling experiences, including exposure to diverse theoretical approaches and populations, particularly in the first practicum. The counselling psychology program at the University of Lethbridge is committed to providing education, training, and leadership to its graduate students in order to develop skilled, knowledgeable, and competent professionals through the integration of theory and practice. The purpose of the counselling psychology program is to:

- ◆ address professional, ethical, and legal issues in the practice, science, and regulation of counselling psychology.
- ◆ focus on the understanding and acquisition of communication skills in interpersonal and counselling contexts.
- ◆ learn the historical and theoretical foundations in counselling psychology.
- ◆ develop a framework for the planning and implementation of client change interventions in counselling psychology.
- ◆ become familiar with a variety of assessment procedures commonly used in counselling settings.
- ◆ develop an understanding of gender and cultural issues in counselling.
- ◆ experience supervised practice in counselling psychology settings.

Within the counselling psychology practicum, students are exposed to and engaged in extensive field-based experiences, preparing them to become reflective practitioners.

A supervised field experience is vital to the professional preparation of students. The practicum provides students with supervised experiences that will help to develop and hone their counselling skills and supports the transition from student to Canadian Certified Counsellor/Registered Psychologist.

One of the primary objectives of the counselling psychology practicum is to provide an opportunity for the integration and application of all previous learning. The Student is expected to function in a role similar to that of an employed counsellor, yet under the close supervision of an experienced and qualified Supervisor. In this manner, the Student will become adept at counselling skills, methods, and techniques; gain confidence as a developing professional; develop the ability to evaluate and test ideas related to the counselling process; and ultimately learn her/his strengths and limitations as a potential Canadian Certified Counsellor/Registered Psychologist.

The practicum begins after students have successfully completed the necessary pre-requisite courses, normally the last two semesters of program. Students are expected to spend a minimum of 150 hours in practicum, approximately 12 to 14 hours per week over a 13-week period, at their practicum site, per course. Responsibility for supervision of the Student is assumed by the Supervisor but responsibility for evaluation remains with the Instructor from the Faculty of Education.

Goals

Practicum Students will:

- ◆ demonstrate the transfer of skills and knowledge acquired through prior courses to applied counselling settings.
- ◆ effectively incorporate theory, skilled practice and applied experience into a personal counselling framework.
- ◆ demonstrate ability to establish and maintain a strong working alliance with a variety of clients.
- ◆ demonstrate relevant assessment, interventions, termination, and evaluation procedures consistent with the Agency's standards and the standards for professional independent practice.
- ◆ demonstrate sound clinical judgment that integrates knowledge of relevant laws and ethical competence.
- ◆ document clinical work in a way that meets the standards of the counselling site and adheres to the Canadian Counselling and Psychotherapy Association Code of Ethics and the Canadian Code of Ethics for Psychologists.
- ◆ recognize and be willing to address how personal feelings/issues may affect work with clients and hamper the counsellor's growth (personally and professionally). This includes knowledge of how one's cultural background influences the process of counselling.
- ◆ conceptualize client struggles with an understanding of how individual and micro-macro system dynamics contribute to the onset and maintenance of presenting problems. This includes being attuned to the cultural dynamics of the situation.
- ◆ conduct an efficient and comprehensive psychosocial history of the client and the presenting problem, while always maintaining strong working alliance skills and demonstrating cultural competence.
- ◆ describe and demonstrate a range of clinical interventions for adults and/or youth.
- ◆ effectively use self-directed and group learning to enhance counselling performance through the use of academic readings, videotape analysis, transcript analysis (if assigned), and case presentations/consultations.
- ◆ identify the importance of self-care.
- ◆ incorporate theory, skilled practice, and applied experience into a written personal counselling framework.

Distinctive Features

- ◆ Practicum Students are expected to spend 12 to 14 hours per week over a 13-week period at the practicum site.
- ◆ A minimum of 6 hours per week is spent in direct client contact with the majority consisting of individual counselling.
- ◆ The Student spends at least 2 hours per week with their Supervisor in supervision, case consultation, and other supervisory-related activities.
- ◆ The Student receives 1 hour per week of direct supervision feedback.
- ◆ The Student is required to audiotape/videotape 1 session per week of their counselling sessions for maximum reflective review.
- ◆ The Student engages in self-assessment and evaluation through their **Learning Plan** (Appendix G).
- ◆ The Student is not paid or employed by the Agency for the hours contributing towards practicum.
- ◆ The Instructor, in consultation with the Supervisor, will conduct a formal evaluation of the Student's performance during the practicum.
- ◆ The Student has successfully completed the following courses prior to beginning the practicum.

Master of Counselling	Master of Education (Counselling Psychology)
* CAAP 6601 Theories of Counselling and Their Application to Client Change	* EDUC 5621 Counselling Psychology: Ethics and Professional Practice
* CAAP 6603 Professional Ethics and Conduct	* EDUC 5622 Counselling Psychology: Gender and Cultural Issues
* CAAP 6605 Foundational Counselling and Conflict Resolution Skills	* EDUC 5623 Counselling Psychology: Learning Processes
* CAAP 6607 Counselling Diverse Clients	* EDUC 5704 Counselling Psychology: Skills
* CAAP 6613 Assessment: Processes and Application	* EDUC 5705 Counselling Psychology: Theory
* CAAP 6615 Counselling Strategies and Interventions	* EDUC 5706 Counselling Psychology: Interventions
* CAAP 6617 Research and Program Evaluation Skills	* EDUC 5707 Counselling Psychology: Assessment
Three (3) elective courses selected from:	* EDUC 5708 Counselling Psychology: Career Counselling
* CAAP 6631 Cognitive and Affective Bases of Behaviour	* EDUC 5712 Counselling Psychology: Research Methods
* CAAP 6633 Counselling Issues Across the Lifespan	
* CAAP 6635 Biosocial Foundations of Health Psychology	
* CAAP 6637 Group Counselling and Process Skills	

Practicum Expectations

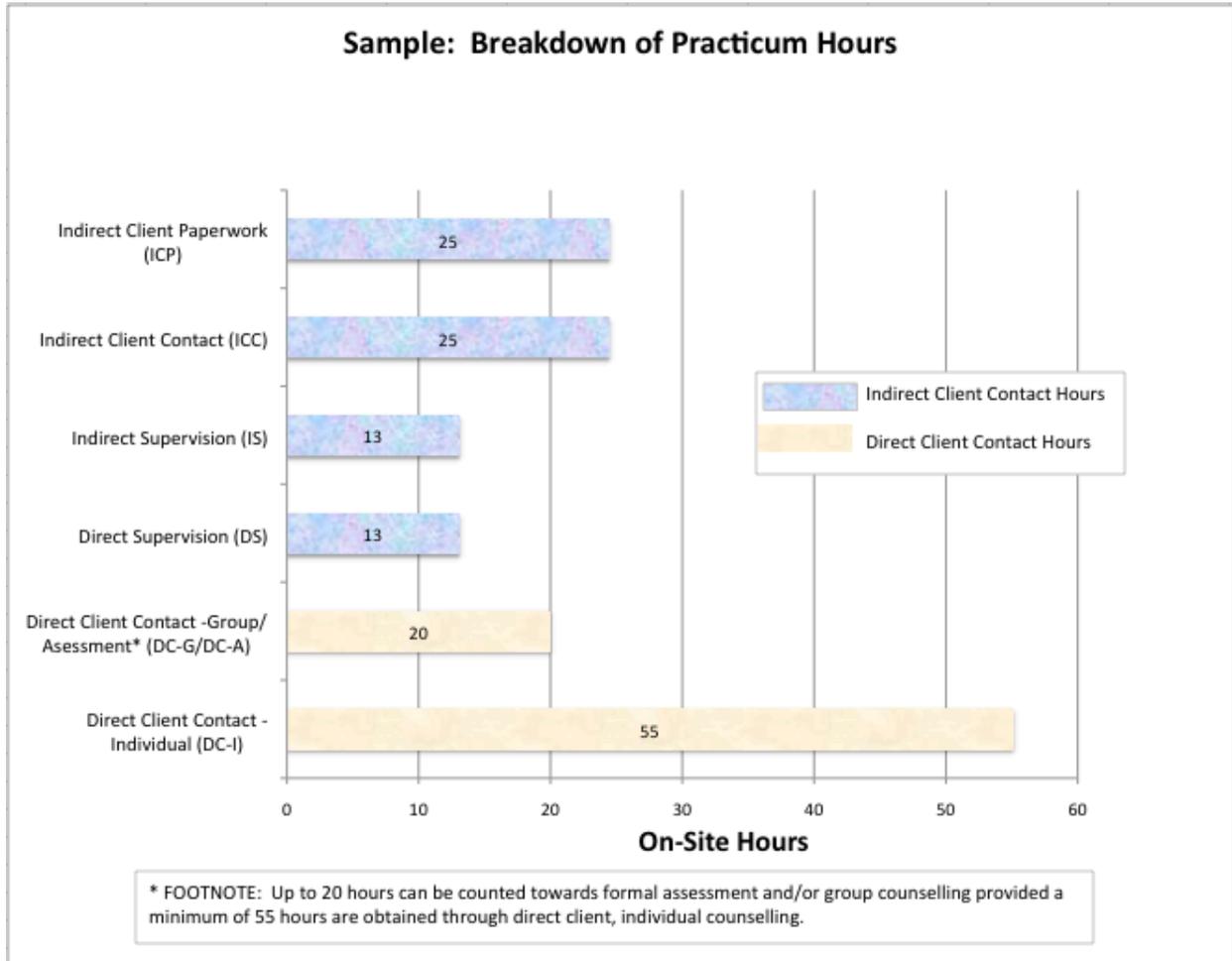
Information for Master of Education (Counselling Psychology) and Master of Counselling Students and Supervisors.

On-site Hours Required

Each Student will be expected to complete, per practicum, the equivalent of 12 to 14 hours per week for 13 weeks, for an **absolute minimum of 150 practicum hours** (75 hours = Direct Client Contact; 75 hours = Indirect Client Contact/Supervision).

The following describes the approved on-site activities and the associated hour requirements. Please refer to the **Practicum Time Log** (Appendix I) for details on how to code each practicum activity.

Type of Hours Required



Miscellaneous Hours

Activities that may be part of the practicum experience but do not count towards the minimum 150 hour requirement.

The counselling practicum is an integrated semester that includes counselling and professional study. The professional study may take a variety of forms including, but not limited to, extra supervision, professional development opportunities, or other activities. Where appropriate Students should also be engaged in other counselling and counselling related activities with their Supervisor and Agency.

Please refer to the **Definitions of Contact and Supervision Hours** (Appendix F) for further details.

Audio/Videotaping Sessions

Audio/Videotaping sessions are required on a weekly basis. Students are required to tape at least one (1) counselling session per week beginning the week they start working with their own clients.

- ◆ At least one counselling session a month must be videotaped, and 2-3 sessions a month may be audiotaped. Students are encouraged to tape all of their sessions.
 - ◆ Taping (audio/video) of a Student's counselling work is a non-negotiable requirement in the program. There are a host of reasons for taping sessions, including but not limited to:
 - (a) it teaches Students to engage in self-supervision since it is our experience that many Students do not receive 1:1 direct supervision upon graduation so they need to know how to engage in personal review/critique of their skills.
- and/or**
- (b) it ensures the Student is able to produce "performance based" material to be shown/discussed at each weekly direct supervision session starting the week the Student starts to work with clients. Students must ensure they have appropriately pre-screened their work.
 - ◆ Students are responsible to supply or locate and set up the taping equipment. This includes a video camera and an audio recorder.
 - ◆ It is acceptable if the video camera only focuses on the counsellor (the client does not need to be recorded).
 - ◆ Audio/video recordings of client sessions are NEVER to be taken off the agency's property without the consent of the Supervisor and the client.
 - ◆ All tapes must be completely destroyed or given to the client within 14 days of the taping day.
 - ◆ Students are responsible to ensure the absolute security/safety of the tapes at all times.
 - ◆ Audio/video recording of client material will NOT be required for the in-class practicum seminars.
 - ◆ Students are required to seek permission from clients to record the sessions, using the forms supplied by the University or the Agency. Clients must be told of the risks/benefits to taping and when the tape will be destroyed. Please review the U of L **Consent for Supervision and Recording Sessions** form (Appendix H) for more information

Student Conduct and Code of Ethics

Students must strictly adhere to the conduct expectations as stipulated in the U of L calendar, Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct noted below, as well as to the code of ethics adopted by the Agency.

College of Alberta Psychologists Standards of Practice:
<http://cap.ab.ca/pdfs/HPAStandardsofPractice.pdf>

Canadian Code of Ethics for Psychologists:
<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

CCPA Code of Ethics:
<http://www.ccpa-accp.ca/en/resources/codeofethics/>

ATA Code of Professional Conduct (when practicum is based in an educational setting):
[http://www.teachers.ab.ca/About the
ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx](http://www.teachers.ab.ca/About%20the%20ATA/UpholdingProfessionalStandards/ProfessionalConduct/Pages/CodeofProfessionalConduct.aspx)

M.Ed.(Counselling Psychology)/M.C Standards of Professional Conduct:
<https://www.uleth.ca/ross/academic-calendar/sgs>

University of Lethbridge Calendar:
<http://www.uleth.ca/ross/academic-calendar/sgs>

Furthermore, in any circumstance involving an ethical situation and/or dilemma, please consult the Supervisor and, if necessary, the Instructor.

NOTE: It is the Student's responsibility to educate themselves in the Standards of Practice of the province they are conducting practicum.

Confidentiality Policy

The Student is expected to demonstrate the highest level of adherence to confidentiality when working with Agency clients using the Canadian Code of Ethics for Psychologists as the standard (e.g., do not mention client names to anyone other than the people listed on the client release form).

Practicum Time Logs

The Student will be expected to maintain a weekly detailed log of time and activities spent at their setting. The logs need to be attested to and signed by the Supervisor (Appendix I).

Practicum Student

Expectations and Responsibilities

The Student will be involved, within reason, in the tasks typical for a counsellor to engage in while working at the Agency. For example, the Student may be required to attend Agency meetings, complete and file client related paperwork, attend training events, observe sessions led by another counsellor, attend consultations and/or feedback sessions with the Supervisor, lead group or psychoeducational activities, cover the phones during a lunch hour, and complete other tasks general counselling staff are typically expected to complete.

The Student has direct ownership and responsibility for each step of the practicum process. The Student is responsible to:

- ◆ initiate and arrange an orientation to the Agency before the start of practicum.
- ◆ demonstrate acceptable skill competencies and conduct themselves with high professional and ethical accord at all times.
- ◆ negotiate an appropriate placement and supervisor and ensure that the necessary documents are in place by the appropriate deadlines (**Practicum Timelines**, Appendix A).
- ◆ develop clear goals for the practicum experience.
- ◆ actively engage in the supervision process in a self-directed way.
- ◆ follow the rules, regulations, and procedures of the placement setting.
- ◆ participate in professional activities required by the particular practicum setting.
- ◆ attend the mandatory U of L seminar components.
- ◆ engage in other course components.
- ◆ follow the codes of ethical conduct and standards of practice of the profession as noted above, and the Faculty of Education Standards of Professional Conduct.
- ◆ inform program staff of any issues of concern affecting your practicum.
- ◆ collaborate with the Supervisor to complete the terms of the **Learning Plan** (Appendix G).
- ◆ ensure the timely completion and submission of the weekly **Practicum Time Log** (Appendix I).
- ◆ obtain client permission, via written informed consent, for any taped (audio/video) segments.
- ◆ participate in planning and/or case discussion meetings regularly held at the practicum site.
- ◆ read professional literature and research practice and theory.

NOTE: Students are required to use the informed consent form of the Agency. If the Agency does not have an informed consent form for counselling you are required to make one. A sample is provided from the U of L Counselling Services. You will note the form may need to be adapted for use in your Agency and/or your client population. <http://www.uleth.ca/counselling/content/booking-appointment>

Students must come prepared for the direct supervision sessions. Students, on a weekly basis, are expected to take the initiative to set up live observation and/or bring previewed videotapes of their work to their direct supervision session. For example, the Student on his/her own initiative, unless directed by the Supervisor, should bring to the direct supervision sessions two, 10-minute clips of his/her work, which demonstrates 'x' and 'y' skills listed in the **Practicum Feedback and Evaluation** form (Appendix J). Or, bring taped clips to represent good counselling moments and another clip to reflect upon what the Student could have done differently and why.

During the first month of the practicum, the Student will be expected to:

- ◆ develop professional relationships with staff members.
- ◆ observe intake and counselling sessions.

- ◆ observe and then gradually participate in co-counselling sessions with their Supervisor and/or other senior therapists.
- ◆ attend case conferences.
- ◆ learn Agency policies/procedures.
- ◆ gradually build a caseload.
- ◆ become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, information and referral, teamwork, in-service and staff meetings).

By Week 4, the Student should have a full caseload (seeing 6 to 8 clients per week). Please contact the Instructor if this is not possible by Week 4.

Students are not paid or employed by the Agency for the hours contributing towards their practicum. Under unique circumstances, if your place of employment is the only practicum placement option please review the **Practicum at Place of Employment** form (Appendix C) and speak to the Instructor.

Attendance Policy

The Faculty of Education maintains a mandatory attendance policy for all program components. Failure to attend any of the components in the Counselling Practicum may result in the Student being required to withdraw from the Faculty, or a Student may be required to engage in whatever activities are necessary to achieve a passing grade.

Practicum Supervisor

Supervision is provided by masters and doctoral level counsellors who:

- ◆ have been actively counselling for a minimum of four years post-graduate;
- ◆ are members of a professional regulatory body bound by a Code of Ethics within the field; and
- ◆ are knowledgeable of the program's expectations, requirements, and evaluation procedures for Students.

Practicum Supervisor Background/Training

Practicum Supervisors will possess the following:

- ◆ designation as a Registered Psychologist in Alberta (or other provincial equivalent); or
- ◆ Canadian Counsellor Certification by the Canadian Counselling and Psychotherapy Association; or
- ◆ Master of Social Work.

It is recommended that Supervisors have training in supervision.

Supervision

The Supervisor is expected to assist in the professional development of the Student. Supervision is:

- ◆ an interactive process of information feedback and exchange requiring active involvement of both the Student and the Supervisor.
- ◆ a facilitative and action-oriented process involving shared observations, communication, and demonstrations of effective practice.
- ◆ clear and concrete communication of what the Supervisor has observed and noted relating to student performance.

- ◆ promoting Student development of increased initiative, awareness and growth.
- ◆ problem solving with the Student.
- ◆ demonstrating and modelling effective practices.

Students may work with a variety of issues and with different people within an agency. However, primary responsibility for their development will rest with one supervisor. Thus, under the direction of the Supervisor, the Student may observe and/or work with other members of the agency/setting who do not possess the formal requirements of supervision.

Supervision is a rewarding activity that counselling professionals choose to participate in for a number of reasons. Often, supervision provides a means to give back to the counselling profession and to the educational programs from which counsellors graduate. Although supervision provides students with the opportunity to develop and practice skills while expanding their knowledge, it is also important as an experience by which students develop a professional counselling identity. Supervision is a process in which both the Student and the Supervisor learn from each other, providing Supervisors with information regarding up-to-date counselling related information. Supervision is also often the beginning of lifelong collegial relationships that expand one's professional network.

Supervision Hours

Defined: There are two categories of supervision.

Hours Required: Overall, students must obtain a minimum of 26 face-to-face supervision hours. Hours within this category count towards the 75 hours required for Indirect Client Contact hours.

Exceeding Hours: If the Student plans to or logs, on average, more than 10 hours of face-to-face, direct client hours per week, then the Student must receive additional supervision at a ratio of 1 hour of supervision (either type) for every 8 additional direct client hours logged per week.

Direct Supervision (DS)

Defined: The Supervisor is "talking" to the Student about the Student's performance that the Supervisor witnessed either by live or videotape methods.

Hours Required: At least 13 direct supervision hours are needed, per practicum. Ideally, these hours should be gained by weekly supervision sessions.

Additional Hours: The joint review of the **Practicum Feedback and Evaluation** form (Appendix J) is coded as DS time.

Coding: Live (in person) supervision is to be logged under DC hours and when the Supervisor provides feedback to the Student based on the observed session, it is coded as DS hours. For example, a Supervisor watched the Student behind a one-way mirror conduct a one-hour individual session and after the session provided the Student with 30 minutes of feedback on the session. One hour would be coded as DC and the 30 minutes would be coded as DS.

Preparation: Students must come prepared for the direct supervision sessions. Students, on a weekly basis, are expected to take the initiative to set up live observation and/or bring previewed videotapes of their work to their direct supervision session. For example, the Student on his/her own initiative, unless directed by the Supervisor, should bring to the direct supervision sessions two, 10-minute clips of his/her work, which demonstrates 'x' and 'y' skills listed in the **Practicum Feedback and Evaluation** form (Appendix J). Or, bring taped clips to represent good counselling moments and another clip to reflect upon what the Student could have done differently and why.

Indirect Supervision (IS)

- Defined:* Includes any activity that involves the non-observation supervision of the Student's work (e.g., review of treatment plans, review session notes, discuss case conceptualization issues, debrief of a session, reviewing and/or selecting goals from the practicum evaluation form, etc.).
- Hours Required:* At least 13 indirect supervision hours are needed, per practicum. At least 6 of these hours must be obtained by the Student being the only person in the room with the Supervisor.
- Preparation:* Students must come organized to each indirect supervision session. For example, the Student is encouraged to prepare a session agenda, with consideration that the Supervisor may also have an agenda.

Expectations and Responsibilities

The Practicum Supervisor will:

- ◆ complete and submit the appropriate sections of the **Practicum Profile** form (Appendix B) and curriculum vitae.
- ◆ ensure an orientation to the Agency is completed by the Student prior to the start of the practicum.
- ◆ guide the Student through site orientation, including familiarization with Agency rules, regulations, and procedures.
- ◆ maintain open communication with the Student and the Instructor. (For placements at a distance email and video/tele-conference will be the main means of communication with the Instructor.)
- ◆ develop a trusting relationship with the Student.
- ◆ facilitate Student's progress through the stages of observation, co-facilitation (where appropriate), and independent intervention.
- ◆ work with the Student to develop the terms of the **Learning Plan** (Appendix G) including time requirements of the practicum course and the Agency.
- ◆ discuss and clarify, with the Student, how and when supervision will occur .
- ◆ approve the Student's weekly client contact hours in the **Practicum Time Log** (Appendix I).
- ◆ engage in 2 hours of supervision (1 hour of direct and 1 hour of indirect) of the Student on a weekly basis throughout the practicum.
- ◆ monitor Student's progress and provide feedback on counselling skill development on a weekly basis
- ◆ direct and encourage the Student to find/read articles pertaining to a client's presenting problem, review a videotape of a client for a particular skill critique, rewrite session notes, complete a transcript analysis, observe sessions, etc.
- ◆ participate in formative and summative assessment of the Student's counselling competence.
- ◆ in collaboration with the Student and the Instructor, complete a mid-term evaluation (normally at Week 6 or Week 7) using the **Practicum Evaluation and Feedback** form (Appendix J).
- ◆ in collaboration with the Student and the Instructor, complete a final evaluation (normally at Week 13) using the **Practicum Evaluation and Feedback** form (Appendix J).
- ◆ notify the Instructor immediately if concerns arise or if there is evidence that the Student is experiencing difficulty. If unable to contact the Instructor, please contact the GSO at 403-329-2425 or 1-800-666-3503.

Notes: The Student is expected to complete weekly coursework in addition to logging hours at their practicum site. *Exceeding Hours:* If the Student plans to or logs, on average, more than 10 hours of face-to-face, direct client hours per week, then the Student must receive additional supervision at a ratio of 1 hour of supervision (either type) for every 8 additional direct client hours logged per week. Neither the Supervisor, nor the Agency, will accept compensation for supervision other than the honorarium provided by the University of Lethbridge.

Problem Solving

Although it is rare, some problems can emerge that are difficult to solve. If any concerns are identified by the Student, Supervisor, or Agency during the practicum placement, it is important to identify and work out the concerns as early as possible.

- ◆ The first course of action is for the person who has a concern to speak about this concern with the appropriate party. For example, if the Supervisor thinks there is a problem with the Student, the Supervisor should first talk to the Student about this problem and try to solve it together. Concerns identified by another member of the counselling organization should be brought to the Supervisor's attention. The Supervisor can then decide whether to include this person in a discussion of the problem with the Student or whether to talk with the Student alone.
- ◆ If various attempts at finding a solution prove unsuccessful, either the Student or the Supervisor should approach the Instructor for assistance.
- ◆ If there is still dissatisfaction with the practicum on the part of the Student, the Supervisor, or the Agency, the Assistant Dean, Graduate Studies and Research will be consulted and will recommend one of the following options:
 - a solution is found and the Student continues with the present placement;
 - an alternative placement is found for the Student; or
 - the Student withdraws from the practicum. (See Practicum and Internship Placement Policy section of the calendar)

University Instructor

Expectations and Responsibilities

The University Instructor is responsible for the overall practicum process. This includes assisting the Student in establishing appropriate practicum arrangements and approving all practicum supervisors and placements.

The University Instructor is expected to assume responsibility for:

- ◆ facilitating a pre-practicum orientation.
- ◆ approving each practicum placement (Appendix B).
- ◆ receiving **Practicum Time Logs** (Appendix I) on a regular basis (weekly or monthly).
- ◆ maintaining contact with the Supervisors by means of regular consultation throughout the practicum.
- ◆ helping the Student understand the connections between theory and practice in counselling (this responsibility is shared with the Supervisor).
- ◆ staying informed of the Student's performance and progress throughout the practicum.
- ◆ teaching the seminar and other course components.
- ◆ consulting with the Student and providing feedback about the development of professional skills.
- ◆ consulting with the Supervisor in the establishment of both formative and summative evaluation of Student development.
- ◆ serving as liaison between the University and the Agency.

Practicum Agency

Expectations and Responsibilities

Agencies that are appropriate as a practicum setting include:

- ◆ educational counselling settings (elementary, secondary, and post-secondary),
- ◆ community counselling agencies,
- ◆ government departments providing counselling services, and
- ◆ private practice settings (where the Student is not currently in private practice and is not in a business partnership with the proposed supervisor).

The Agency should:

- ◆ complete and submit appropriate practicum placement documentation (e.g., Practicum Profile, Practicum Agreement, Certificate of Insurance, etc.).
- ◆ provide the Student with an orientation to the practicum site prior to the practicum.
- ◆ provide individual counselling as a primary service, however, services such as assessment, family and couples' counselling, and group counselling are also appropriate.
- ◆ employ professional staff who have a Masters' level of qualification in a counselling related area.
- ◆ provide office space for the Student to utilize when seeing clients and for office work.
- ◆ have a policy that supports the taping (audio/video) of counselling for supervision purposes.
- ◆ demonstrate an understanding of and respect for human diversity which includes but is not limited to variability in culture, religion, race, nationality, sexual orientation, physical ability, lifestyle, and gender.
- ◆ ensure that client consent forms used by the Student meet CPA/CCPA standards.

The Student is not allowed to participate in a practicum placement outside of registration in a practicum course or outside the terms of the **Practicum Profile/Practicum Agreement** (Appendix B and D).

In some circumstances the Student may engage in other activities in addition to the hours of practicum. However, the role of student will change, for example to "volunteer" instead of "Practicum Student". Organizations or agencies are responsible to arrange for insurance coverage when the Student continues in supervised practice outside of the practicum placement.

The Student is not paid or employed by the Agency for the hours contributing towards their practicum.

Neither the Supervisor, nor the Agency, will accept compensation for supervision other than the honorarium provided by the University of Lethbridge.

Evaluation of Practicum Student

Guiding Principle

The evaluation of the Student's progress is based on the specific competencies stated in the **Practicum Feedback and Evaluation** form (Appendix J). Evaluation of the Student is a very difficult and complex task that involves deliberations among the three people concerned – the Student, the Supervisor, and the Instructor. To be most effective, evaluation should be a continuous process. Therefore, it is important that the Student, through frequent consultation with the Supervisor, has a clear understanding of his/her progress throughout the practicum. This is to be accomplished through ongoing feedback as well as the completion of the **Practicum Feedback and Evaluation** form (Appendix J) at mid-term and end of semester.

Summative Report

The Student and Supervisor each complete the **Practicum Feedback and Evaluation** form (Appendix J) separately and then discuss the form together. The Supervisor, based on the joint meeting, then completes a mid-term and final review. The Student will submit the original evaluation, signed by both the Student and Supervisor, to the Instructor within 48 hours of the evaluation being completed.

A completed and signed **Practicum Feedback and Evaluation** form (Appendix J) is submitted to the GSO at the end of practicum and becomes part of the Student's permanent record in the Faculty of Education.

Grade Assignment

The Instructor, according to university policy, is ultimately responsible for evaluation and assigning the practicum grade.

APPENDIX A

Practicum Timelines

Fall Practicum	Practicum Application Processes, Tasks, and Activities	Spring Practicum*
	Attend pre-practicum information sessions.	
December to February	Review the list of approved Supervisors and Agencies, provided to students by the GSO, and begin to search for a potential placement. Meet with potential Supervisors.	May to July
June 15 Deadline	Submit the Practicum Profile and appropriate Worker's Compensation Coverage form to the GSO. Students will be required to register in a future offering of the course if this deadline is not met.	October 1 Deadline
<p>Upon approval of the placement and if required, the GSO will contact the Agency representative to arrange for submission of a signed Practicum Agreement and Certificate of Insurance. The GSO must have received these items prior to the student commencing the Orientation or Practicum.</p>		
Prior to the course	Orientation to the Agency.	Prior to the course
Second week of course	The Student submits Learning Plan to Instructor.	Second week of course

**Deadline for Spring practicum placement applies only if placement differs from Fall practicum.*

APPENDIX B

Practicum Profile

PRACTICUM STUDENT			
Last Name	First Name	Phone	Fax
Email Address	Proposed Practicum: Year: <input type="checkbox"/> Fall <input type="checkbox"/> Spring <input type="checkbox"/> Combined Fall/Spring		

PRACTICUM AGENCY		
Approved Agencies may choose to be listed as an approved site and may be approached by other students seeking a placement. <input type="checkbox"/> Yes, please include our site in your list of Approved Agencies Before completing this form to apply for approval as an Agency, please ensure that you have read the Practicum Handbook.		
Name of Agency	Phone	Fax
Parent Organization (e.g., Alberta Health Services)		
Mailing Street Address	City, Province	Postal Code
Name of Contact at Agency (i.e., Authorizing Signature for Practicum Agreement)		
Position Title		
Please Briefly Describe The Agency's Mandate (e.g., type of clients seen, etc.)		

Counselling Services Offered by the Agency	With Children (under age 10)		With Youth (age 11 -17)		Adults (age 18 +)	
	Service offered	Student to work with	Service offered	Student to work with	Service offered	Student to work with
<i>Please check the appropriate boxes to indicate whether the Agency offers the services listed and whether the Student is permitted to work with this clientele.</i>						
Single Session and/or Crisis Counselling						
Individual Counselling Sessions (offered for at least 50 mins & more than 1 session is offered to clients)						
Couple Counselling*						
Family Counselling*						
Group Counselling (more process work than teaching)						
Psycho-educational Groups (more teaching than process)						
Career Counselling*						
Intake Assessments						
Formal Assessments						
Crisis phone line counselling						
Other:						

*M.C. and M.Ed. (Counselling Psychology) students will not have completed a course specific to Couple or to Family Counselling. M.C. students will not have completed a course specific to Career Counselling.

Practicum Supervision	Agency agrees to	Agency does not agree to	Comments
<p>Indirect Supervision</p> <p>Practicum supervision will entail at least one hour of indirect supervision per week. A total of 13 hours per practicum; 1:1 <i>indirect</i> supervision (e.g., reviewing the Student's cases and file notes).</p>			
<p>Direct Supervision</p> <p>Practicum supervision will entail at least one hour of direct supervision per week. A total of 13 hours per practicum; 1:1 <i>direct</i> supervision (e.g., Student brings pre-selected video or audio clips each week for analysis as per Supervisor's instructions).</p>			
<p>Exceeding Hours</p> <p>If the Student logs, on average, more than 10 hours of face-to-face direct client hours per week, then the Student must receive additional supervision at a ration of 1 hour of supervision (either type) for every 8 additional direct client hours logged per week.</p>			

Consent Forms	Agency agrees to	Agency does not agree to	Comments
<p>NOTE: A sample of a counselling consent form is available at the link below. The form will need to be adapted for use in the Agency and/or for your client population. http://www.uleth.ca/counselling/content/booking-appointment</p>			
<p>The Agency gives permission for the Student to use counselling consent forms that meet CPA/CCPA standards.</p> <p>Note: If the Agency does not have an informed consent form that meets CPA/CCPA standards the Student, in conjunction with the Instructor, will draft a supplemental handout to distribute to clients. The Agency/Supervisor must approve the handout before its use.</p>			
<p>The Agency agrees to allow the student to use a consent for supervision and recording sessions form that meets CPA/CCPA standards. The form may be supplied by the Agency or the U of L (see Appendix H).</p>			

Supervisor to complete (please check all that apply):

- I declare I do NOT hold a dual relationship with the above Student. Examples of a dual relationship include being related to the Student via family or marriage, being the Student's past or present employer, or being the Student's past/current professor, etc. If a dual relationship is present this must be discussed with the Instructor.
- I have read and agree to the expectations and responsibilities outlined in the Practicum Handbook.
- I understand the Student will discuss his/her practicum experiences at practicum seminars facilitated by the Instructor. If client cases are discussed at the seminar, client consent will be required.
- I agree to complete the university's mid-term and final evaluation forms (each form is to be initiated by the Student).
- I realize if the Student is not performing to an acceptable standard I have the right, and the ethical responsibility, to record a non-satisfactory rating on the practicum evaluation(s).
- I understand that I may contact the Instructor at any time if I have any questions or concerns regarding the Student's performance.
- Neither I, nor the Agency, will accept compensation for my supervision other than the honorarium provided by the University of Lethbridge.

(Signature of Supervisor)

(Date)

Schedule	Fall Semester	Spring Semester
First day the Student is expected to be on site (e.g., Sept. 1 or Jan.1)		
Last day the Student is expected to be on site (e.g., Dec. 31 or Apr. 30)		
Weekdays the Student will be expected to be on site		
Weekday evenings the Student will be expected to be on site		
Weekend days/evenings the Student will be expected to be on site		
How many hours per week is the Student expected to be on site?		
Likely day and time Supervision Sessions will be offered to the Student (needs to total 2 hours per week, 1 hour of case review and 1 hour of direct feedback via tape or live observation)		

Student's Administrative Tasks	Required and Deadline			
	Yes – I will do it	Yes – I have submitted it	It is not required	Deadline for Submission
The following items <i>may</i> be required by the Agency:				
Criminal Record Check (submit to Agency)				
Immunization Form (submit to Agency)				
CV (submit to Agency)				
Confidentiality Statement (obtain form from Agency, sign, and submit)				
Child Protection Check (submit to Agency)				
Agency Policy & Procedure Manual (please read)				
Other:				

APPENDIX C

Practicum at Place of Employment

Students may only complete a practicum at their current place of employment under unique circumstances (e.g., remote areas with extremely limited Agencies and/or Supervisors). This is only permissible provided that suitable arrangements for supervision can be made and appropriate counselling opportunities exist.

The following conditions apply when a Student chooses a practicum at their current place of employment:

- The Supervisor cannot be the Student's direct employment supervisor.
- Practicum activities primarily consist of counselling functions.
- Students do not engage in counselling clients with whom they work in other workplace roles. An example of dual roles that can be unethical is when a Student is the counsellor for a client that the Student currently teaches or coaches at school.
- Changing practicum settings during the semester is not recommended, so Students are encouraged to anticipate and prevent any potential problems that may arise while doing the practicum in their work settings.
- Only one of the two 4-month practicum placements can take place at the Student's place of employment.
- The Student is not paid or employed by the Agency for the hours contributing towards practicum.

<p>TO BE COMPLETED BY THE STUDENT (Only if the practicum will take place in your work setting)</p>	
<p>I attest that my Practicum Supervisor is not my direct employment supervisor?</p> <p><input type="checkbox"/> Yes</p>	<p>Will you hold other workplace roles with any of the clients you see as part of your practicum?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Will the practicum activities primarily consist of counselling functions?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>This is my first practicum at this Agency?</p> <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>
<p>Please indicate the specific hours that will be regularly dedicated to practicum in addition to your regular workweek.</p> <p>Normal hours:</p> <p>Practicum hours:</p>	

APPENDIX D

Practicum Agreement

To be completed by the Practicum Organization
(Please type)

BETWEEN:

<p>Organization Name: Please show the full name of the organization. Please do not use acronyms.</p> <hr/> <p>(the "Organization")</p>

AND:

THE UNIVERSITY OF LETHBRIDGE
As represented by
The Governors of the University of Lethbridge
Faculty of Education
(the "University")

WHEREAS the University wishes to utilize the facilities of the Organization for the practical education of its students, or to conduct clinical research for academic purposes;

AND WHEREAS the Organization wishes to utilize the services of the students upon and subject to the terms and conditions below:

ARTICLE 1 **DEFINITIONS**

1.1 In this Agreement, the following words and phrases have the following meanings:

- (a) **"Confidential Information"** means all information that is of a confidential or proprietary nature, which may be related to the business and management of either party or the personal information of the student and/or the personal and health care information and records of any patient of the Organization to which access is granted or obtained by the other party or to which the student has access, but does not include information:
 - (i) was previously known to the recipient;
 - (ii) was independently developed by the recipient;
 - (iii) is subsequently lawfully obtained by the recipient from a third party;
 - (iv) becomes publicly available other than through breach of this Agreement;
 - (v) is disclosed where the other party has provided its prior written consent; or
 - (vi) is disclosed by court order or otherwise by law;
- (b) **"FOIP"** means the *Freedom of Information and Protection of Privacy Act*, R.S.A. 2000, c. F-25, as amended;
- (c) **"HI Act"** means the *Health Information Act*, R.S.A. 2000, c. H-5, as amended; and
- (d) **"Practicum"** means a supervised learning opportunity at the Organization to enable the student to develop knowledge, competencies, judgment, attitudes and practical experience related to applied psychology.

ARTICLE 2
PRACTICUM PARTICIPATION

- 2.1 The University and the Organization shall mutually agree in writing upon the particulars of the Practicum for each student as more fully set out in Schedule "A".
- 2.2 The Organization acknowledges that, during the Practicum, a student may use the facilities, resources and services of the Organization in accordance with the policies, rules, regulations and procedures of the Organization as made known to the University and agreed upon in advance of the Practicum.
- 2.3 The Organization and the University shall cooperate in establishing the plans and forms of evaluation of the students.

ARTICLE 3
TERM AND TERMINATION

- 3.1 This Agreement shall commence on the start date (listed below) and shall continue in force until the end date (listed below), subject to early termination in clause 6.5. At the expiry of such period, this Agreement will terminate unless renewed by mutual written agreement of the parties.

Start Date:	End Date:
-------------	-----------

- 3.2 If for any reason a student is no longer a participant in the Practicum, then the placement of that student shall terminate on the date that the student's participation in the Practicum is terminated.

ARTICLE 4
RESPONSIBILITIES OF THE UNIVERSITY

- 4.1 The University shall take reasonable steps to ensure that the student is made aware of the policies, rules and regulations of the Organization as made known to the University.
- 4.2 The University shall provide the Organization with the University's policies, rules and regulations that are necessary for the Organization to effectively participate in the Practicum. Further, as reasonably possible, the appointed representative of the University will meet with the Organization to review the University's and the Organization's applicable policies, rules and regulations and to clarify any questions either party may have regarding such policies, rules or regulations.
- 4.3 The University shall pay the Organization or a representative of the Organization an honorarium as set out in Schedule "A", provided the Organization has complied with the terms of this Agreement including the requirement to provide the student with adequate and consistent supervision as set out in section 5.4 herein.

ARTICLE 5
RESPONSIBILITIES OF THE ORGANIZATION

- 5.1 The Organization shall provide the student (and the University, as required) with an orientation to its facilities, administrative structure and policies, including any requirements of HI Act or any other applicable legislation, where required, so that the student can effectively and safely participate in the Practicum.
- 5.2 The Organization shall ensure that its applicable staff is made aware of the policies, rules and regulations of the University as they apply to the Practicum and the Organization shall take reasonable steps to ensure compliance.
- 5.3 During the term of the Practicum, the Organization shall make available facilities to the University and the student(s) such as
 - (i) suitable conference room space on a scheduled basis; and
 - (ii) such other materials and equipment as is reasonably required.
- 5.4 The Organization agrees to ensure that the student receives adequate, consistent and appropriate supervision, direction and learning opportunities during the Practicum.
- 5.5 The Organization recognizes the student status of the student and shall not require the student to undertake activities, responsibilities or duties that exceed the requisite hours of the practicum and/or capabilities of the student.
- 5.6 The Organization, acting reasonably and providing timely notification to the University, reserves the right to refuse access to its facilities to any student.

- 5.7 The Organization shall notify the University as soon as reasonably possible in the event that student illness, injury, incapacitation or absence that may adversely impact the successful completion of the Practicum. The University requires immediate notification of any situation that may give rise to a claim in affiliation with the Practicum for which the student and/or the University may be legally liable. After notification, and to the extent practical, the Organization and the University shall collectively determine an appropriate response to the matter or issue arising from the student's Practicum.
- 5.8 The parties acknowledge that this Agreement is subject to FOIP, HI Act and all other relevant privacy legislation and all of the terms and conditions of this Agreement shall be carried out in compliance with such legislation and any statutes or laws regarding confidentiality of personal or health care records as may apply in the jurisdiction of the Organization and the location of the Practicum.
- 5.9 The parties shall use reasonable efforts to ensure that the students are aware of the obligations of the Organization pursuant to FOIP, HI Act and other relevant privacy legislation and the Organization shall ensure such students also are made aware of other requirements under any statutes or laws regarding confidentiality of personal and health care records as may apply in the jurisdiction of the Organization and the location of the Practicum.

**ARTICLE 6
GENERAL**

- 6.1 The University agrees, to the fullest extent permissible in law, to indemnify and save harmless the Organization from and against all manner of actions, cause of action, damages, suits, claims, demands and costs whatsoever arising from any tortious or negligent act or omission of its employees, students, volunteers or agents of the University undertaken pursuant to this Agreement.
- 6.2 The Organization agrees, to the fullest extent permissible in law, to indemnify and save harmless the University from and against all manner of actions, cause of action, damages, suits, claims, demands and costs whatsoever arising from any tortious or negligent act or omission of its employees, volunteers or agents of the Organization undertaken pursuant to this Agreement.
- 6.3 Both parties shall insure their respective operations under a contract of comprehensive general liability insurance, inclusive of malpractice and/or professional liability insurance, with an insurer licensed in the jurisdiction in which the Party operates in the amount of not less than \$2,000,000 per occurrence, insuring against bodily injury, personal injury and property damage, including the use thereof arising out of this Agreement. Each party shall provide the other with proof of insurance in the form of a certificate of insurance prior to the commencement of the Practicum or any Practicum and upon a request during the term of this Agreement.
- 6.4 The Organization understands that Alberta Learning provides workers' compensation coverage to only those students resident in Alberta (as determined by the Alberta Workers' Compensation Board).
- 6.5 Either party may give notice to terminate this Agreement without cause, by giving to the other party sixty (60) days notice in writing. Students already in their practicum experience will be permitted to conclude their practicum in the event of such notification to terminate. Notices shall be deemed to be effective by sending by facsimile or by delivery and with providing proof of receipt. Notices shall be sent to:

If to the Organization:

Organization Overseeing Body Name		Phone	Email	Fax
Title		Position		
Address 1				
Street	City	Province / State	Country	Postal / Zip
Address 2				
Street	City	Province / State	Country	Postal / Zip

If to the University: Graduate Studies and Research
 Faculty of Education
 The University of Lethbridge
 4401 University Drive
 Lethbridge, Alberta T1K 3M4
 Tel: (403) 329-2425 Fax: (403) 329-2372

- 6.6 This Agreement, including the Schedules attached hereto, constitutes the entire agreement between the parties and supersedes all other agreements, oral or written between the parties with respect to the Practicum, and no addition, variation or amendment of this Agreement shall take place except by mutual agreement in writing between the parties.
- 6.7 The parties acknowledge that nothing in this Agreement is intended to create an employee/employer relationship, partnership, joint venture or agency relationship.
- 6.8 The parties agree that copyright and all other intellectual property rights created by the student and all materials and supplies furnished or provided by the University for use in the performance of this Agreement are and remain the property of the University subject to their intellectual property policies.
- 6.9 The Organization agrees not to use or refer to the University, its logos, corporate symbol or representation in any promotional material or otherwise, without the University's express written consent.
- 6.10 Unless otherwise agreed, this Agreement shall be governed by and construed in accordance with the laws in force in the Province of Alberta. The Courts of Alberta shall have exclusive jurisdiction over all claims, disputes and actions related to this Agreement, and the parties attorn to the jurisdiction of those courts.
- 6.11 The parties shall exercise every reasonable effort to meet their respective obligations under this Agreement but shall not be liable for failures to perform or delays in performance resulting from causes beyond their reasonable control.
- 6.12 No waiver or any breach of any term or condition of this Agreement shall be construed to waive any subsequent breach of the same or any term or condition of this Agreement.

IN WITNESS WHEREOF, the parties or their authorized representatives have duly executed this Agreement as of the day and year first above written.

ON BEHALF OF THE ORGANIZATION:

IMPORTANT: Before signing this agreement, please ensure that you possess signing authority. If you belong to an educational institution, please ensure that your Risk Management Department/Legal Department is aware of the fact that you have signed an agreement between your organization and the University.

Name:

Position:

Organization:

Please show the full name of the organization. Please do not use acronyms.

Date:

**ON BEHALF OF THE GOVERNORS
OF THE UNIVERSITY OF LETHBRIDGE:**

A. Craig Loewen
Dean of Education, University of Lethbridge

Date:

Please submit a **signed** copy of the Practicum Agreement to:

Mail: Graduate Studies & Research
Faculty of Education, University of Lethbridge
4401 University Drive, Lethbridge, AB T1K 3M4
Fax: 403-329-2372
Email: edu.masters@uleth.ca

If you have any questions regarding this agreement please contact:

Email: edu.masters@uleth.ca **Phone:** 403-329-2425 **Toll Free:** 1-800-666-3503

Schedule "A" – Honorarium

Please select the appropriate payment section and complete accordingly.

Fall Session _____ (Year) Spring Session _____ (Year)

Student:

Supervisor:

Practicum Site:

Upon satisfactory completion of the practicum and submission of final grades by the due date, a \$500.00 CAD honorarium will be paid.

If the supervisor/site terminates the practicum, no honorarium payment will be made to the supervisor/site. If the student withdraws from the practicum, upon documentation from the supervisor/site of any supervision/preparation that took place, a pro-rated honorarium will be paid. If the student withdraws from the practicum prior to any supervision/preparation no honorarium will be paid.

NO HONORARIUM REQUIRED (No other information required)

SUPERVISOR (Deductions will be made according to Canada Revenue Agency)

Last Name:	First Name:	Phone:	E-mail:	
Mailing Address for cheque & T4 (street, city, province, postal code):				
Date of Birth: (dd/mm/yy)	Social Insurance Number:	Gender: <input type="checkbox"/> Male <input type="checkbox"/> Female	Canadian Citizen <input type="checkbox"/> Yes <input type="checkbox"/> No	Landed Immigrant <input type="checkbox"/> Yes <input type="checkbox"/> No

INCORPORATED FIRM / AGENCY / OTHER (e.g., CHARITY)

Payee:	
Mailing Address for cheque (street, city, province, postal code):	
<input type="checkbox"/> GST/Revenue Canada Business Number: # _____	Tax Exempt Status <input type="checkbox"/> Yes <input type="checkbox"/> No
If no GST number established:	
<input type="checkbox"/> Corporate Registration Number # _____	
<input type="checkbox"/> Society Registration Number # _____	
<input type="checkbox"/> Charity Registration Number # _____	

Please submit a **signed** copy of the Practicum Agreement to:

Mail: Graduate Studies & Research
Faculty of Education, University of Lethbridge
4401 University Drive, Lethbridge, AB T1K 3M4
Fax: 403-329-2372
Email: edu.masters@uleth.ca

If you have any questions regarding this agreement please contact:

Email: edu.masters@uleth.ca
Phone: 403-329-2425
Toll Free: 1-800-666-3503

APPENDIX E

WCB or Distant Learner Agreement for Students in Practicum Placements

(Schedule "B")

Section 7(1)(c) of the General Regulations to the *Workers' Compensation Act* of Alberta states that students **registered in and physically attending** an Alberta public post-secondary institution operating under the Post Secondary Learning Act are considered workers of the Government of Alberta and have Workers' Compensation Board (WCB) coverage under the government's worker's compensation account.

- WCB coverage also extends to such students while they are participating in or attending work experience or practicum placements **in Alberta** that are part of their studies.
- WCB coverage also extends to such students **registered in and physically attending** an Alberta public post secondary institution while they are participating in work experience or practicum placement outside of Alberta, provided they meet the following criteria relating to Section 28(1) of the *Workers' Compensation Act*:
 - (1) Resident of Alberta
 - (2) Student attending the facility [campus-based students/students registered at Alberta facility (distance learning students)]
 - (3) Course is part of a recognized program.
 - (4) Placement is part of a required course.
 - (5) Period of time to be spent out of the province is less than 12 consecutive months.
 - (6) Confirmation that the other province or country will accept the extension of coverage by the WCB of Alberta.
- Distance Learning Students (Alberta residents and non-Alberta residents) who are enrolled at an Alberta public post secondary institution and who are **Canadian Citizens** are also deemed to be workers of the Government of Alberta for the purpose of WCB coverage **while they are participating in or attending** program-related practicum and working experience placements **in Alberta**.
- Distance Learning Students enrolled at an Alberta public post secondary institution who are Alberta residents and **Canadian Citizens** are deemed to have WCB coverage while participating in program related or course related work experience or practicum placements outside Alberta, provided that they meet the criteria relating to Section 28 of the *Worker's Compensation Act*, as indicated above. WCB coverage would follow the student to a placement outside of Alberta.
- Distance Learning Students who are **residents of other provinces** and who are participating in placements outside of Alberta are **NOT covered** under the Alberta Worker's Compensation Act. The University does not purchase worker's compensation coverage for distant learners and students are responsible to locate a practicum site that will agree to:
 - (1) accept the student without worker's compensation coverage in order to complete the practical component of the educational program or
 - (2) cover the student during the practicum at their expense and risk in order for the student to complete the educational practicum components required for the program; and/or
 - (3) accept the student with proof of medical, dental and accidental death and dismemberment coverage.
- Students are additionally required to retain their own basic medical and extended health insurance plan.
- The University participates in a Student Accident & Injury Coverage program for the benefit of registered distant learners who do not qualify for Alberta WCB coverage. Students should visit the following web page to determine if there is a gap in coverage and ensure the Faculty is aware of such: <http://www.uleth.ca/risk-and-safety-services/do-i-qualify-ab-wcb-coverage>.
 - Questions relating to policy terms and exclusions should be directed to the Faculty. If further discussion is warranted please contact the department of Campus Safety, Insurance & Risk at insurance.risk@uleth.ca or 403-329-2099.
- Distance Learners who are **NOT Canadian Citizens** should contact should contact the Faculty to determine any available coverage options after reviewing the following web page and identifying any gap in coverage: <http://www.uleth.ca/risk-and-safety-services/do-i-qualify-ab-wcb-coverage>.
- Distant Learners who are **NOT Canadian Citizens** and are completing the **practicum in their home country** are **NOT covered**, as they fall under a specific policy exclusion under the University' Student Accident & Injury Coverage program. It is imperative that the student ensure their own basic medical and extended health insurance plan is in order.
 - Questions relating to policy terms and exclusions should be directed to the Faculty. If further discussion is warranted please contact the department of Campus Safety, Insurance & Risk at insurance.risk@uleth.ca or 403-329-2099 prior to the commencement of their placement to ensure coverage or alternate private insurance coverage is in place for the protection of the student for the duration of the practicum placement.

WCB AGREEMENT FOR STUDENTS IN PRACTICUM PLACEMENTS
PLEASE READ CAREFULLY!

WARNING: By signing this document you will **WAIVE** the legal right to sue the Governors of the University of Lethbridge or your Practicum Site for injuries occurring at the Practicum Site.

TO: The Governors of The University of Lethbridge (“University of Lethbridge”)

NAME OF STUDENT: _____

Address of Student: _____

University of Lethbridge ID#: _____

Educational Program: _____

Province/Country of
Practicum Site(s): _____

1. I am aware that as a requirement of my Educational Program, I am required to successfully complete practicum courses and that all practicum courses must be completed at Practicum Sites approved by the University of Lethbridge, Faculty of Education.
2. I am further aware that by participating in these practicum courses I may be exposed to hazards and risks at the Practicum Site, which could result in injury, illness, death, loss, expense and other liabilities or consequences.
3. I fully acknowledge that I have read the information provided in Schedule “B” WCB or Distant Learner Agreement for Students in Practicum Placements and that I fully comprehend the information provided and my obligations, if any, to ensure the placement of WCB coverage or alternate insurance coverage if coverage is not available to me as noted in Schedule “B”.
4. In the event of any injury, illness, death, loss, expense and other liabilities or consequences sustained by me arising from my presence at the Practicum Site, I acknowledge that I may be entitled to Workers Compensation Coverage through Alberta Learning, or in the case of a distant learner coverage under an individual basic medical and extended health plan or accident coverage, through the University’s Special Accident program.
5. I understand if I am not entitled to Alberta WCB Coverage as noted in Schedule “B” that I must discuss any concerns that I have with the Faculty and, if required, Campus Safety, Insurance & Risk. I understand that I, my heirs, next of kin, executors, administrators and assigns, are prevented from claiming against or suing the University of Lethbridge or the Practicum Site for damages arising from any injury, illness, death, loss, expense and other liabilities or consequences that I may sustain arising from my activities and presence at the Practicum Site.
6. I understand that I am required to complete a Campus Accident Incident Report (C.A.I.R.), available at <http://www.uleth.ca/risk-and-safety-services/campus-accident-incident-report-cair> and notify the Faculty within 24 hours of any injury or illness that I may experience at the Practicum Site. I acknowledge and understand that there is a requirement to report such injury to the appropriate Workers’ Compensation authority of the Province of Practicum Site within 72 hours. I further understand that my failure to do so may impair or impede my access to Workers Compensation insurance or any other available insurance coverage.

I have read and understood the information provided in this Agreement and I agree to accept Workers’ Compensation insurance coverage available to me or ensure the placement of alternate coverage during my Practicum courses. In entering into this Agreement, I am not relying upon any oral or written representations or statements made by the University of Lethbridge other than what is set forth in this Agreement.

Signed this _____ day of _____, 2_____

Signature of Student

Signature of Witness (Non Family Member)

Print Name of Witness

FOR ADMINISTRATIVE USE ONLY: Student has been reported to Wellness & Recognition for WCB registration, or Campus Safety, Insurance & Risk for Distant Learners Coverage. Date: _____

APPENDIX F

Definitions of Contact and Supervision Hours

Direct Client Contact Hours

Defined: There are three categories of how direct client (DC) hours can be obtained.

Hours Required: Overall, students must obtain a minimum of 75 face-to-face direct client hours, per practicum.

Note: A combined maximum of 20 hours from Group Counselling and/or Formal Assessment may count towards the 75 Direct Client Contact Hours.

Direct Counselling – Individual (DC – I)

Defined: Face-to-face client contact (one client in the room), where the Student is the only therapist in the room or the Student is the lead therapist, defined by the Student taking the lead for at least 75% of the session.

Hours Required: At least 55 direct client contact hours needs to be from providing individual counselling. Students should aim to carry a caseload of 6 to 8 individual clients per week, per practicum, to reach this hour requirement. A maximum of 10 hours of single session therapy can be counted towards DC-I.

Direct Counselling – Group (DC – G)

Defined: The Student is an active (co) facilitator (maximum two facilitators per session) in a counselling group, defined by speaking 50+% of the time when it is appropriate for facilitators to be speaking.

Hours Required: (Optional.) Up to 20 hours, per practicum, can be counted as DC-G hours provided the Student is able to practice group facilitation skills, particularly integrating process work into the session (vs. only delivering content).

Approval: The Instructor must approve, well in advance, any group counselling that will be counted as DC-G hours.

Additional Hours: The Student is welcome to obtain hours over and above the 20 hours allotted to group counselling. These additional hours are not included within the direct client contact hours because the emphasis in this practicum is on obtaining individual counselling hours.

Direct Counselling – Assessment (DC – A)

Defined: The Student is solely responsible to deliver a comprehensive, sophisticated *formal*, standardized assessment in a face-to-face context such as the WISC or MMPI. To clarify, the Beck series would not be classified as a formal assessment and is better coded as DC – individual counselling, particularly when the answers are debriefed with the client.

Hours Required: (Optional.) Up 20 hours, per practicum, can be counted as DC-A hours.

Approval: The Instructor must approve, well in advance, any formal assessments that will be counted as DC-A hours.

Additional Hours: The Student is welcome to obtain hours over and above the 20 hours allotted to assessment experience. These additional hours are not included within the direct client contact hours because the emphasis in this practicum is on obtaining individual counselling hours

Indirect Client Contact Hours

Defined: There are two categories of how indirect client hours can be obtained.

Hours Required: Hours within this category count towards the 75 hours required for Indirect Client Contact hours.

Indirect Client Contact (ICC)

Defined: Any type of indirect contact with a client that does not fall under DC hours. For example, the Student participates in a reflecting team, speaks to clients on the phone (e.g., phone intake

sessions, partner check-ins for family violence treatment, brief client check-in), observes a session (or assessment) being delivered by another counsellor, participates in a case conference not involving the Student's Supervisor, and makes calls on behalf of the client (e.g., talking to the client's lawyer, filing a formal report of abuse, talking to client's school teachers or parents).

Hours Required: The hours from this category shall contribute to the 75 Indirect Client Contact out of 150 total hours.

Indirect Client Paperwork (ICP)

Defined: Refers to writing session notes, completing case planning, organizing a client file, writing reports, analyzing data from formal assessments, doing client or group preparation, reviewing tapes for supervision sessions, writing supervision consultation summaries, preparing a supervision agenda, revising an agency's consent form (with permission), etc.

Hours Required: The hours from this category shall contribute to the 75 Indirect Client Contact out of 150 total hours.

Supervision Hours

Defined: There are two categories of supervision.

Hours Required: Overall, students must obtain a minimum of 26 face-to-face supervision hours. Hours within this category count towards the 75 hours required for Indirect Client Contact hours.

Exceeding Hours: If the Student plans to or logs, on average, more than 10 hours of face-to-face, direct client hours per week, then the Student must receive additional supervision at a ratio of 1 hour of supervision (either type) for every 8 additional direct client hours logged per week.

Direct Supervision (DS)

Defined: The Supervisor is "talking" to the Student about the Student's performance that the Supervisor witnessed either by live or videotape methods.

Hours Required: At least 13 direct supervision hours are needed, per practicum. Ideally, these hours should be gained by weekly supervision sessions.

Additional Hours: The joint review of the Practicum Feedback and Evaluation form (Appendix J) is coded as DS time.

Coding: Live (in person) supervision is to be logged under DC hours and when the Supervisor provides feedback to the Student based on the observed session, it is coded as DS hours. For example, a Supervisor watched the Student behind a one-way mirror conduct a one-hour individual session and after the session provided the Student with 30 minutes of feedback on the session. One hour would be coded as DC and the 30 minutes would be coded as DS.

Preparation: Students must come prepared for the direct supervision sessions. Students, on a weekly basis, are expected to take the initiative to set up live observation and/or bring previewed videotapes of their work to their direct supervision session. For example, the Student on his/her own initiative, unless directed by the Supervisor, should bring to the direct supervision sessions two, 10-minute clips of his/her work, which demonstrates 'x' and 'y' skills listed in the Practicum Feedback and Evaluation form (Appendix J). Or, bring taped clips to represent good counselling moments and another clip to reflect upon what the Student could have done differently and why.

Indirect Supervision (IS)

Defined: Includes any activity that involves the non-observation supervision of the Student's work (e.g., review of treatment plans, review session notes, discuss case conceptualization issues, debrief of a session, reviewing and/or selecting goals from the practicum evaluation form, etc.).

Hours Required: At least 13 indirect supervision hours are needed, per practicum. At least 6 of these hours must be obtained by the Student being the only person in the room with the Supervisor.

Preparation: Students must come organized to each indirect supervision session. For example, the Student is encouraged to prepare a session agenda, with consideration that the Supervisor may also have an agenda.

APPENDIX G

Learning Plan

Instructions:

- (1) Complete a draft of the Learning Plan.
- (2) Have draft Learning Plan reviewed by Supervisor.
- (3) Submit the draft Learning Plan to the Instructor for approval (Email or Fax to 403-329-2372)
- (4) Have approved Learning Plan signed off by Supervisor (due immediately following your orientation with the Supervisor).

Student Name	Course	Date Submitted to Instructor for Approval
Supervisor's Name	Phone	City
Supervisor's Signature:		Date Supervisor Approved

<p>Learning Activity for Each Practicum</p> <p><i>Criteria: Each activity is to be specific, measurable, approved by your Supervisor, and obtainable in 13 weeks. You must have a minimum of 3 specific learning goals to a maximum of 6.</i></p> <p><i>The activity must be unique to you (not part of the practicum expectations or a specific item off the evaluation form as the items on the evaluation form are goals within themselves).</i></p> <p><i>For samples, see Draft Examples below.</i></p>	<p>Progress Review: Scale of 1 to 5 (1 = goal has not been addressed 5 = goal has been fully met)</p>			
	<p>Progress Review: Week 4</p>	<p>Progress Review: Week 8</p>	<p>Progress Review: Week 12</p>	
	Date	Date	Date	
	Student Signature	Student Signature	Student Signature	
	Supervisor's Signature: (In agreement with the progress ratings)	Supervisor's Signature: (In agreement with the progress ratings)	Supervisor's Signature: (In agreement with the progress ratings)	
	<p>EXAMPLE: Conduct first session intake/assessment interviews in a manner that the working alliance is given first priority and I am still able to complete the first session tasks in an ethical, complete manner.</p>	<p>Progress Score: 2 <i>I observed 2 intake sessions and had a mock session with my supervision. Next week, I will do a solo intake.</i></p>	<p>Progress Score: 3.5 <i>Did 4 intakes; I don't feel confident, as I am still dependent on reading off the form. I am also moving too fast. I need to observe more intakes.</i></p>	<p>Progress Score: 4.5 <i>I did it! Just a few things to touch up (e.g., write more succinctly). My Supervisor watched clips of me leading 2 'awesome' first sessions with grace!</i></p>

	Progress Review: Week 4	Progress Review: Week 8	Progress Review: Week 12
1.	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:
2.	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:
3.	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:
4.	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:
5.	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:
6.	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:	Progress Score: _____ Rationale for Score:

DRAFT EXAMPLES

(Do **not** submit this page with forms for approval.)

Sample Activity	Is this a good activity?
Interact with Supervisor – consultation, feedback, direct one-on-one interactions	No, because it is an expectation for the practicum. Furthermore, it does not define what “interact” means in terms of quality, frequency, etc
Complete session notes in a succinct, ethical manner according to the appropriate Code of Ethics/Standards of Practice. Provide an activity related to report writing (e.g., to write assessment results in an efficient and ethical manner that has value to the reader of the report, such as teachers).	No, because it is an expectation for the practicum (see your practicum evaluation midterm/final term report).
Become proficient, at a beginning level, with applications of hypnotherapy by practicing with 6 clients under direct supervision.	Acceptable. It is specific enough and ‘beginning level’ provides enough detail at this point given the form restriction.
Actively participate in reflecting team supervision on a weekly basis. I will be active in offering my ideas, my feedback, and being open to receiving feedback.	Acceptable. It is specific enough at this point given the space restriction.
Completion of mid-term formative and final summative evaluation.	No, because it is an expectation for the practicum.
Effectively use four assessment tools that take at least 30 minutes to administer.	Acceptable. It is specific enough at this point given the space restriction.
Articulate clearly and in a knowledgeable manner to my Supervisor the role attachment may play in my clients’ presenting concerns.	Acceptable. It is specific enough at this point given the space restriction.
Demonstrate to my Supervisor how I use my countertransference reactions to promote healthy client understanding and change.	Acceptable. It is specific enough at this point given the space restriction.
Describe my personal counselling theory to my Supervisor by identifying in a clear and knowledgeable manner how my borrowed theory influences my case conceptualization.	Acceptable. It is specific enough at this point given the space restriction.
Be able to effectively conduct filial therapy with 3 clients.	Acceptable. However, these activities are only reasonable if your Supervisor has training in this form of therapy and there is a caseload that the Agency can supply clients suitable for this type of therapy.
Effectively use creative expression interventions (for at least 20 minutes) in at least 3 sessions.	
Implement the use of CBT with presenting problems related to anxiety and depression in a smooth, well informed manner that produces client change.	Acceptable. And, most placements will have clients with anxiety and depression so it is a reasonable expectation to work with this presenting issue.
To practice CBT, Narrative Therapy and Gestalt Therapy when appropriate to do so.	Not acceptable because there are 3 items that need to be evaluated within one statement. Furthermore, it is too general.
To have at least one client on my caseload that presents with issue X. (X could be trauma, addiction, etc. and you can also include a cultural reference such as you want to gain experience working with Chinese immigrants)	This could be acceptable. However, if working at an Agency that only works with these presenting issues and/or cultural group then this activity is already assumed thus is not appropriate. Instead, make the goal more specific.

APPENDIX H

Consent for Supervision and Recording Sessions

Purpose of this Form:

To obtain written permission that will allow me to engage in supervision regarding your case and to record our sessions for my learning purposes.

Why Supervision?

Since I am a student in a graduate counsellor training program, it is a requirement that I have 2 hours of weekly supervision regarding my caseload and to participate in a peer supervision group(s).

Supervision Methods:

There are three types of supervision that are integral to my learning how to become a competent master level counsellor: Live observation, case review, and recording my counselling sessions. These methods ensure quality service to clients and provide me with valuable feedback on my skills as a counsellor.

An example of what my supervisor may ask me to bring to supervision:
 “Please bring a 10 minute recording of what you believe you did well in session and another 10 minutes recording of what you could have done differently”.

Your PRIVACY is protected! Everyone that supervises me or attends my peer supervision group is bound by a strict professional Code of Ethics; therefore, each person attending supervision with me is ethically obligated to never discuss your situation once the supervision session is over. Your privacy is very important to me and I will protect it.

My Supervision Team:

Main Supervisor	Name/Qualifications: Office Phone Number: <i>(This person will have full access to your client file and will watch the vast majority of my client recordings.)</i>
Backup Supervisor	Name/Qualifications: <i>(When needed or relevant, this person(s) will have full access to your client file and my client recordings.)</i>
Agency Peer Supervision Group	I can provide you with a list of who is in this group – please ask anytime. <i>(To protect your privacy: Your last name will NOT be revealed. No one in this group will have access to your file. I will only share relevant clips from my client recordings. e.g., I have been instructed by the supervisor to bring a 10 minute clip to show my peers how I taught a client to relax).</i>
University Peer Supervision Group	Instructor: Phone: <i>(To protect your privacy: I am NOT permitted to mention your name or state any information that will reveal your identity to my classmates or to my Instructor. I am NOT allowed to show your case file or play any recordings of our sessions to this group.)</i>

What types of recordings are made?

Audiotaping (voice only), videotaping, or both. Videotaping will record our faces, bodies and voices. If you do not want the front of your body recorded, I can angle the camera so it is not focused on you. You can check the camera at any time to make sure I am only recording what you want recorded.

Where is the tape stored and for how long?

Tapes will be kept in a locked agency cabinet (accessible only to myself and my supervisors). I may put your recording on a memory stick, NEVER ON MY COMPUTER, but the memory stick will always remain at the agency under lock and key when the file is not in use. Client tapes are not kept in a client file since it will not be a permanent file item. I will not record your name on the tape – just a code. Tapes are erased within 14 business days of the recording being made. If you would like to observe me erasing the recording, please let me know.

What are my rights if I give consent for supervision and taping?

- You have the right to withdraw your consent for supervision and/or taping at any time. There are some consequences associated with withdrawing your consent – see below.

You have a choice to give consent for supervision and to be recorded. If you choose not to give consent or if you withdraw your consent, I may not be able to work with you since I am a student learning to be a master level counsellor and I require regular feedback on my skills. If I am not able to work with you, I will consult my Supervisor to obtain a referral for you to another counsellor (a referral to another counsellor may take a number of weeks).

- You can receive a verbal summary of my supervision session when I discuss your case. Please ask me when you would like this information.
- You can decline live supervision (where my Supervisor or agency peers observe one of our sessions) as I would then tape our session.
- You have a right to know when I am recording our session (there will be no “secret” recordings) and to stop the recording at any time, even in the middle of a session.
- You have the right to report your concerns in how I am recording or using the recording. To do so, please contact one of my supervisors, the agency’s director/manager, or my Instructor.

What are the risks and benefits of recording?

Some of the risks might be that you experience some nervousness knowing that supervisors and my peers may become aware of your struggles and strengths. You may also find it difficult to share things when we record a session. If you like, a session may be used to view or listen to a recording of one of our sessions. This would be subject to my Supervisor’s approval as sometimes watching ourselves on tape can be upsetting or triggering.

Some of the benefits are that I will likely be able to offer you more effective counselling services because I will be able to receive supervision about how I am working with you. It is as if you are getting more than one counsellor to help you! You are also helping me gain competency so I can be of help to other clients. And, if you view one of your tapes, you might gain some new information about yourself and/or the counselling experience.

This consent form supplements the agency consent form that outlined your rights as a client seeking counselling including when your privacy cannot be guaranteed (e.g., you tell your counsellor a child is at risk for abuse).

Do you have questions?

Your questions and comments about this consent form are welcome before you sign and anytime thereafter. You are also welcome to have a copy of this form. The signed copy will be placed in your client file. The information on this form is meant to clarify why your permission is being sought and what your rights are surrounding this request.

Consent for Supervision and Recording Sessions

Date: _____ Agency: _____

Client Name: _____ Student Counsellor Name: _____

Part I:

I, **the Student Counsellor**, have discussed the issues outlined in this form with my client. My observations of my client's behavior and responses give me no reason to believe that this person is not competent at this time to give informed consent. Further, I agree to protect the privacy of this client's recordings, never take the client's file or tape off site without the consent of both the Supervisor and the client, and to destroy all recordings after 14 days.

I am in agreement to the above statements (Student Counsellor's initials): _____.

Part II:

This consent form, which grants permission from the client for the Student Counsellor to seek supervision and to record the counselling sessions, will expire 30 days after the client's *last* session or by:

Expiry Date: _____.

Part III:

I, **the client**, understand I have rights worthy of being protected when my case is supervised and my sessions are recorded. Some of my rights include but are not limited to: (*Client please initial each point*)

- _____ I have the right to have my questions answered regarding ANY of the information in this consent form during any session with my Student Counsellor. I also have the right to report any concerns about my Student Counsellor.
- _____ I have the right to ask my Student Counsellor to stop the recording at any time, even in the middle of a session. I have the right for my face not to be shown on tape.
- _____ I have the right to withdraw my consent for supervision & recording of my session, at any time. If I evoke this right I realize there are consequences such as I may need to be transferred to another counsellor.
- _____ I have the right to know the main risks and benefits of giving consent for supervision and recording of my sessions.
- _____ I have the right for my Student Counsellor to protect the security of my case file and the recordings of my sessions.
- _____ I may decline being recorded to avoid the recording being listed on a subpoena if I am (or anticipate that I will be) involved in legal issues related to why I am seeking counselling.

Part IV:

Please note any conditions to this consent in the space below or on the back of this form. To be valid, each condition should be initialed by the client and signed by the Student Counsellor and the main Supervisor.

Part V:

My signature below verifies that I, the client, give consent to my Student Counsellor to: (i) seek supervision regarding my case, and (ii) record our sessions (and/or observe live sessions) for the purposes described, and under the conditions outlined. I have read this three-page document and understand what is being asked of me.

Client Signature

Date

- A copy of this consent form has been provided to client: yes no, client declined a copy
- The original copy of this consent will be put in the client's file: yes

You are welcome to reproduce this consent, provided the full reference is used. McBride, Dawn (2010, September). Seeking your consent for supervision and to record our sessions. Unpublished manuscript. University of Lethbridge, Canada.

Material for this consent form was compiled from a variety of sources including the Center for Addiction and Mental Health (2003, March). Audio, Video and Photography Consent and Zuckerman, E. L. (2008). The paper office. New York: Guilford Press.

APPENDIX I

Practicum Time Log

Please submit this Practicum Time Log to your Instructor as per their directions.

Hours Required: You are required to spend at least 12 to 14 hrs per week at the Agency, with at least 6 of these hours as face-to-face direct client hours and 2 hours as supervision time. These hours are the absolute minimum time expectations.

Exceeding Hours: If the Student plans to or logs, on average, more than 10 hours of face-to-face, direct client hours per week, then the Student must receive additional supervision at a ratio of 1 hour of supervision (either type) for every 8 additional direct client hours logged per week.

Tip: You are strongly encouraged to spend as many hours as you can at the practicum site to gain additional exposure to the art and science of counselling. You can do this by observing sessions facilitated by junior and senior therapists, sitting in on intake interviews, observing case consultations, learning about the different roles and functions of the counselling staff, learning about the Agency's policies/procedures, etc. The opportunities available to you at a practicum site are numerous and it is up to you to take the initiative to find and secure these learning opportunities – ask for what you need.

Time Codes

The following are the codes to record how you spent each hour at your practicum site. Some codes may need to be re-defined depending on your practicum, so please contact your Instructor well in advance if you have questions and/or need to modify the definition of the codes.

- DC-I Direct Client Contact – Individual Counselling:** Face-to-face client contact (one client in the room), where the Student is the only therapist in the room or the Student is the lead therapist, defined by the Student taking the lead for at least 75% of the session. A maximum of 10 hours of single session therapy can be counted towards DC-I. Single session therapy hours beyond this maximum should be coded as MISC.
- DC-G Direct Client Contact – Group Counselling:** The Student is an active (co) facilitator (maximum two facilitators per session) in a counselling group, defined by speaking 50+% of the time when it is appropriate for facilitators to be speaking
- DC-A Direct Client Contact - Formal Assessment:** The Student is solely responsible to deliver a comprehensive, sophisticated formal, standardized assessment in a face-to-face context such as the WISC or MMPI. To clarify, the Beck series would not be classified as a formal assessment and is better coded as DC – individual counselling, particularly when the answers are debriefed with the client.

Note: A combined maximum of 20 hours from Group Counselling and/or Formal Assessment may count towards the 75 Direct Client Contact Hours.

- ICC Indirect Client Contact:** Any type of indirect contact with a client that does not fall under DC hours. For example, the Student participates in a reflecting team, spoke to clients on the phone (e.g., phone intake sessions, partner check-ins for family violence treatment, brief client check-in), observed a session (or assessment) being delivered by another counsellor, participates in a case conference not involving the Student's Supervisor, and making calls on behalf of the client (e.g., talking to the client's lawyer, filing a formal report of abuse, talking to client's school teachers or parents).
- ICP Indirect Client Paperwork:** Refers to case planning, writing reports/assessments, client/group prep work, reviewing tapes for your supervision session, revising an Agency's consent form for them, etc.
- DS Direct Supervision:** The Supervisor is "talking" to the Student about the Student's performance that the Supervisor witnessed either by live or videotape methods.

Note: Live (in person) supervision is to be logged under DC with 'talking' feedback logged as DS. For example, you and your Supervisor co-facilitate a group counselling session and, following the session, you spend 15 minutes discussing your group skills with your Supervisor. The 15 minutes would be DS and the group time would be DC-G.

- IS Indirect Supervision:** Includes any activity that involves the non-observation supervision of the Student's work (e.g., review of treatment plans, review session notes, discuss case conceptualization issues, debrief of a session, reviewing and/or selecting goals from the practicum evaluation form, etc.).
- ES Extra Supervision:** This refers to supervision hours you received from someone other than your main Supervisor for more than 30 minutes. This might be a doctoral student, a colleague of your Supervisor, group supervision with other interns, etc.
- MISC Other Activities:** Refers to attendance at Agency meetings, administrative paperwork, directed reading activities, helping the Agency with a special event related directly to counselling (e.g., suicide awareness day).
- PD Professional Development Opportunities:** Refers to Agency sponsored training such as professional development seminars, suicide training, etc. These hours are NOT part of your required practicum hours.
- OTHER** Add more categories if this will make tracking your practicum hours easier for you.

APPENDIX J

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 then forwards a copy of the completed form (including signatures and date) 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

Important note to students: As Neufeldt (1999) wisely wrote, *"no one is expected to score over 2 or 3 in the performance areas during the first year because you are only at the beginning of your training, and if you could function without supervision at this point, why would you need further practicum experiences?"* (p. 25)

FYI: At a mid-term review of a Student's work, a rating of 2 is very common unless the Student has been a successful counsellor before starting the master degree.

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 (e.g., secretary, Supervisor, counsellor, accountant, file audits by outside Agency etc.)					
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 (e.g., if they meet on the street, at an event, if the client invites the counsellor to his/her wedding, etc.)					
k. Who the client contacts after hours if the client is in an emergency/crisis					
l. Dual relationships (e.g., what it is; how it will be handled; how it will be prevented)					
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>)					
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 and tapes <u>AT ALL TIMES</u> (e.g., does not leave files face up on her/his desk, does not use client's name in public, etc.)					
4. <u>Only</u> discusses cases / therapy sessions with Supervisor & other client approved individuals (e.g., the Student does not discuss and/or debrief cases/ counselling sessions in the Agency staffroom, at home, with friends, family, Agency receptionist, etc.)					

	Please mark score with an 'X' (4 = high)	NA	1	2	3	4
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. ¹ 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).										

D. Process-based Skills											
1.	Uses reflective statements (affect and body language) to deepen the session										
2.	Remains within the affect domain, 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: (please record items on a separate page).										

¹ **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.

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) (please record items on a separate page)					

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 & 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:

Observations or comments:

Performance Ratings

1. **Ethical Conduct** (overall rating): _____

NOTE: The Ethical Conduct category is termed a "prerequisite" category. Students must receive 3 or 4 on Ethical Conduct in order to pass this component of the practicum course. If ethical conduct is not deemed satisfactory, then the Student fails the course regardless of the other scores obtained on items #2-6.

2. **Professional Conduct** (overall rating): _____

3. **Core Counselling Skills** (overall rating): _____

4. **Counselling Assessment Skills** (overall rating): _____

5. **Counselling Intervention Skills** (overall rating): _____

6. **Purposefulness** (overall rating): _____

Reminder for Supervisors:

At a mid-term review of our students' work, a rating of 2 is very common unless the Student has been a successful counsellor before starting the master degree.

As Neufeldt (1999) wisely wrote to her students, "no one is expected to score over 2 or 3 in the performance areas during the first year because you are only at the beginning of your training, and if you could function without supervision at this point, why would you need further practicum experiences?" (p. 25).

Supervisor Signature

Date

Student Signature

Date

Instructor Signature (final evaluation only)

Date