***ACADIA UNIVERSITY***

***School of Education***

***HANDBOOK***

***FOR***

***GRADUATE STUDENTS AND***

***SUPERVISORS***

***SEMINAR AND PRACTICUM***

***IN COUNSELLING***

***EDUCATION 5066***

***(REVISED for Winter 2009)***

Prepared By

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**INTRODUCTION**

The purpose of this handbook is to introduce supervisors and graduate students to the Counselling Program at Acadia and more specifically to the practicum component of the program. Included in the handbook is an overview of the philosophy of the program, the schedule of courses, information related to the practicum, along with a number of appendices. In addition, the next section of the handbook outlines what we see as the process of counselling. We believe that counsellors beginning a counselling practicum will have completed all their core courses and will be ready to counsel people from the beginning of their placement. Though this approach is different from our former model, we still believe in a developmental process. With changes in the counselling program, which are based upon competencies required for having our program accredited, students will have now received extensive work in counselling prior to their placement.

### Counselling Process

In the beginning, counsellors without any experience are concerned about doing things correctly. Counsellors with some experience are concerned about supervision since this may be the first time their practice is supervised. Whatever the case, there is, understandably, some anxiety about the counselling experience. Everyone in the group, including the instructor, who may be an experienced counsellor, usually shares this anxiety. Since each person who enters your office is a unique person there is usually some concern about whether we will be helpful to this particular person.

Counselling is an interesting and intriguing activity because people are interesting and intriguing. People come to us because they want help with a particular concern or problem. They have usually arrived at a point where they recognize that they need another person, a professional, who may be able to help them move along in their journey.

Counsellors enter the counselling profession with their own understanding of what people need. We have our own values, assumptions and beliefs, about which we need to be aware since we do not want to unconsciously impose our views on other people. We are there to help other people sort out their values, principles and beliefs, and other similar issues related to identity development. In particular, we are there to help people clarify their feelings, thoughts and actions, and to help them give meaning to the stories they bring to us. Counsellors at Acadia University study a variety of counselling theories. Some are influenced by traditional approaches (often referred to as modernist approaches) while others are influenced by post-structuralist approaches such as Narrative Therapy. Faculty in the counselling program support students in either approach as they develop their own preferred way of working with people.

One simple way to view counselling is that there is a beginning, a middle and an end. In the beginning, counsellors are especially concerned about establishing rapport and a therapeutic relationship. This means essentially that we want to be able to connect with the person, that is, we want to listen, be genuinely curious about what they tell us, and try to understand the meaning they give to their experiences. People need a certain degree of safety, trust and confidence in us as counsellors before they are willing to explore fully what needs to be addressed. While there are certain skills involved in establishing a trustful and respectful relationship, it is the person who requests our service who determines whether we are genuine in our efforts to understand the nature of their concern. The first phase of counselling, rapport and relationship building, needs to be present throughout all of the counselling sessions.

The middle phase of counselling is often where the hard work begins for the counsellor and the client. While understanding and rapport are essential, more intensive work in the cognitive, affective and behavioural domains as well as story development are often required. Sometimes beliefs, values, desires, wishes, and hopes need to be examined and understood. Depending upon the approach taken, feelings might need to be explored and expressed, various cognitive and behavioural options and their consequences might need to be discussed in detail, or the counsellor might need to be immersed in story development and preferred alternatives to living presented by the person.

Closure is a way of bringing the counselling sessions to an end. As a rule it is a good idea to summarize at the end of each session so that both the counsellor and the client understand what has been achieved in the session. Closure at the end of the counselling time together is a way of acknowledging what has been achieved together, and how the presenting concerns have been sufficiently resolved so the client leaves with the satisfaction of having done important work. Sometimes counsellors and the people they work with are reluctant to bring closure since they have difficulty saying goodbye. Counselling need not go on indefinitely and the person can come back at a later date to address other concerns and even to work more extensively on the presenting concern. Too much reluctance to let someone leave may imply that we do not have confidence in their ability to get on with their life. We need to know when to let people go. During the Seminar and Practicum we address in more detail the required skills involved in the beginning, middle and end of counselling.

Some people view counselling as a series of steps. Step one is developing a relationship with a client. Here, counsellors want to get to know their clients and express their concern and care about helping their client with their particular issue. Understanding clients’ concerns and feelings, thoughts and beliefs around their concerns is often a good first step in establishing a counselling relationship. There are different ways for counsellors to respond to their clients. One way is evaluating, probing, interpreting, supporting and understanding. In a post-structuralist approach, it is exploration of the concerns which bring the person to counselling, helping them develop preferred alternatives to that which has been problematic for them, and looking for exceptions to the problems that restrain them. Regardless of which approach a counsellor might prefer to take, we know that a counselling session needs a variety of responses on the part of the counsellor. We also understand that it is best to start with supportive and understanding responses. You may be interested in knowing that in everyday conversation, evaluative responses are the most commonly used and understanding responses the least commonly used. Perhaps that is why some people feel understood for the first time when they talk to a counsellor.

Through attentive listening, we want to try to understand the client and their concern. Of course, understanding can be an intellectual exercise, and we want the client to know that we understand not only with our heads but also with our hearts. We want to show that we understand their concerns, and we accept them as they are. We need not agree with everything they put forward but we want them to know we are trying to see the world from their point of view, and that we appreciate where they are coming from. This can provide the client with needed trust and safety since most clients find it difficult to share intimately for fear of judgement, something they have often experienced outside of the counselling office.

## Another step in the counselling process can be seen as an attempt on both the client’s and the counsellor’s part to establish some goals or objectives. If counselling is too loosely structured neither the client nor the counsellor can be sure that they are on track or that what they are doing is terribly helpful. Objectives can give both the client and counsellor the feeling they are spending their time constructively. Naturally, objectives can be renegotiated but it is important to clarify what needs to be done during a particular session and over the course of counselling. Negotiating and establishing objectives may be easy if clients need information but it becomes more challenging when the issues are complex. Proving a safe and trusting environment may be the first objective. This always remains an objective throughout the counselling process. During the middle phase of counselling, objectives become more challenging since we have a short period of time, usually one hour or less, to do a particular piece of work related to a particular issue. One of the key questions in step three is “What is the best way to spend our time together today?” or “Where would you like to begin today”?

## 

Identifying a plan to help achieve the objectives is an important next step. Once the counsellor and client know where they want to go, they both need to agree on a plan to get there. Who is responsible for what work? If information is required, who will acquire it? A person’s story needs to be explored in more detail if counsellors want to develop a plan to achieve this objective. Further reading on topics brought by the person might be helpful to the counsellor as they try to understand the issues at hand.

## Providing support for and on-going evaluation of the plan are important last steps in this process. Often we need to review and assess whether the objectives are still valid and that the plan is appropriate. We also need to evaluate together whether the plan is working in the best interests of the client.

## While it is easy to conceptualize counselling as a process with a beginning, middle and end or a series of steps to be followed, experience informs us that counselling can be a fairly complex activity. Some structure and guidelines seem necessary so we have a general sense of the landscape. A recipe we do not have. The seminar is intended to be a place we can explore together our practice as counsellors. We will always have many questions because the process of counselling is very interesting and intriguing.

**THE COUNSELLING PROGRAM**

# **How the Program is Structured**

1. The Counselling Program at Acadia University, though foundational in nature, has two counselling streams: School Counselling and Agency Counselling. It is foundational in the sense that we introduce people to the profession of counselling, the skills, knowledge, qualities, and attitudes that contribute to the competencies required to be effective counsellors. Education and training provided in the program prepare people to occupy professional counselling positions in a variety of settings including university counselling centres, schools for those with teaching certificates, career and transition services, human resource development offices, women’s centres, addiction services and other agencies involved in helping people emotionally, vocationally and educationally.
2. The Counselling Program at Acadia offers a Master of Education degree.

For students who entered the program during or after the 2005-2006 academic year, the M.Ed. degree consists of 48 credit hours. Students wishing to complete a thesis must complete all their core courses plus the requirements for either an agency or school stream.

Candidates in M.Ed. programs may select electives from other graduate courses within the School of Education with the prior approval of the Director. A maximum of 6 graduate credit hours may be taken as electives from other Acadia University departments or schools with prior approval of the Director.

**Master of Education (Counselling)  (48h non-thesis / 51h thesis)**

**Overall requirements for all students: (36h)**

EDUC [5003](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5003) HUMAN DEVELOPMENT AND LEARNING  
This course focuses on human development and learning across the lifespan. A primary focus will be on the emergence and growth of self-concept and self-awareness in relation to the development of personal agency.

EDUC [50D3](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#50D3) PROFESSIONAL ISSUES IN COUNSELLING  
This course examines professional, legal, ethical and diversity issues related to practice and research in counselling. Personal beliefs, values and biases will be examined along with professional codes and standards of practice.

EDUC [50G3](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#50G3) RESEARCH LITERACY  
This course focuses on major research paradigms most often used by professional educators. Emphasis will be placed on the development of the practical application of skills required of informed practitioners to participate effectively in problem solving in the work setting. Students will be provided with opportunities to develop a set of abilities that may be used to critically understand and use the dominant language of research. This includes reading, analyzing, engaging in, and writing research.

EDUC [5033](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5033) THEORIES OF COUNSELLING  
This course is an introduction to the field of counselling. An overview of the philosophical foundation and historical bases of the counselling profession will be provided as well as an examination of current issues and future trends. A significant portion of the course is devoted to the study of the major theories of counselling. Specific issues such as crisis counselling and counselling with special populations are also addressed.

EDUC [5066](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5066) SEMINAR AND PRACTICUM IN COUNSELLING  
Prereq: All core counselling courses completed or taken concurrently and admission to the counselling program. This course involves a counselling practicum in an appropriate setting. Placements are chosen in consultation with the instructor. Students are expected to complete 100 hours of intensive supervised practice followed by 400 hours of continued practicum. The practicum is completed in a block format, normally four days a week for 16 weeks. A seminar accompanies the practicum. Students are responsible for arranging their own practicum in consultation with counselling faculty.

EDUC [5133](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5133) COUNSELLING SKILLS  
This course focuses on those conditions and skills which have been associated through research with effective counsellor-client relationships and positive client growth. Through lectures, discussions, and structured exercises, including such things as role playing and simulated videotaped counselling sessions, students are provided with an opportunity to identify these conditions and to develop the appropriate skills.

EDUC [5303](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5303) PRINCIPLES OF ASSESSMENT  
This course is an introduction to assessment to support education and counselling. Basic principles of measurement and current issues in assessment are discussed from a critical framework. Students become familiar with formal instruments. Students learn to use formal and informal assessment information to aid in educational and counselling decision-making.

EDUC [50F3](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#50F3) COUNSELLING PRE-PRACTICUM  
The 40 hour pre-practicum allows students to study and practice beginning counselling skills in a simulated environment. With a focus on ethical and multicultural practice in counselling, students engage in applying their counselling skills and learn how to analyze their developing counselling style and performance.  
Co-req: EDUC 5033 and EDUC 5133. Pre-req. or Co-req: EDUC 5583 and EDUC 5623. Open only to students in the Master of Education in Counselling program.

EDUC [5513](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5513) RESEARCH DESIGN IN EDUCATION   
This course is designed to encourage participants to develop a critical research orientation to their work while maintaining an awareness of multiple research paradigms. Emphasis is placed on participants gaining an understanding of basic research concepts so as to be able to effectively apply them to analyzing, interpreting and critiquing current research literature.

EDUC [5543](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5543) WORK AND LIFE PLANNING COUNSELLING  
This course examines the theories of vocational development and choice, the meaning of work and leisure in modern society, occupational and educational information and its use, and techniques designed to assist individuals in exploration and decision-making related to work in the context of lifespan issues. Consideration is given to issues related to equity and diversity as they relate to work life.  
Prereq: EDUC 5033 and 5133

EDUC [5583](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5583) COUNSELLING STRATEGIES AND INTERVENTIONS  
This course pre-supposes knowledge of contemporary theories of the counselling relationship. Building upon this knowledge, the course examines the theoretical basis and provides training in the use of selected counselling techniques-areas such as cognitive restructuring, systematic desensitization, relaxation exercises and guided imagery will be investigated.

EDUC [5623](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5623) GROUP COUNSELLING: THEORY AND PRACTICE  
This course focuses on the assumptions and implications of various approaches to group counselling, small group dynamics, selection procedures, and methods of facilitating interpersonal communication within groups. Attention is given to evaluation of group process and outcome.   
Supervised practical experience will be made possible through EDUC 5066.  
Prereq: EDUC 5033 and 5133

Recommended Courses for School Counselling Stream (6h):

EDUC [50C3](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#50C3) SCHOOL COUNSELLING PROGRAMS  
This course examines various and recent models of school counselling programs. The roles of various members of the school community will be addressed in reference to guidance curriculum and professional services.

EDUC [50E3](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#50E3) COUNSELLING ADOLESCENTS AND CHILDREN  
This course examines theories, research and practice related to counselling adolescents and children in the context of issues commonly presented in counselling. Methods of particular relevance to counselling youth are evaluated. Attention is given to youth "at risk" and to the ethical issues particular to counselling young people.  
Prereq: EDUC 5033, 5133

Additional Recommended Courses for Agency Stream (6h):

EDUC [5233](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5233) COUNSELLING FAMILIES  
This is an introductory course in counselling families. In addition to an examination of the philosophical and historical underpinnings of family therapy, the course examines systemic theories of family therapy and family therapy research. Students will get an opportunity to examine the practical application of those theories to working with parents and families in school and agency settings.

EDUC [5553](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5553) TOPICS IN COUNSELLING  
This course is restricted to students in MEd Counselling and priority will be given to those who are completing their program. The course follows a seminar format and will cover a number of specialized areas important to counsellors. While the topics vary from year-to- year, they will include areas such as depression, suicide prediction and prevention, crisis counselling, legal and ethical issues.

Non-thesis students: Additional Requirements: 6h electives selected from graduate courses offered by the School or approved graduate courses offered by other departments or schools.

Non-thesis students may substitute EDUC 50G3 - Research Literacy for EDUC 5513 - Research Design as their required research course.

Thesis students: Additional Requirements (9h):

EDUC [5966](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5966) GRADUATE THESIS  
Prereq: EDUC 5113 or 5523

And

EDUC [5113](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5113) QUALITATIVE RESEARCH IN EDUCATION  
This course examines the traditions and paradigms of interpretive research in educational contexts. Practical, ethical, and theoretical issues are shared through class readings, discussion, and practical application. Opportunities are provided for students to learn and practice a variety of interpretive research methods and strategies. Students actively engage in analyzing data from a variety of interpretive perspectives. The intended outcome of the course is to provide students with skills and understandings in a wide range of interpretive research approaches that can be put into practice in classrooms and other research settings.  
Prereq: EDUC 5513

Or

EDUC [5523](http://ace.acadiau.ca/rgs/gradstudies/education_courses.htm#5523) EDUCATIONAL STATISTICS  
This course provides a background for the educator who must use statistics in research, evaluation and planning. The fundamental statistical tools are reviewed and particular statistical methods applicable to educational problems are introduced in this course. While the student uses computers to calculate and to manage the data, an emphasis is placed upon the interpretation of statistical results. The following topics are part of this course: linear regression and correlation, multiple regression analysis, analysis of variance, and non-parametric statistics.

# **How the Program Meets the Requirements for Counsellor Certification**

The Counselling Program at Acadia University has been structured to meet the competency requirements of the Council for the Accreditation of Counselling Education Programs (CACEP). An application for accreditation will be forwarded to CACEP in the fall of 2007. Counselling faculty are committed to delivering a high quality competency-based graduate degree in the discipline of counselling. The following areas of study and competencies are reflected in our program:

**A. Core Concepts and Competencies**   
All students in the counselling program are required to engage in curricular experiences and to demonstrate competence in each of the following core areas

* 1. Counselling as a Profession including:
     1. the history and philosophy of counselling as a helping profession;
     2. the role and identity of professional counsellors and their relationships with other related professionals;
     3. professional organizations (primarily the Canadian Counselling Association) including mission and goals, membership criteria, activities, services to members, and current priorities;
     4. required standards of preparation including certification and accreditation standards.
  2. Ethical and Legal Issues in Counselling including:
     1. certification standards and issues;
     2. ethical standards of the Canadian Counselling Association and related bodies;
     3. legal issues;
     4. opportunity to apply ethical decision-making processes to case material.
  3. Counselling and Consultation Processes including:
     1. counselling theories that provide the student with a consistent framework to conceptualize client issues and identify and select appropriate counselling strategies and interventions. Presentation of theories should include the foundations of their development; their cognitive, affective and behavioural components; research evidence for their effectiveness; and their application to practice. Theories presented should reflect current professional practice.
     2. an understanding of essential interviewing and counselling skills so that the student is able to establish an effective therapeutic relationship and develop and maintain appropriate professional boundaries. The student should be able to understand and apply effective counselling approaches and techniques to facilitate client exploration of issues, examination of alternate perspectives, and development of appropriate actions with respect to the issues presented. It is recognized that these involvements will also require a measure of student reflection and self-exploration. A prepracticum experience of at least 40 hours of laboratory practice in basic counselling skills and simulated interviews is required of all students.
     3. a systems perspective that recognizes that all clients are part of larger societal, colleague, friendship and family systems. Curricular experiences are provided regarding systems theories (including family theories) and related approaches and strategies.
     4. a general model of consultation. This should include issues related to the development of consultation models, ways in which counselling and consultation approaches differ, strategies for effective consultation, and the opportunity to apply theoretical models to practice.
     5. ethical and legal issues related to counselling and consultation.
  4. Group Counselling - Understanding and ethical application of group counselling approaches, including:
     1. theories related to group counselling, including research evidence regarding the    effectiveness of various group approaches.
     2. group goals, function, structure and processes, including communication, norms, decision-making, problem solving and conflict management.
     3. phases of group development and related interventions
     4. issues to consider in developing a group, including purpose, selection criteria and methods, member needs and roles, leader approaches and skills, group processes, group design, group activities, methods of evaluating effectiveness.
     5. issues related to the preparation and supervision of group leaders.
     6. ethical and legal issues related to group counselling.
  5. Human Development and Learning, including:
     1. an understanding of the application of theories of human development in understanding and working with individuals, families and groups experiencing developmental transitions across the lifespan.
     2. an understanding of the application of learning theory and theories of personality in a variety of counselling and consultation processes.
     3. an understanding of developmental issues, challenges and crises including, addiction, psychopathology, disabling conditions, etc.
     4. ethical and legal considerations.
  6. Diversity – Understanding and respecting human diversity within the Canadian multi-cultural society, including:
     1. Variability in age, gender, culture and ethnicity, race, religious preference, sexual orientation, physical and psychical ability, socioeconomic status, lifestyle and family patterns;
     2. Issues and trends affecting diverse groups;
     3. Individual, family and group strategies with diverse populations;
     4. Legal and ethical issues
  7. Lifestyle and Career Development, including:
     1. Knowledge of theories of career development and their application to counselling and consultation processes.
     2. An understanding of the role of career development issues as they relate to life roles and issues of diversity across the lifespan.
     3. Knowledge of relevant print and computer-based resources needed in career focused counselling and consultation, including career guidance programs.
     4. An ability to appropriately use a variety of vocational and career assessment instruments.
     5. An understanding of and an ability to effectively utilize career counselling processes.
     6. An ability to develop, apply and evaluate career counselling programs with specific populations.
     7. Ethical and legal considerations.
  8. Assessment Processes, including
     1. Knowledge related to the evolution of the development of individual and group assessment instruments and processes,
     2. Knowledge of basic concepts of measurement theory, including reliability and validity and related statistical concepts.
     3. Knowledge and the ability to use a variety of assessment approaches, including standardized and non-standardized instruments, computer based approaches, observational methods, etc.
     4. An understanding of the influences of issues of diversity regarding appraisal.
     5. An ability to appropriately select, apply and interpret appraisal techniques and instruments within counselling and consultation processes.
     6. Ethical and legal issues related to assessment.
  9. Research Methods, including:
     1. Knowledge of basic principles of qualitative and quantitative research design, along with related processes of data analysis.
     2. An understanding of challenges involved in conducting counselling research.
     3. Knowledge of the influence of issues of diversity related to conducting research.
     4. Legal and ethical issues involved in research.
  10. Program Evaluation, including an understanding of how to conduct needs assessments, specify program objectives and evaluate the impact of counselling programs.

**B. Elective Concepts and Competencies**   
The program offers elective coursework to permit students to focus on at least one of the following two areas of special interest:

* + School counselling
  + Community/agency counselling

Certification with the Canadian Counselling Association requires a theory course, a practicum of 120 direct client contact hours and 6 counselling courses specified by the CCA Certification Committee. See [www.ccacc.ca](http://www.ccacc.ca/) for certification application and procedures.

The requirements for registration by the Nova Scotia Association of Counselling Therapists (NSACT) are similar to those of CCA. Students are required to be certified as a CCC in order to receive certification as a Registered Counselling Therapist with the NSACT. See <http://www.nsapc.ca/> for certification application and procedures.

Nova Scotia Department of Education recommends a MEd in Counselling for its Guidance Counsellors. Nova Scotia Community College also recommends a MEd for its counsellors.

Since provincial requirements differ you will need to clarify the requirements for each province that interests you.

**SEMINAR AND PRACTICUM**

The seminar and practicum is an opportunity for students to learn and demonstrate some of the basic skills, attitudes and knowledge required in a counselling relationship. Specifically, the course is intended to provide a placement setting and a seminar format where students can develop and practice facilitative conditions including story development, identity development, empathy, respect, congruence, self-disclosure, confrontation, concreteness, immediacy and humour. Other skills and strategies may be developed in cooperation with supervisors who have particular areas of expertise and who take a particular theoretical stance.

### Objectives

At the conclusion of the course students should be able to demonstrate that they:

(1) Have the necessary skills required of a therapeutic counsellor.

(2) Are aware of their professional responsibilities and the ethical standards of the profession and are aware of their strengths and limitations as counsellors.

(3) Can further define the role of the counsellor with respect to ethical issues, legislation, professional involvement and professional development and in relation to other professional roles.

(4) Can share professional experiences within a group of peers in order to broaden their perspectives and provide them with a model for constructive professional peer relationships.

(5) Can write case studies and present them in case conference settings.

### Eligibility

To be eligible for the field experience, a student must complete all core counselling courses (pre-requisite or co-requisite).

**Placement Policy**

Wherever possible, graduate students will be placed in counselling settings consistent with their interests. Full time students will meet during the summer session with the Practicum Coordinator to discuss their counselling interests and possible placements. Part time students are requested to contact the Coordinator of the Counselling Program before arranging their practicum setting. Students are responsible for finding their own practicum placements.

Students will be expected to spend four days per week at the placement setting. While it is understood that much of the student's time will be spent in individual counselling, students are encouraged to learn about and participate in the other services or activities offered by the agency. Students should take responsibility for their practicum experience and what they derive from it. Initiating and creating learning opportunities in cooperation with supervisors is encouraged.

### General Course Requirements And Activities

1. **Seminar.** The student must participate in a weekly seminar beginning the first week of class. A Schedule of class times and supervision times will be provided to students at this time. Individual supervision of counselling videos will occur during the first five weeks of the semester. Group supervision will occur during scheduled class time. Class time will be divided between listening to and providing feedback to students on their counselling sessions demonstrating the facilitative conditions, addressing questions related to specific concerns in working with a person in counselling, and responding to the course readings. A classroom atmosphere of trust, cooperation and openness to learning is encouraged to enhanced personal and professional growth. (See p.20 **Ethical Guidelines** and p.21 **Significant Characteristics of Ethical Behaviour for Human Services Workers** for ethical considerations related to the course.)
2. **Appropriate Placement**. The student, in consultation with the university Practicum Coordinator, is responsible for securing an appropriate practicum placement and work in that setting for the duration of their placement.
3. **Written Contract.** Upon finding a suitable placement, the student, in collaboration with the placing agency, will draw up a contract detailing the nature of the experience he or she hopes to have in that setting (A sample contract is included. See p.25 **Form A – Sample Contract**). The contract should include:

a) Rationale for selecting this setting as a placement.

b) Nature and number of activities and responsibilities.

c) Time to be spent in the setting; i.e. number of hours, number of days and specific dates if possible.

d) Nature of supervisory relationships in the setting. Individual supervision for a minimum of one hour per week is highly recommended. If agencies or schools have on-going peer group supervisions, it is highly recommended that students be included. Specify who will be supervising the work and how much time will be spent in supervision, i.e., number of hours per week, as well as the specific activities or methods of feedback and evaluation that will be used (interview, observation, audio and/or video recording).

e) Expected outcomes - present as clear a statement as possible as to what you expect to gain from the placement experience. An effort should be made to state this information in specific behavioural terms.

f) The contract must be signed by the student, field supervisor and university supervisor at the end of the first week of the counselling placement.

4. **Writing A Log Book.** Students are expected to keep a log book in which they would record their reactions to the visitations, placement and seminar activity. This is to be up-to-date and must be submitted at the end of the semester (See p.28 **Form C – Weekly Log)**.

5. **Case notes** submitted throughout the course. (See p.26 **Form B – Clinical Notes Form**.)

6. **Written Case and Video.** Students will be expected to present a case study, during the seminar, using video recorded portions of their work with the client to document their presentation. Alternatives to the video presentation can be arranged in consultation with the instructor. The case should be typewritten, double-spaced.

# **Audio and Video Recording**

a) Written permission to audio or video record individuals and group sessions must be obtained from schools, agencies as well as from clients. Permission to interview without electronically recording will normally be granted to the student provided s/he can obtain adequate recordings with other clients or through written documentation of the non-recorded interviews, to ensure meaningful and productive supervision of client cases and evaluation of student progress (See p. 29 **Form D – Consent to Videotape/Audiotape** for a consent form that can be adapted for your use).

b) Normally, students can be expected to have available one or two recorded interviews, plus group experience, for continuous analysis with the on-site supervisor and the university supervisor.

c) Video or audio recording of clients without client and/or parental approval in the form of signed permission slips is not permitted. Violation of this regulation will constitute immediate termination of the student placement. Students should discuss appropriate recording procedures with their field supervisor.

d) Video and audio recordings may be re-played only by arrangement with University and Field Supervisors.

e) Video and audio recordings should to be erased or destroyed at the end of a 30-day period from the date of recording. In all circumstances, all videos and audios must be erased by the last day of the practicum.

f) Because audio and video recordings will be used in individual and group supervisions during the semester, students must remember to get written permission to allow the university supervisor and their peers to view the recorded sessions.

7. **Client Load**

***Students beginning their practicum have received significant supervised practice from their university supervisors and are considered ready to take on a full caseload at the commencement of their practicum.***

As a basic rule, a suggested counselling load for a 7-hour day would be:

1. Four to five interviews, plus, where the setting allows, an on-going counselling group per week. Time should be allocated for such purposes as interview preparation, report writing, consultation with other professionals, testing, and the preparation of cases for seminar and supervision.
2. Daily case consultations with school or agency supervisor and/or staff, as well as participation in case conferences. It is anticipated that each student will participate in case conferences during the practicum period.
3. Daily write-ups, case summary reports, prepared and filed material should be available to your field supervisors.
4. The client load guidelines noted above will allow the student an opportunity to meet practicum requirements. The ultimate determination of client load should be negotiated between the intern and the field supervisor.

**Detailed Description of Supervised Practicum**

Practicum requirements are considered to be the most critical experience aspects of the counselling program at Acadia University. Clinical instruction includes supervised practice completed within a student's program of study.

**Practicum requirements: This includes responsibilities at the practicum site as well as on the university campus.**

1. During their training, students must complete a 500-hour supervised practicum. The purpose of this practicum is to foster the development of counselling skills under the supervision of a field supervisor. During the practicum:

a) Students will provide direct service to clients, including individual counselling and where applicable, group counselling;

b) For the first 100 hours, students will receive one hour per week for five weeks of individual and/or joint (two students and one supervisor) supervision from their *University Supervisor*; and

1. Students will attend an average of three hours per week of group supervision based on readings, individual supervisions and case studies that are provided on a regular schedule over the course of the student's practicum by a *program faculty member* or a supervisor under the supervision of a program faculty member.

**The Practicum Site**

1. Students must complete a final 500 hour supervised practicum:

a) Based upon the 500-hour practicum, we expect that students will spend a minimum of 200 hours in direct client contact.

b) Of the 200 hours spent in direct client contact, a minimum of 160 hours is spent in individual counselling.

c) In sites that also provide group work, students are expected to spend a minimum of 40 hours in-group work. This requirement is not expected at sites where there is no group work. In this case, students will make alternative arrangements to fulfill this requirement.

d) The practicum should provide the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, team work, in-service and staff meetings).

1. The practicum should provide an opportunity for the student to develop program-appropriate audio and/or videos of the student's interactions with clients for use in supervision.
2. Where feasible, the practicum should provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and multimedia, professional literature, and research.
3. There should be a formal evaluation of the student's performance at the end of the practicum by a program faculty member in consultation with the site supervisor. Students receive a Pass/Fail in their practicum. The final grade will be assigned by the program faculty member.

**The Supervisor**

The practicum supervisor's role is clearly identified and a specific time for supervision is allocated.

1. Practicum supervisors employ a combination of the following methods in discussing the student's counselling sessions: direct observation, review of audio/video recordings, client reactions, and peer reactions.
2. Practicum experiences received off-campus are supervised by site personnel who have, at minimum, a master's degree in counselling or other related degree (e.g. Social Work, Psychology); significant (minimum five years of pertinent professional experience) counselling experience; reputed competence.
3. The program faculty provides Supervisors with knowledge of the program's expectation, requirements, and evaluation procedures for students.
4. The program faculty provides orientation, assistance, and consultation to supervisors.
5. The Supervisor provides a minimum of one hour of formal supervision per week. This is in addition to informal consultations and discussions, which tend to be a regular part of most counselling settings.
6. The supervisor will meet and discuss the student’s progress with the program faculty member half way through the practicum and again at the end of the practicum.
7. The Supervisor will provide a written evaluation of the student at the end of the practicum (See p.30 **Practicum Evaluation Form 1 – Intern)**. This written evaluation and the consultation with the program faculty member will provide the basis for the program faculty member’s final formal practicum report to the student. **This form should be shared with the student and forwarded to the Faculty member during the last week of the practicum.**

Contact between supervisors and the counselling faculty will be determined mutually. Generally, telephone contact will be the norm but where time and expense permit, an on site visit will take place once in the semester or more often if needed. Supervisors are asked at the end of the practicum to submit evaluative comments about the student's performance. A letter describing the strengths and limitations of the counsellor is welcomed or the attached form (See **p.30 Practicum Evaluation Form 1 – Intern**) may be returned to the instructor.

**TEXTS**

Canadian Counselling Association (2006). CCA Code of Ethics. Ottawa:ON. Author.

Canadian Counselling Association (2001). Standards of Practice. Ottawa:ON. Author.

Various Readings throughout the semester.

**EVALUATION**

While constructive comments will be provided throughout the course, the summative evaluation will be a "Pass", “Incomplete” or a "Fail." Sources of evaluation will include the successful completion of the requirements of the course as well as feedback from the supervisor and instructor. The course instructor has the responsibility for determining the final evaluation.

For the final evaluation, a "Pass" indicates a solid competent performance and carries with it the program's confidence in the student as an able professional. An "Incomplete" implies that a student will need more time in a placement setting to develop and demonstrate the required counselling skills or will need to repeat the course. A very poor performance in the course may result in the student being counselled to reconsider career options. Although final grades may reflect mid-term grades, there is no official mid-term component in the final grade.

**FINAL NOTE**

Counselling is a complex activity learned over time. A cooperative relationship between the counsellor in training, the supervisor and the counsellor educator will assist considerably in providing students with the knowledge, attitudes and skills required for counselling.

**SELECTED PERIODICALS**

The following is not meant to be an exhaustive list of Journals in Counselling and related areas, but is intended to give you a sampling of some of the areas to which you can turn for help in your practicum.

Exceptional Children

Canadian Journal of Counselling

Canadian Vocational Journal

Educational Gerontology

Counselling and Human Development

Journal of Research and Development in Education

Journal of School Psychology

Journal of Career Development

Journal of Counselling and Development

Measurement and Evaluation in Counselling and Development

Psychology in the Schools

The School Counsellor

The Career Development Quarterly

Women's Studies Quarterly

International Journal for the Advancement of Counselling

Guidance and Counselling

Elementary School Guidance and Counselling

The Elementary School Journal

Educational Psychology

The Counselling Psychologist

Mental Retardation

Journal of Special Education

Counselling Psychologist

The School Guidance Worker

**CASE STUDY GUIDELINES**

**I. Purpose:**

a. To provide experience in writing a case study.

b. To increase self-knowledge and awareness.

c. To enable the practicum supervisors to better understand students, so as to offer better instruction and supervision.

d. To assess students’ skill in the interpretation and utilization of test results.

**II. Suggested Headings.**

These are offered to indicate areas of major importance. They are neither meant to be the exact heading to be chosen nor to be restrictive.

a. Identification data.

b. Statement of the problem--what questions are to be answered through the case study?

c. Home and family background.

d. Development history.

e. Work history.

f. Educational history.

g. Health history.

h. Social emotional adjustment

i. Tests: If tests are administered, include:

1. The data. Indicate all tests taken and give all meaningful data.

2. Observations of behaviour during testing.

3. Interpretation--a major section. Account for test score discrepancies.

j. Summary, conclusions and recommendations. All aspects of the case study should be integrated in terms of the questions to be answered and the goals to be realized. A case study should always contain a prognosis (where appropriate) and recommendations as to what the significant persons in the subject’s life might do to help him/her realize meaningful, realistic goals.

**III. Area of Emphasis and Length**

a) It is expected that the section of the case study on tests (if administered) will be detailed, carefully thought through, and pertinent to the case. Interpret the results as if you were writing to a professional person who had not studied psychology. The language and detail of your interpretations should be easily understood by this person.

1. Length. The case study should be long enough to adequately treat each area and resolve the questions of the study but not be unnecessarily lengthy and wordy. Typically, the case study will be between six and twelve double-spaced typed pages.

REFERRALS

When do you make a referral? Whenever someone else could be of more help than you. This may be because the client requires more expert professional help, e.g. a doctor, lawyer, psychologist, social worker, marriage counsellor, etc., because you lack the necessary skills with that type of concern or client. You could find the client too hostile or too shy and you can’t seem to work with her/him. In summary, to go further would be to go beyond your professional limits when someone else could be of more help to that person. Please note: As a practicum student, you always consult with your field supervisor before making a referral.

**HOW?**

If you are sure the person will accept a direct referral, give them the name of the referral source and tell them how to make contact. Advise them what to expect. **Always** do this when making a referral.

If the person seems slightly hesitant, you can either explore the hesitancy with them and help them find a way to cope with it or you can suggest that you set up the contact and have the agency call them.

If the person is very hesitant, you can suggest that you set it up and attend together. Be sure that this is okay with the person to whom you are referring them.

If the person refuses to be referred, you can explain your limitations and see if they still want to work with you knowing your limitations, **or** confront them with your limitations and refuse to work with them if necessary. This latter alternative seldom happens, but it does occur.

It is a fact that some people will be motivated enough to seek help, but not motivated enough to expend the effort or risk to really take a look at their concern in depth. In this type of case there are two problems. One is not to allow yourself to be pushed beyond your limits; and two, to refuse in a way that lets the person know that s/he must be willing to take a risk and should s/he change his/her mind later, that you will gladly help them or get them in contact with a good referral source. As with any client, keep in mind that though you may not be able to handle it optimally, you want to leave the person with the feeling that should s/he want to come back, you and the organization you work for will try to help whenever possible.

**Adapted from**: Willihganz, R.C., Paraprofessional Counselling: A Manual of Basic Helping and Crisis Intervention Skills.

**ETHICAL GUIDELINES**

Students should be aware of the ethical and legal implications of counselling and the counselling practicum. There are a number of established ethical guidelines which govern the conduct of psychologists and counsellors. They include Guidelines for Ethical Behaviour of the Canadian Counselling Association (available at [www.ccacc.ca](http://www.ccacc.ca)), Nova Scotia Board of Examiners in Psychology Handbook, The Code of Ethics of the American Association of Counselling and Development, etc.

Students should not begin their actual fieldwork without being informed of the following:

1) Any discussion that takes place between the counsellor intern and the client should be kept in the strictest confidence. The intern may discuss the case with the supervisor but not with friends, spouse, or relatives. The intern can, of course, ask permission of the client to discuss the case with a particular individual if it is thought to be in the best interest of the client to do so. If, however, the client does not wish another party to be contacted, then the intern should follow the wishes of the client.

2) The intern should always ask the client for permission to video or audio record an interview. While it happens rarely, the client may ask that the interview not be recorded and the client’s request must be honoured.

3) Under no circumstances should the audio or video recorders be concealed in order to record an interview. The client should be told that the recording will be used for educational purposes. The client might ask that certain segments of the audio or video record not be played. Again, the client's request must be honoured.

4) The intern should realize that counsellors do not have privileged communication under Canadian law. This means that counsellors could be asked by the police to disclose information heard in the counselling session. It is not a common occurrence, of course, but it could happen. Since the relationship with the client is of paramount importance, the counsellor may refuse to divulge any information and ask, instead, to be subpoenaed. Of course, certain cases, such as child abuse and suicide, must be reported to the proper authorities.

1. The intern should discuss with his or her placement supervisor the kind of information to be included in the case notes. Obviously, the policy will differ from one setting to another. In educational settings where it is possible that someone other than the counsellor may have access to the notes the intern should exercise considerable caution in what he or she includes in the notes. Sensitive material (eg. sexual problems) might be omitted. Case notes that are submitted to the practicum instructor require nothing more that the client's first name for identification.

**SIGNIFICANT CHARACTERISTICS OF ETHICAL**

### BEHAVIOUR FOR HUMAN SERVICE WORKERS

The following are general ethical behaviours for human services workers:

1. They will accept as their first goal the performance of services not the selling of themselves as experts. They will not compete with other workers or clients.

1.1 They will not use professional relations with clients for private advantage.

1.2 They will refrain from promising greater results than can be reasonably expected.

1.3 They will be responsible for recognizing the limits of their competence and will perform only those functions for which they have been prepared.

1.4 They will correct any misunderstanding about their qualification.

1.5 They will not seek self-enhancement through expressing evaluations or comparisons that are damaging to others.

2. They will accept as their primary obligation the protection and promotion of the client’s welfare. They will diligently seek to assist the client towards the goals that assure and respect the client’s needs and development toward a satisfying and satisfactory life-style.

2.1 They will examine their own values, life-styles, plans, decisions and beliefs so that they may be better prepared to refrain from molding the client to accept their judgments and values as the best basis for the client’s choices and behaviour.

2.2 They will construct an individual program plan and goals for the client on the basis of appropriate measures of the client’s functioning, with other suitable professionals, as well as, whenever possible, with the client, or when appropriate, with the client’s parent or guardian.

2.3 They will be aware of the significance of socio-economic, ethnic and cultural factors in the selection and meaning of the testing instruments and test results.

2.4 They will accept responsibility and accountability for their decisions and actions.

2.5 They will present alternative approaches in the solution of a problem so that the client may select the “best” fit for her/his lifestyle and ability.

2.6 They will conduct periodic examination of their methods and of the progress of the client toward her/his goal to determine the effectiveness of the procedures used.

2.7 They will interpret for the client the information that is essential to the client’s training/treatment progress.

3. They will preserve the confidentiality and privacy of the information acquired concerning the client.

3.1 They will receive permission from the client, the guardian, or parent to release information if, for the advancement of the client’s good, it is deemed necessary to share information with others.

3.2 They will make certain that unauthorized persons do not have access to the client’s records.

3.3 They will maintain only information essential to the client’s goals in the client’s personal file.

4. They will not discriminate because of race, religion, age, sex or national ancestry.

4.1 They will examine their biases carefully and refer clients to other professionals if they consider their prejudices a barrier to their effectiveness with clients.

5. They will try to persuade the client to either report to the appropriate authorities or, after advising the client that it must be done, they will report to the appropriate authorities when the client’s behaviour tends to be destructive to her/him or to others.

6. They will refer clients to other professionals when necessary.

6.1 They will accept and maintain those clients whom they are prepared to help because of their knowledge, skills and experience.

6.2 They will not make false statements about their professional qualifications.

6.3 They will know the legal and regulatory limits of their services, and they shall operate within these limits.

7. They will accept responsibility to the institution in which they are employed. Their acceptance of employment in the institution implies that they are in substantial agreement with the general policies and principles of the institution.

7.1 They will leave their employment in the institution if they are in disagreement with its philosophy and procedures.

8. They will participate in activities that contribute to the ongoing development of their knowledge and skills.

(Adapted from: UBC Field Practicum Guidelines)

**FORMS**

A. Sample Contract …………………………………………………………………………………….………p. 25

**B. Clinical Notes Form …………………………………………………………………………………………p. 26**

**Guidelines for Note Taking**

Students are required to record notes of their counselling sessions. Several formats are acceptable and students are encouraged to experiment with different formats to determine an appropriate one. A sample case note form is included. Case notes may include:

**Statement of problem**

This heading need only be used for the initial interview. As closely as possible, state the problem in the client’s words.

**Content of interview**

The objective here is to further identify the client's concerns or problems. It may be a single or multiple problems. If the latter case prevails (i.e. the client presents several concerns) focus on the salient aspects of the interview. Here again quoting or paraphrasing the client is helpful.

**Counsellor's impressions**

Include your insights and feelings about the student and his/ her concerns. Remember, while the case notes might create the impression that our job is working with problems, this is not the case: We are working with people.

**Objectives and techniques**

The purpose here is to get you thinking about your short or long-range goals and the client's goals, to make both explicit. A goalless session is no more than conversation, pleasant as that might be. Having stated your objectives, move on to the techniques you plan to use to meet them, (e.g. testing, study skills, further clarification of underlying concerns, relaxation training, referral, etc.).

**Conclusions and recommendations**

Under this heading you should examine the progress being made by the client in terms of goals you have negotiated. Provide a summary statement for the session and what you recommend as the next step in the counselling process.

**C. Weekly Log ….………………………………………………………………………………….……………p. 28**

Review of your Weekly Activity Log will be included as a component of your weekly supervision with your university supervisor.

**D. Consent To Videotape/Audiotape ...…………………………………………………………………..……p. 29**

**E. Evaluation Forms ……………………………………………………………………………………………p. 30**

A detailed written field supervisor’s evaluation of the intern is required. Please be as thorough as possible since this evaluation is helpful to the university supervisor in the allocation of a final grade, and helpful to the intern as confirmation of the work they have done.

Included are the two evaluation forms the site supervisor and intern should use to provide feedback about the practicum experience. The forms can be adapted if certain aspects of it are not relevant to a particular setting.

**Evaluation Form 1 - Intern** is meant to focus on the work of the intern in the practicum setting. We ask that this form be completed and used to form the basis for discussion at the mid point and at the end of the practicum placement. Following this discussion, please forward the completed evaluation form to the practicum supervisor at Acadia.

The evaluation form can be reproduced so that it can be used at other times with the intern, for example, after a counselling session or simply as a focal point for discussion. It may be used in part (i.e. with the focus on a few scales) or in its entirety.

**Evaluation Form 2 - Site** is meant to provide feedback to the host agency and site supervisor. Like the other evaluation form, it can be used, in whole or in part, to form the basis for discussion throughout the course of the practicum placement. We ask that it be completed collaboratively and returned to the practicum supervisor (at Acadia) at the conclusion of the placement. Students are strongly encouraged to review this evaluation form with their site Supervisors**, although they are not required to do so**. Please submit this form to the Practicum/Internship Coordinator within two weeks of completing the practicum. Grades will not be assigned until this form is received.

**Practicum Supervision Agreement Form**



_Pic5

**Seminar and Practicum – EDUC 5066**

Date Student number

# Name of intern

# Name of practicum supervisor

|  |
| --- |
| Sponsoring agency:  Address:  Phone number:  On site supervisor:  Email and phone number: |

Intern’s learning goals

**Practicum Supervision Agreement**

With the understanding that a practicum relationship should be of benefit to both the practicum intern and the sponsoring agency, (intern)

and (on-site supervisor) enter into the following internship agreement:

The host will provide internship placement and supervision for the intern during the period to for (number of hours) during which

the intern will (description of duties. Please use additional pages as required)

The intern and on-site supervisor agree that the usual schedule will be (list specific days/times)

* The on-site supervisor is aware of the intern’s learning objectives and believes that the type and scope of work will address those learning objectives.
* The intern will strive to make a meaningful contribution to the sponsoring agency’s organizational goals, to work professionally, and to be punctual and reliable.
* On-site supervision will include monitoring hours worked and the provision of regular guidance and support as needed.
* On-site supervisor and intern agree to maintain open communication about the progress of the internship and to address any concerns that might arise in a timely and collaborative manner.

Intern signature Date

On-site supervisor signature Date

## **CASE NOTES**

Adapted with grateful acknowledgement to the University of Oregon

Client Name: Date:

Client/Contact Type: D.O.B.: Age:

Interview No: Counsellor(s):

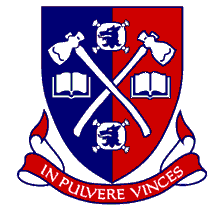
Statement of Problem/Current Goal:

Content of Interview:

Counsellor’s Impressions:

Objectives and Techniques:

Counsellor

Acadia University School of Education

**Counselling Weekly Activity Log**

**Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Dates \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Review of your Weekly Activity Log will be included as a component of your weekly supervision with your university supervisor

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Activity** | **Mon.** | **Tues.** | **Wed.** | **Thurs.** | **Fri.** | **Sat./Sun.** | **Weekly Total** | **Previous Total** | **Total** |
|  |  |  |  |  |  |  |  |  |  |
| Individual Counselling |  |  |  |  |  |  |  |  |  |
| Group Counselling |  |  |  |  |  |  |  |  |  |
| Classroom Guidance |  |  |  |  |  |  |  |  |  |
| Consultation |  |  |  |  |  |  |  |  |  |
| Test Admin./ Interpretation (not just proctoring) |  |  |  |  |  |  |  |  |  |
| Contact with clients/  Collaterals (including phone) |  |  |  |  |  |  |  |  |  |
| Other (Specify) |  |  |  |  |  |  |  |  |  |
| **TOTAL DIRECT** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Progress Notes |  |  |  |  |  |  |  |  |  |
| Staff Meetings |  |  |  |  |  |  |  |  |  |
| Site Supervision |  |  |  |  |  |  |  |  |  |
| Group Supervision @ Site |  |  |  |  |  |  |  |  |  |
| Practicum Class |  |  |  |  |  |  |  |  |  |
| Materials Preparation |  |  |  |  |  |  |  |  |  |
| Completing Paperwork for Class |  |  |  |  |  |  |  |  |  |
| Research |  |  |  |  |  |  |  |  |  |
| Other (Specify) |  |  |  |  |  |  |  |  |  |
| **TOTAL INDIRECT** |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| **Total Hours** |  |  |  |  |  |  |  |  |  |

(*Site Letterhead*)

# Consent to Videotape/Audiotape

**To Whom It May Concern:**

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am a graduate practicum intern from the Counselling program at Acadia University. I am currently doing a practicum placement at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ with \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I am providing counselling services to you and/or to your son/daughter and I would like your permission to audiotape/videotape the session for supervisory purposes. In addition to taking all necessary steps to ensure confidentiality of your/your child’s interview, the only people who will hear/view the tape are:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - Acadia University practicum supervisor;
* Other graduate student interns who are currently enrolled in my class;
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - practicum site supervisor.

You will not be audiotaped/videotaped without your knowledge. In addition, all tapes will be erased and this consent will expire three months from the date indicated on this form unless you revoke your consent before that time. If you agree to the taping, please sign on the appropriate line below. Please remember that you will continue to receive counselling services if you decide to not give permission for the taping. If you have any questions, please do not hesitate to call me at (902) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or my supervisor, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at (902) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Thank you for your consideration and cooperation.

\_\_\_\_ ***I agree*** *to the conditions of the taping as outlined above and give my permission for taping:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client/Parent/Guardian Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client/Parent/Guardian Signature Date

\_\_\_\_ ***I do not agree*** *to the conditions of the taping as outlined above and do not give my permission for taping:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client/Parent/Guardian Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client/Parent/Guardian Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Counselling Intern Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor’s Signature Date

|  |  |
| --- | --- |
| _Pic1 | Acadia University School of Education Counselling Program  **PRACTICUM EVALUATION FORM 1 - Intern** |

*(To be completed by On Site Supervisor)*

Name of Student:

Practicum Supervisor:

Practicum Setting:

On Site Supervisor:

Dates: From:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_To:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   
**STUDENT'S LEVEL OF CLINICAL DEVELOPMENT AT BEGINNING OF PRACTICUM:**

**Level I** - Beginning level; focus on learning basic skills; requires close supervision and structured format

**Level II—** Intermediate level; skills more developed; focus on integration, greater autonomy; requires less structure **Level III** - Advanced level; well-developed, flexible skills; able to work quite autonomously; collegial supervision

Student's level of development with regard to the ***current practicum placement*** (I - III):

**PRACTICUM GOALS AND OBJECTIVES:**

(To be completed at beginning of practicum, in collaboration with the student)

List specific goals and objectives re: competencies to be developed, case load, types of clients, frequency and style of supervision, criteria for evaluation

**MID-TERM RE-EVALUATION OF GOALS AND OBJECTIVES:**

(To be completed at mid-point of practicum, in collaboration with the student)

Evaluate progress toward goals and objectives; modification or revision of original goals and objectives

**FINAL EVALUATION OF GOALS AND OBJECTIVES:** Indicate goals and objectives achieved by completion of practicum

**Evaluation rating scale:**

**1** Bottom 2% - Fails to meet expectations; clearly inadequately prepared given level of training

**2** Bottom 15% - Development required: Further development and supervision required to meet expectations

**3** Mid 66% - Meets expectations: Functions adequately for level of training

**4** Top 15% - Meets and exceeds expectations: Functions adequately at above average level for training

**5** Top 2% - Exceptional in exceeding expectations: Clearly exceptional for level of training  
**NA** Not applicable to current practicum placement

|  |  |  |
| --- | --- | --- |
| **I. PERSONAL CHARACTERISTICS** | Midterm Evaluation (1-5 or NA) | Final Evaluation (1-5 or NA) |
| Self-awareness: accurately assesses own strengths and weaknesses; aware of his/her impact on others |  |  |
| Social skills: Relates comfortably with others; gets along well with others |  |  |
| Empathy: Able to empathize with thoughts, feelings, and needs of others |  |  |
| Self-confidence: Possesses self-confidence |  |  |
| Motivation: Possesses energy and drive |  |  |
| Imagination and creativity: Able to generate new, useful ideas or alternative solutions to problems |  |  |
| Effective oral communication with individuals |  |  |
| Effective oral communication with small groups |  |  |
| Aware of micro-environment in which people function (e.g., personal differences, family dynamics, gender differences) |  |  |
| Aware of macro-environment in which people function (e.g., work setting, ethnic differences, national customs) |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **II. WORK SKILLS** | | Midterm Evaluation (1-5 or NA) | Final Evaluation (1-5 or NA) |
|  | Planning: Plans work thoroughly |  |  |
|  | Time Management: Manages time effectively |  |  |
|  | Decision-making: Capable of making difficult or non-routine decisions |  |  |
|  | Openness to guidance: Willing to take advice of others when needed |  |  |
|  | Response to Supervision: Uses supervision effectively |  |  |
|  | Responsibility: Takes charge of situation and gets things done |  |  |
| 7. | Reliability: Meets deadlines promptly |  |  |

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| **III. ASSESSMENT SKILLS** | | Midterm Evaluation (1-5 or NA) | Final Evaluation (1-5 or NA) |
|  | Helps referral source to clarify and formulate appropriate referral questions |  |  |
|  | Is knowledgeable about a diversity of assessment procedures and methods |  |  |
| 3. | Selects assessment procedures and methods appropriately |  |  |
|  | Conducts effective structured assessment interviews |  |  |
|  | Conducts effective unstructured assessment interviews |  |  |
|  | Administers assessment tools appropriately and capably |  |  |
|  | Formulates meaningful case conceptualizations and hypotheses about the assessment questions |  |  |
|  | Is able to synthesize assessment and intake information |  |  |
|  | Skilled at assessment report writing |  |  |
| 9. | Formulates appropriate action plans |  |  |

**N.B. Evaluations are relative to the student's current level of training.**

|  |  |  |
| --- | --- | --- |
| **IV. INTERVENTION SKILLS** | Midterm Evaluation (1-5 orNA) | Final Evaluation (1-5 orNA) |
| Establishes and maintains professional relationships with clients |  |  |
| Effectively gathers information about the nature and severity of problems |  |  |
| Formulates meaningful case conceptualizations and hypotheses about the factors that contribute to the problems |  |  |
| Selects appropriate intervention methods |  |  |
| Sets clear and appropriate therapy goals |  |  |
| Communicates conceptualizations and goals to clients in meaningful and sensitive manner |  |  |
| Facilitates collaborative interaction with clients to effect change and resolve problems |  |  |
| Accurately assesses effectiveness of interventions |  |  |
| Is knowledgeable about various alternative interventions and theoretical approaches |  |  |
| Respects and is open to varied theoretical viewpoints and methods |  |  |

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| --- | --- | --- | --- |
| **V.** | **V. APPLIED RESEARCH SKILLS** | Midterm Evaluation (1-5 orNA) | Final Evaluation (1-5 orNA) |
|  | Knowledgeable about the logic of different models of scientific research (e.g., quasi-experiments, field research) |  |  |
|  | Knowledgeable about program evaluation methods |  |  |
|  | Knowledgeable about qualitative research methods (including observation and interviewing) |  |  |
|  | Able to apply various research approaches appropriately and effectively |  |  |
|  | Effectively applies statistics and measurement theory |  |  |
|  | Demonstrates critical reasoning skills |  |  |
|  | Skilled at writing professional research reports |  |  |
|  | Able to work effectively and communicate with non-researchers in applied setting |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| **VI.** | **VI. CONSULTATION AND LIAISON SKILLS** | Midterm Evaluation (1-5 orNA) | Final Evaluation (1-5 orNA) |
|  | Knowledgeable about the consultation role |  |  |
|  | Effective as a consultant |  |  |
|  | Maintains rapport with colleagues and is aware of other disciplines' contributions |  |  |
|  | Effectively communicates verbally with other disciplines |  |  |
| 5. | Effectively communicates in writing with other disciplines |  |  |

|  |  |  |
| --- | --- | --- |
| **VI. ETHICS AND STANDARDS** | Midterm Evaluation (1-5 orNA) | Final Evaluation (1-5 orNA) |
| Knowledgeable about ethical principles and standards of professional conduct |  |  |
| Proactively identifies potential ethical dilemmas |  |  |
| Able to apply ethical decision-making skills and effectively resolve ethical dilemmas |  |  |
| Sensitive to diversity issues (e.g., ethnic, gender, disability) |  |  |

**AREAS OF GROWTH OR IMPROVEMENT NOTED:**

**AREAS FOR FURTHER DEVELOPMENT:**

AREAS OF CONCERN REQUIRING POSSIBLE REMEDIAL ACTION:  
(indicate magnitude of concern and recommended action)

**ADDITIONAL COMMENTS**:

On Site Supervisor Signature Date

Student Signature Date

Adapted with grateful acknowledgement to the University of Western Ontario

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| --- | --- | --- |
| Acadia L1473 |  | Faculty of Professional Studies  School of Education: Counselling Program |

**PRACTICUM EVALUATION FORM 2 - Site**

This document has been set up as a form that you can complete using Microsoft Word. Fields to be filled in are in grey when viewed on a computer screen. Use your tab or arrow keys to move from one field to the next. To check a box, double-click on it, change the default value toggle to “Checked,” then click “OK.” Feel free to complete this form by hand if you prefer.

Students are strongly encouraged to review this evaluation form with their site Supervisors**, although they are not required to do so**. Please submit this form to the Practicum/Internship Coordinator within two weeks of completing the practicum. Grades will not be assigned until this form is received.

# General Information

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Name of student: |  | | | | | | | | | | |
| Practicum setting: |  | | | | | | | | | | |
|  | | | | | | | | | | | |
|  | |  |  | | | |  | | | | |
| Dates on site: | | From: |  | | | | To: | | |  |  |
| Estimated number of clinical hours | | |  | | | | |  | | | |
| Type and amount of clinical work | | |  | | | | | | | | |
|  | |  | | | | | | | | | |
| Nature of supervision | | Individual | |  | Group |  | | |  | | |
| Name of supervisor: | |  | | | | | | | | | |

# Practicum/Internship Evaluation

Please rate each of the following and comment on strengths and areas for improvement.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | **Access to facilities (space, materials, etc.)** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2. | **Amount of client contact** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
|  |  | | | | | | | | |
| 3. | **Coordination among supervisors** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
|  |  | | | | | | | | |
| 4. | **Overall atmosphere**  E.g., smoke-free policy, adequate lighting, respect for the training needs of the student | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
| 5. | **Overall quality of practicum/internship experience** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
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| --- | --- | --- | --- | --- | --- | --- | --- |
| 6. | **Would you recommend this practicum/internship to other students?** | | | | | | |
|  | |  | | | | | |
|  | | Yes |  | | No |  |  |
|  | |  | | | | | |
|  | | If yes, why?  If not, why? | |  | | | |

# Supervisor Evaluation

If you had multiple supervisors, complete a separate evaluation for each supervisor.

Please rate you supervisor on each of the following.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. | **Availability of supervisor**  E.g., regular supervision time | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
|  |  | |  | | | | | | |
| 2. | **Efficient use of supervisory time** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
|  |  | |  | | | | | | |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 3. | **Awareness of case progress** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
|  |  | |  | | | | | | |
| 4. | **Amount of time supervisor spends directly observing and supervising cases** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
|  |  | |  | | | | | | |
| 5. | **Amount of feedback** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
|  |  | |  | | | | | | |
| 6. | **Value of feedback** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
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| 7. | **Discussion of clinical literature** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
|  |  | |  | | | | | | |
| 8. | **Discussion of legal/ethical issues** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
|  |  | |  | | | | | | |
| 9. | **Discussion of cultural/gender/diversity issues** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
|  |  | |  | | | | | | |
| 10. | **Communication between me and my supervisor** | | | | | | | | |
|  |  | | | | | | | | |
|  | Not applicable | Poor | |  |  | Adequate |  |  | Excellent |
|  | N/A | 1 | | 2 | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | |
|  | Strengths: | |  | | | | | | |
|  |  | |  | | | | | | |
|  | Areas for Improvement: | |  | | | | | | |
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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 11. | **Overall quality of supervision** | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | |
|  | Not applicable | | | Poor | | |  | |  | Adequate |  |  | Excellent |
|  | N/A | | | 1 | | | 2 | | 3 | 4 | 5 | 6 | 7 |
|  |  | | | | | | | | | | | | |
|  | Strengths: | | | | |  | | | | | | | |
|  |  | | | | |  | | | | | | | |
|  | Areas for Improvement: | | | | |  | | | | | | | |
|  |  | | | | |  | | | | | | | |
| 12. | **Would you recommend this supervisor to other students?** | | | | | | | | | | | | |
|  |  | | | | | | | | | | | | |
|  | Yes |  | | | No | |  |  | | | | | |
|  |  | | | | | | | | | | | | |
|  | If yes, why?  If not, why? | |  | | | | | | | | | | |

**Signatures**

|  |  |  |
| --- | --- | --- |
|  |  |  |
| Student |  | Date |
|  |  |  |
| Practicum/Internship Coordinator (Clinical Program) |  | Date |

Rev. July 15 2007

Adapted with grateful acknowledgement to the University of Calgary