



04: 782 Practicum in Counselling II

**Department of Educational Psychology & Student Services
&
Department of Graduate Studies and Research**

**Faculty of Education
Brandon University**

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Faculty Information

Faculty Supervisor Name:	
Office Address	
Telephone:	
Email:	

Field Supervisor Information

Field Supervisor Name:	
Office Address	
Telephone:	
Email:	

Course Description

04:782 PRACTICUM IN COUNSELLING II (3)

Prerequisite: 04: 772 Practicum in Counselling or permission of instructor. This practicum requires a minimum of 75 contact hours in a field placement to be agreed upon by your supervisor. Normally, this placement will be outside of the school setting. (Note: This second practicum is intended for those wishing to receive certification through the Canadian Counselling and Psychotherapy Association. Therefore, students will need to ensure that their practicum supervisor has a graduate degree in counselling or a related field.) The faculty supervisor may request video and/or audiotaping. Students will be required to make clear connections between theory and practice. A criminal records check that includes vulnerable sectors, and a child abuse registry check may be required.

Background and Purpose of 04:782

The purpose of Practicum in Counselling II is to provide an opportunity for graduate students to apply counselling theories and strategies discussed in class in an applied setting. Students in a practicum benefit most when they are engaged in roles that they aspire to in their career advancement. Therefore, 04:772 Practicum in Counselling will usually take place in a school setting with the student being mentored by the school counsellor. Field supervisors for this practicum will usually be the person in the school who is designated as the school counsellor. If this is not possible or appropriate, the field supervisor will be someone who is providing student services. 75 contact hours is required for the practicum in Counselling credit.

Students who do not hold a permanent professional teaching certificate will need to choose a counselling location that is not a school site (examples include AFM, the John Howard Society, or private counselling centres). Students will also need to provide a copy of a criminal records check that includes the vulnerable sectors check. If there is a possibility that the student will be working with children, a child abuse registry check must also be submitted.

Graduate students who wish to pursue certification with the Canadian Counselling and Psychotherapy Association require the 04:782 Practicum in Counselling II course to accumulate the additional 75 contact hours of supervised counselling practice that are required for certification by this body. Candidates are strongly encouraged to pursue this second practicum in a private counselling setting to ensure that the concepts and skills developed in this education focused program are enhanced in a private practice setting. For the Canadian Counselling and Psychotherapy Association certification, the field supervision for 04:772 and this practicum must be completed by a practicing therapist with a minimum of a graduate degree in a counselling or related field.

Course Objectives

By the end of the practicum, the student will have met minimum basic counselling competencies in the following four areas:

- Relationship/attending skills
- Assessment Skills
- Intervention
- Professional Skills

General Description of the Practicum

Practicum Procedure

1. The student notifies the Graduate Studies Office of his/her intent to register for the Practicum in Counselling course, and is provided with a Practicum Supervision Form.
2. In most cases it is expected that the student will identify a suitable practicum placement, a Faculty Advisor, and an appropriate Field Supervisor. If this has not occurred, a potential Faculty Advisor will assist the student in this process. Students need to carefully consider whether they would like to complete their practicum in the school where they are employed or whether they would like to choose an alternative site.
3. The Faculty Advisor will normally approve the practicum placement if the following conditions are met:
 - The student can demonstrate that they will be able to acquire the minimum of 75 hours of contact time working in a school setting providing individual and group therapeutic and career counselling;
 - A suitable Field Supervisor can be identified who will be willing and able to mentor the student and maintain contact with the Faculty Advisor on a regular basis during the Practicum.
4. The student, the Faculty Advisor, and the Field Supervisor will meet together before the start of the Practicum to discuss individual

responsibilities and expectations related to the number of observations, frequency of progress reports, and final assessment process. This meeting can take place face to face or by email, telephone, etc. At the end of this meeting, the **Practicum Supervision** form is completed and signed. This form represents a contractual agreement between the three (or more) parties.

5. The student will develop goals for the practicum using the enclosed **Goals of the Practicum** form. This form will indicate overall goals, procedures and measurable outcomes and will be discussed with the Field Supervisor and the Faculty Advisor, to ensure three-way understanding and agreement before the practicum begins.
6. The student is expected to keep a weekly log book/ reflective journal and will be in regular contact with the Faculty Advisor. If the practicum is done outside of Brandon, this consultation may be done by email or telephone.
7. At the end of the practicum, the student will meet with the Faculty Advisor and the Field Supervisor to complete the **Final Evaluation** form.
8. The Faculty Advisor will submit a final grade of Pass / Fail when all requirements of the practicum have been completed.

Practicum Agreement Changes

1. Should any significant changes occur affecting the original supervision agreement, it is the responsibility of the student to notify in writing, the Field Supervisor, the Faculty Advisor and the Graduate Studies Office.
2. The Chair of the Graduate Studies Committee shall first discuss any changes with the Faculty Advisor involved before action is taken. No change will take place without the agreement of the original Faculty Advisor.
3. The Chair will organize a meeting with the student and Faculty Advisor if this is deemed necessary.
4. If there is no suitable resolution, the matter will be taken to a meeting of the Graduate Studies Committee.

Required Elements to Begin the Field Practicum

1. Course Work: Students typically will have successfully completed a minimum of thirty credit hours of coursework within the Graduate Diploma in Education (Counselling) and who have been admitted into either the 36 credit hour or 54 credit hour program.

2. Code of Professional Conduct: Prior to the start of the practicum, the student and the Faculty Advisor will have an opportunity to review any relevant guidelines for professional conduct and confidentiality. Disclosure of confidential information obtained during the practicum experience, except as outlined in the pledge of confidentiality or required by law or agency policy, will result in immediate termination of the practicum.
3. Resume: The student will provide a resume to acquaint the Faculty Advisor and Field Supervisor with relevant background information that may provide direction as to the types of professional experiences that may benefit the student during the practicum.

Practicum Roles and Responsibilities

The student's responsibilities shall include:

1. Developing a set of goals for the practicum that can be discussed with the Faculty Advisor and the Field Supervisor.
2. Working through the practicum as a professional commitment.
3. Completing the necessary documentation to qualify for participation in practicum (where applicable).
4. Taking direction from the Field Supervisor on all aspects of the practicum.
5. Consulting on a regular basis with the Faculty Advisor.
6. Completing progress notes that document the professional activities on a daily or weekly basis.
7. Acting in accordance with the professional guidelines as set out in the context in which the practicum takes place.
8. Acting in accordance with school / agency policy and legislation at all times.
9. Providing the Field Supervisor and Faculty Advisor with copies of log book/reflective journal at regular intervals to serve as a basis for ongoing assessment of your progress.
10. Meeting with the Faculty Advisor at the conclusion of the practicum to discuss goals attainment and final evaluation.

The Faculty Advisor's responsibilities shall include:

1. Meeting with the student before the start of the practicum to discuss goals, scheduling, and agency/school requirements for the practicum.
2. Consulting on a regular basis with the Field Supervisor.
3. Providing regular feedback, consultation and assistance to the student.
4. Evaluating progress throughout the practicum, completing a summative evaluation at the end of the placement, and submitting a final grade to the Graduate Studies Office.
5. Terminating the practicum if, at any time, circumstances warrant this measure.

The Field Supervisor's responsibilities shall include:

1. Orienting the practicum student to the policies and procedures of the school / school division / agency;
2. Providing opportunities for practicum students to develop skills through participation in the range of roles and functions that are common to the expectations as set out in the practicum plan.
3. Providing additional opportunities for observation and participation of school / agency activities, where applicable.
4. Providing continuous feedback to the student on their progress.
5. Forwarding the final written evaluation of professional skills and knowledge attained to the Faculty Advisor at the conclusion of the practicum.

Course Grade Evaluation:

Altogether, there are 32 competencies in the core areas of Relationship/attending skills, Assessment Skills, Intervention, and Professional Skills that need to be mastered during this second practicum. Mastery means to attain a level of competence where there is confidence that the counsellor would be able to work independently, with supervision. This course is assessed on the basis of pass/fail, which translates to mastered/ not mastered. If the student does not master all of the competencies in the four areas to the satisfaction of the Faculty supervisor, in consultation with the field supervisor, then the student will receive either an Incomplete (in order to provide more time to develop the skills) or a Failing mark. If the student receives an F, then he may be able to retake the course once, with permission of the faculty supervisor.

Academic dishonesty

Academic dishonesty will cancel out all the calculations above and result in a final grade of F-AD (Fail-Academic Dishonesty)
(refer to the Graduate Calendar, section 5.3.2)

Instructor / Course Evaluation:

The anonymous course evaluations will be completed online. All students are expected to complete the evaluation. Dates of the evaluation will be communicated by the instructor through the Graduate Studies Office.

Appendix A: Practicum Supervision Form

Student Number _____

Student Name _____

Course Number: _____

Practicum Description _____

Location _____

Faculty Advisor _____

Field Supervisor _____

Number of Hours _____

General Outcomes _____

Specific Outcomes _____

Description of the Practicum _____

Timetable for the Practicum:

Start date: _____

Completion date: _____

Signatures:
Student: _____

BU Faculty Advisor: _____
Field Supervisor _____

Appendix B: Goals of the Practicum

Goals of the Practicum:

Population served:

Types of presenting issues:

Professional skills to focus upon:

Measurable Outcomes:

Schedule for Meetings

Schedule for contact with Field Supervisor:

Schedule for contact with Faculty Advisor:

Appendix C: Evaluation of Counsellor Trainee Skills

Counsellor _____ Date: _____

Supervisor _____

Relationship/Attending Skills:

1. Listens carefully and communicates and understanding of the client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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2. Is genuine and warm with the client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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3. Is immediate with the client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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4. Is respectful of, and validates the client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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5. Is appropriate regarding the cultural context of the client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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6. Is appropriate regarding the developmental context of the client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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7. Uses interpersonal strengths appropriately including humour and self-disclosure.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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8. Is comfortable with a variety of feelings and/or issues shared by the client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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9. Provides support to the client when appropriate.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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10. Challenges the client when appropriate.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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11. Tracks the main issues presented by the client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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Assessment Skills:

12. Is able to organize session data into meaningful frameworks.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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13. Appreciates cultural and/or developmental issues that may affect assessment.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

14. Identifies appropriate goals.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

15. Can assist client in translating problems into realistic outcome goals.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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16. Can assess one's own performance in counselling.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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Intervention Skills:

17. Maintains an appropriate pace during sessions.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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18. Uses questions skilfully.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

19. Uses nondirective interventions skilfully.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

20. Can direct the session in a meaningful manner.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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21. Can deliver appropriate confrontations.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

Professional Skills:

22. Maintains client confidentiality.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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23. Learns and follows school policies and procedures.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

24. Consults with supervisor as required or indicated by situation.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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25. Maintains adequate records of client contacts.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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26. Efficient and effective use of time.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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27. Evidence of effective daily planning.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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28. Ability to adapt to emergency and unanticipated situations.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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29. Open to self-examination during supervision.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
----------------------------------	--------------------------------------	------------------------------

30. Seeks and considers professional opinion of supervisors and other counselors when the need arises.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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31. Works well with other professional personnel.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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32. Comments:

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Appendix D: Pledge of Confidentiality

Confidentiality of client and agency information is a necessary prerequisite for the effective and ethical practice of counselling.

Respect for the confidentiality of client and agency information is also a fundamental basis upon which the credibility of counselling students, the counselling program, and the Faculty of Education depends.

Client information may be shared only in appropriate circumstances such as:

- in consultation with supervisors;
- where appropriate in the context of agency or interagency team meetings;
- where required by law or a legal enactment;
- as required in case of duty to warn or child protection.

In all of the above cases, you should take direction from your supervisor about any sharing of information.

I, _____, pledge that I will maintain in confidence any and all personal and agency information obtained in the course of my field based practicum experience. I will not disclose information regarding a client or clients, or the agency, except as required above. I understand that disclosure of client or agency information to any one for any reason other than those listed above will be grounds for immediate termination of my practicum experience and will make the completion of the Graduate Diploma in Counselling at Brandon University impossible.

Student Signature

Date

Witness Name

Witness Signature
