



04:772 Practicum in Counselling I Information Package

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Course Description: 04:772 PRACTICUM IN COUNSELLING I (3)

Prerequisite: 30 credit hours of counselling coursework.

This course comprises supervised counselling practice in a community-based setting such as a school, and a complementary professional seminar. Throughout this course, students will complete 75 hours of supervised counselling practice, including direct client contact supervised by a qualified professional. The course format will assist students to develop an in-depth understanding of professional counselling practices through the practicum component as well as faculty group supervision to help advance knowledge of counselling issues and case conceptualization through the seminar component of the course. Students must be enrolled in the graduate counselling program at BU.

Background and Purpose of 04:772

The Practicum in Counselling provides 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 I 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 designated as the school counsellor. If this is not possible or appropriate, the field supervisor will usually be the student services coordinator. 75 contact hours and the successful completion of the course is required for the Practicum in Counselling credit.

Students who do not hold a temporary or permanent professional teaching certificate will need to choose a counselling location that is not a school site (examples include Huddle, AFM, the John Howard Society, or private counselling centres). Students will also need to provide a current copy of a criminal records check that includes the vulnerable sectors check, and a child abuse registry check.

Graduate students who wish to pursue certification with the Canadian Counselling and Psychotherapy Association will also 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 their 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 both practicums must be completed by a practicing therapist with a minimum of a graduate degree in a counselling or related field. This program is paired to the School Counsellors Certificate from Manitoba Education. It is the student's responsibility to ensure that the courses they are taking align with the CCPA.

Students completing their graduate degree in guidance and counselling and working as school counsellors for at least three years may be eligible to pursue the Direct Practice Counselling Practicum model described in this document. Students taking this route still need to complete all other elements of the course except the direct counselling supervision requirement. The completed summary of their direct experience as outlined in the Direct Practice Counselling Practicum for Experienced Practitioners document may be substituted for the final paper.

Practicum Process

1. The student registers for 04.772 Practicum in Counselling I.
2. Registrants meet during winter term via Zoom for the Practicum Orientation Meeting. At the meeting, registrants will be reminded that practicum settings are approved by the instructor when the following conditions are met:
 - i. The student has identified a suitable practicum placement and an appropriate field supervisor. (Students need to carefully and ethically consider whether they complete their practicum in the school where they are employed or whether they choose an alternative site.)
 - ii. The student can demonstrate that they can acquire at least 75 hours of contact time working in a school setting providing individual and group therapeutic and career counselling.
 - iii. A suitable field supervisor has been identified who will be willing and able to mentor the student and maintain contact with the instructor on a regular basis during the Practicum.
 - iv. The student has provided a current resume and developed goals for the practicum using the **Practicum Supervision Agreement**.
 - v. The student understands the CCPA ethical guidelines and has signed the **Pledge of Confidentiality** agreement.
 - vi. The student has completed the [Respect in School](#) training.
3. The student, the instructor, and the field supervisor will meet before the start of the Practicum to discuss the registrants counselling goals, individual responsibilities and expectations related to the number of observations, frequency of progress reports, and the final assessment process. This meeting can take place face to face or by email, telephone, Zoom, etc. At the end of this meeting, the **Practicum Supervision Agreement** is amended if necessary, and signed. This form represents a contractual agreement between the three (or more) parties.

Should any significant changes occur affecting the original practicum supervision agreement, the student is responsible for notifying the instructor and developing an alternative plan.

4. Students Complete the seminar and the practicum during both spring terms. Students must successfully complete all course requirements, including the Counsellor Training Skills rubric that will be jointly completed with the field supervisor.

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 instructor 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. Attending seminar and completing assigned readings/coursework.
6. Completing progress notes that document the professional activities daily or weekly.
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.
9. Providing the field supervisor and Instructor with copies of logbook/reflective journal at regular intervals to serve as a basis for ongoing assessment of your progress.
10. Meeting with the Instructor at the conclusion of the practicum to discuss goal attainment and final evaluation.

The instructor'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 regularly with the field supervisor.
3. Providing regular feedback, consultation, and assistance to the student during seminar.
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 students on their progress.
5. Forwarding the final evaluation of professional skills and knowledge attained to the instructor at the practicum's end.

Direct Practice Counselling Practicum for Experienced Practitioners

Rationale:

Occasionally, the M. Ed. Counselling program receives requests for practicum from graduate students who, for some time, have been successful practicing counsellors in the school system. For these individuals, the notion of requiring an additional 75 hours of client contact experience under the direct supervision of an on-site supervisor to establish an experience base in counselling is neither logical nor practical. As well, the Canadian Counselling and Psychotherapy Association identifies a separate certification pathway for those with direct practice experience in the field of counselling “*characterized by a minimum of three years of full-time equivalent (FTE) hours of practice within the past ten years (i.e., 4500 hours)*” (CCPA, 2014). Therefore, a Direct Counselling Practicum for experienced counsellors in the public school system has been developed to provide a more educationally valuable alternative approach to the 75-practicum hour requirement for these students. This pathway provides for the documentation of successful counselling practice as a way of establishing practical client contact experience equivalent to that required for the 75 hours of direct counselling experience at the graduate level. Students completing this pathway will still be required to participate in seminar, complete a case conceptualization, and provide a practicum summary paper. Concerns with a student’s ethical behaviour (including competence) would be reviewed on a case-by-case basis and might result in a student requiring additional training and/or supervision, or in the case of severe ethical violations, an F.

It is the wish of the Department of Educational Psychology and Student Services in the Faculty of Education at Brandon University that their practicum policy reflects the spirit and intent of the practicum standards of this national certification body. Therefore, the policy includes provision for documenting one’s counselling experience, knowledge, and judgment in a way that will establish a level of professional proficiency. At the same time, however, as a university department, it also has the responsibility to ensure that any credit awarded by the institution reflects the acquisition of some new knowledge or skill not previously held. Accordingly, the Direct Practice Practicum route includes the opportunity for the student to document their exploration and acquisition of new skills and/or knowledge in a previously unfamiliar area. The Department has created an outline of the documentation that would support such a Direct Practice Practicum credit as follows:

Section 1

A summary of one’s counselling experience in the workplace, documented in a resume which includes:

- the types of positions held that have involved counselling functions;
- the beginning and end dates of each;
- the number of hours per day engaged in either direct individual client contacts or group counselling activities, and;
- the contact information of those in a direct supervision role in these positions.

Section 2

An inventory of the issues the practitioner has dealt with as a counsellor using the Multi-tiered System of Supports (MTSS) approach (Tier 1: Universal School Interventions, Tier 2: Focused School Interventions, and Tier 3 Intensive Individual & Group Counselling Interventions).

Section 3

A detailed description of the five most common Tier 3 Individual Counselling difficulties and the subsequent counselling theoretical approach applied, each of which includes:

- A description of the typical profile of the presenting problem, or an example of a specific (non-identified) student with whom the practitioner has worked.
- A description of the typical or specific counselling process with this issue or student beginning with the initial presentation and assessment and continuing through to termination.
- A description of how the counselling process is informed by one or more theories of counselling, for example, if the issue is eating disorders, one may describe how their counselling approach reflects principles of Cognitive Behavioural Therapy, Reality Therapy, and/or other approaches.

Section 4

An inventory of the types of Tiers 2 and 3 group programs the practitioner has run, including a more detailed description of one of these programs. In some school environments, the time and opportunities to provide group counselling activities may be limited or unavailable. In such cases, the focus of evaluation will rest upon the practitioner's individual counselling experiences.

Section 5

A discussion of the ethical issue that the practitioner faces most often in their practice, and a description of how he or she deals with that issue, referring to the Code of Ethics of the Canadian Counselling and Psychotherapy Association.

Section 6

A documentation of some newly acquired learning. In this undertaking, the student would work with their instructor to map out a learning plan relating to a particular counselling approach or issue, for example: a counselling approach such as dialectical behavior therapy, or a counselling issue such as grief and loss. This learning plan may involve, for example:

- attending workshops and describing the implementation of these new skills in one's practice.
- researching through reading, interviewing, and other means to develop an increased understanding in a specific area.
- Creating a manual, handbook, or protocol for addressing a particular type of issue.
- Develop and test a program for group counselling, or some other project designed with the instructor.

Appendix A: 04.772 Practicum Supervision Agreement

Name: _____

Field Supervisor: _____

Location of Practicum: _____

Proposed Start Date: _____

Expected hours per week of practicum: _____

Expected End Date: _____

1) Goals of the Practicum:

2) Professional skills to develop:

3) Schedule for contact with Field Supervisor:

The following section is to be signed by the instructor, field supervisor, and student, as acknowledgement that each agree to the description of the practicum.

If this practicum is being used for the Canadian Counselling and Psychotherapy Association (CCPA) certification process, I understand that it my responsibility to ensure that this practicum meets the CCPA practicum requirements.

Student Signature: _____ Date: _____

Instructor Signature: _____ Date: _____

Field Supervisor Signature: _____ Date: _____

Student Signature: _____ Date: _____

Appendix B: Respect in School Completion Acknowledgment

I have completed the Respect in School training program provided through Manitoba Education (please select one):

Yes No

Student Signature: _____ Date: _____

Appendix C: Evaluation of Counsellor Trainee Skills

Field Supervisor: _____ Date: _____

Relationship/Attending Skills:

1. Listens carefully and communicates an understanding of client.

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

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

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

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

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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10. Challenges 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 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"/>
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14. Identifies appropriate goals.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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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"/>
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19. Uses nondirective interventions skilfully.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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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"/>
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Classroom Skills: (if applicable)

22. Clarifies objectives and ground rules with students at the outset.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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23. Plans for classroom activities.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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24. Validates input from students.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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25. Is sensitive to individual students' issues within the classroom context.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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26. Ensures students are protected from harm.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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27. Facilitates classroom sessions effectively.

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

28. Maintains client confidentiality.

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

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

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

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

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

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input type="checkbox"/>
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36. Seeks and considers professional opinion of supervisors and other counsellors when the need arises.

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

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

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<input type="checkbox"/>	If eligible and based on the overall practicum observation and the final report, this student is recommended to continue to <i>04.782 Practicum in Counselling II</i> .
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Appendix D: Pledge of Confidentiality

Confidentiality of client and agency information is a 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 the above cases, you should take direction from your supervisor about any sharing of information.

I, _____, pledge that I will maintain in confidence all personal and agency information obtained during 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 Master of Education in Guidance and Counselling at Brandon University impossible.

Student Signature

Date

Witness Name

Witness Signature
