

**The University of Lethbridge
Faculty of Education**

**CAAP 6611 – General Counselling Practicum
Fall 2018**

Course Outline

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COURSE DESCRIPTION:

Provides an opportunity for professional development and supervised practice in a general counselling setting. Students will be involved in direct work with clients under the supervision of a qualified professional.

COURSE OBJECTIVES:

Upon completion of this course, participants will be able to:

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

PRACTICUM PLACEMENT GUIDELINES:

- 1) Students are responsible for arranging for their own practicum placements. Students must submit the practicum agreement form to the Office of Graduate Studies.
- 2) Students may conduct their practica in educational settings (e.g., post-secondary institutes, high schools, junior high schools, or in some cases, elementary schools) OR in community counselling settings.
- 3) It is preferred that students work with a field supervisor who is a Registered Psychologist, a Canadian Certified Counsellor, or who has at least a Master's degree in Counselling Psychology or equivalent.
- 4) Each student will be expected to complete the equivalent of 12 to 14 hours/week over the course of the 13-week term, in the practicum setting. A log of time and activities spent at their setting must be maintained throughout the practicum. **Students who do not log a minimum of 150 practicum hours will not be able to complete the course. At least 50% of the 150 hours need to be done by the student in direct client contact. The remaining 50% of the hours may be done by indirect client contact/supervision.**

Please note: For more specific information and guidelines, please see the Counselling Practicum Handbook.

SEMINAR TOPICS:

Seminar topics are determined by the students, and are related to the nature of the experiences that they choose to raise in the seminar. The format of the seminars will include:

- Special discussion topics, related to presenting issues and/or techniques, as raised by students;
- Reviews of placement settings and issues encountered; and
- Critical review of examples of student work (e.g., client case presentations).

COURSE EVALUATION:

The course evaluation will consist of three major components:

1. Case Presentation I (worth 25%)
2. Case Presentation II (worth 25%)
3. Practicum Evaluation (worth 50%)

Descriptions, due dates and grading criteria are attached.

GRADING IS PASS/FAIL BASED ON THE FOLLOWING:

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

Note: To pass this course, all assignments noted in this course outline must achieve a grade of over 80% in order to pass the class overall.

NOTE: Unless prior arrangements have been negotiated with the instructor in advance, late assignments will not be accepted, and students will receive a score of “0” for that component of the course.

Students are subject to the student discipline policy for academic and non-academic offences in accordance with the University Calendar (www.uleth.ca/ross/academic-calendar/sgs)

Additionally, in the Faculty of Education graduate programs, students are required to adhere to the conduct expectations as stipulated in Faculty of Education policies, and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct for the field, as noted below.

Standards of Professional Conduct for Master of Education Students:

<http://www.uleth.ca/graduate-studies/master-education/resources/beginning-your-program/professional-conduct>

College of Alberta Psychologists Standards of Practice:

<http://cap.ab.ca/pdfs/HPAStandardsOfPractice.pdf>

Canadian Code of Ethics for Psychologists:

<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>

Canadian Counselling and Psychotherapy Association Code of Ethics:

<http://www.ccpa-accp.ca>

1. Privacy and Confidentiality

- *Although we place a heavy emphasis in this course on your own practicum settings, practices, and data, it is imperative that we refrain from using personal identifying information in our dialogue.*
- *The personal information your classmates and course instructors disclose to you should not be discussed with anyone outside the course, now or in the future, unless the author of the personal narrative has stated otherwise. Unless you have the person’s specific permission, please do not mention*

identifying information about the person's story (e.g., no names, no agency) and keep the disclosure broad rather than specific.

- *Recording lectures or class discussions is not permitted unless the instructor and all audience members have granted permission in advance.*
- *If you are aware of any situations where individuals are not honoring the expectation of privacy/confidentiality, you are encouraged to intervene by discussing the matter with that individual. If you are not comfortable doing so, or if a resolution is not forthcoming, please contact your instructor as soon as possible.*
- *While faculty/staff and students are expected to take all possible precautions to safeguard the personal information that is exchanged in each course, whether it be in discussion forms, web conferencing, recordings, assignments, etc., there is no guarantee of confidentiality.*

Tentative Class Schedule of Topics

Class #1 – September 8, 2018

- Introduction - Review of course outline, assignments, practicum expectations
- Generic Counselling Presentation Demonstration including case studies

Class #2 – November 1, 2018

9:00-9:45 Case Presentation - Dania
 9:45-10:30 Case Presentation - Sabrina
 10:30-11:15 Case Presentation - Wanda
 11:15-12:00 Case Presentation - Renee
 12-1 Lunch Break
 1:00-1:45 Case Presentation - Lisa
 1:45-2:30 Case Presentation - Andrea
 2:30-3:15 Case Presentation - Katherine
 3:15-4:00 Case Presentation - Jill

Class #3 – November 2, 2018

9:00-9:45 Case Presentation - Angela
 9:45-10:30 Case Presentation - Gregory
 10:30-11:15 Case Presentation - Olesha
 11:15-12:00 Case Presentation - Theresa
 12-1 Lunch Break
 1:00-1:45 Case Presentation - Dania
 1:45-2:30 Case Presentation - Sabrina
 2:30-3:15 Case Presentation - Wanda
 3:15-4:00 Case Presentation - Renee

Class #4 – November 3, 2018

9:00-9:45 Case Presentation - Lisa
 9:45-10:30 Case Presentation - Andrea
 10:30-11:15 Case Presentation - Katherine
 11:15-12:00 Case Presentation - Jill
 12-1 Lunch Break
 1:00-1:45 Case Presentation - Angela
 1:45-2:30 Case Presentation - Gregory
 2:30-3:15 Case Presentation - Olesha
 3:15-4:00 Case Presentation - Theresa

Please Note: Each student will present two cases throughout the semester. The order of presentations is scheduled above. Students will choose to complete their two case presentations from within each of the categories described below.

ASSIGNMENT DESCRIPTION and GRADING GUIDELINES

Component 1&2: Case Presentation: Option 1: Generic Counselling Presentation Term Value: 25%

Each student will do his/her Case Presentation according to the class schedule as above.

Each Generic Counselling Case Presentation will include:

- 1) A description of the presenter's theoretical view of counselling
- 2) A client context paper (5-10 pages) and presentation that includes the following:
 - Contact dates
 - Non-identifying descriptive information
 - Presenting problem
 - Case Conceptualization/Diagnosis
 - Brief history
 - Formulation and discussion of the problem
 - Rationale for interventions utilized
 - Goals for the intervention
 - A reflective comment on the student's own behavior

Each Generic Counselling Case Presentation will be graded on the basis of:

- 1) Theoretical congruence between stated theory and application of counselling skills (5 marks)
- 2) Degree to which the counselling relationship appears to be facilitating the achievement of client goals for counselling (4 marks)
- 3) Intentionality of skill usage relative to stated theory, client problem and goals for the session (4 marks)
- 4) Demonstration of a clear understanding of the client problem including appropriate reference to counselling psychology literature/research (4 marks)
- 5) Degree to which interventions chosen are appropriate to the client's assessed goals, situation and resources (4 marks)
- 6) Degree to which interventions chosen are implemented with high quality, appear to be thought out in advance and are communicated effectively (4 marks)

Component 1&2: Case Presentation: Option 2: Specialized Counselling Case Presentation

Term Value: 25%

Each student will do his/her Case Presentation according to the class schedule as above.

Each Specialized Counselling Case Presentation will include:

- 1) A description of the key literature/research on the specialized topic (including providing the class with at least two key pieces of literature on the topic)
- 2) A client context paper (5-10 pages) and presentation that includes the following:
 - Contact dates
 - Non-identifying descriptive information
 - Presenting problem
 - Case Conceptualization/Diagnosis
 - Brief history
 - Formulation and discussion of the problem
 - Rationale for interventions utilized
 - Goals for the intervention
 - A reflective comment on the student's own behavior

Each Specialized Counselling Case Presentation will be graded on the basis of:

- 1) The comprehensiveness of the presentation on the specialized topic (5 marks)
- 2) Degree to which the counselling relationship appears to be facilitating the achievement of client goals for counselling (4 marks)
- 3) Intentionality of skill usage relative to the specialized topic, client problem and goals for the session (4 marks)
- 4) Demonstration of a clear understanding of the client problem including appropriate reference to counselling psychology literature/research (4 marks)
- 5) Degree to which interventions chosen are appropriate to the client's assessed goals, situation and resources (4 marks)
- 6) Degree to which interventions chosen are implemented with high quality, appear to be thought out in advance and are communicated effectively (4 marks)

**Component 1&2: Case Presentation: Option 3: Psychological Assessment
Techniques Case Presentation
Term Value: 25%**

Each student will do his/her Case Presentation according to the class schedule as above.

Each Psychological Assessment Techniques Case Presentation will include:

1) A client context paper (5-10 pages) and presentation that includes the following:

- Contact dates
- Non-identifying descriptive information
- Presenting problem
- Brief History
- Rationale for procedures used
- Copies of all raw data
- Formulation and discussion of the problem
- A reflective comment on the Candidate's own behavior
- A copy of the full professional written report with case conceptualization/diagnosis and recommendations

Each Psychological Assessment Techniques Case Presentation will be graded on the basis of:

- 1) The rationale for the assessment procedures chosen including the degree to which the assessments chosen are appropriate to the client's situation (4 marks)
- 2) Appropriateness of the interpretation of test data (4 marks)
- 3) Quality of the case conceptualization/diagnosis process including reference to differential case conceptualization/diagnosis and the integration of multiple data points/convergence of multiple measures (4 marks)
- 4) Quality of the recommendations/treatment planning that follows from the assessment (3 marks)
- 5) Demonstration of a clear understanding of the assessment process and of all measures used (3 marks)
- 6) Quality of the written report (4 marks)
- 7) Degree to which the assessments chosen are implemented with high quality, appear to be thought out in advance and are communicated effectively (3 marks)

Component 3: Practicum Evaluation

Term Value: 50%

Due Date: November 29, 2018

The Counselling Skills Rating Guidelines (see attached) will serve as the basis for providing a formal evaluation of the student's proficiency in counselling.



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

Practicum Feedback and Evaluation Form

Student Name	Phone	Email
Supervisor's Name	Phone	Email
Course	Select one: <input type="checkbox"/> Mid-Term Evaluation <input type="checkbox"/> Final Evaluation	Dates of Practicum

Who completed this evaluation?

Student as part of own review

Supervisor

Instructions:

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

This form is composed of two major parts:

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

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

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

SCORING

Please use the following 5-point scale.

n/a	<ul style="list-style-type: none"> • The ability/skill is not applicable for this Agency and/or practicum (use sparingly)
1	<ul style="list-style-type: none"> • Very limited to no demonstration of the ability skill/attitude. • When used/applied, it clearly does not meet the acceptable standard.
2	<ul style="list-style-type: none"> • This rating reflects the Student is still learning how to use/implement the ability/skill. • Some ability/skill/attitude in this area but improvement required to meet the standard. • Demonstration is inconsistent and/or is largely dependent on coaching.
3	<ul style="list-style-type: none"> • Ability/skill/attitude is consistent and performance clearly meets acceptable standards for employment at this Agency/setting as a counsellor who has recently earned a graduate master degree in counselling. • Very limited coaching is required for the Student to use this ability/skill efficiently and effectively.
4	<ul style="list-style-type: none"> • Very high level of competency of the ability/ skill/attitude, demonstrated on a very consistent basis, with no coaching. • This rating denotes a high degree of mastery, which is usually reflective of a graduate student who has extensive supervised counselling experience before starting a graduate program in counselling.

Part I: Skill and Process Assessment

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

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

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

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

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

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

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

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

7. Demonstrates competency in using a relevant Code of Ethics (Agency's and/or CPA) when facing ethical dilemmas and for information on following guidelines/standards of practice, etc.					
8. Consults with colleagues and Supervisors on ethical issues, as appropriate					
9. Documents clinical work that meets the standards of the counselling site <u>and</u> the regulatory body for the profession (<i>i.e., writes succinctly, maintains client's privacy, focuses on theme reporting not content focused reporting, writes respectfully as if the client will read the notes</i>)					
10. Is willing and able to <u>recognize, articulate, and take action</u> to deal with issues of self (<i>i.e., personal issues</i>) that could and/or are interfering with one's counselling practice.					
11. Other: (<i>please record items on a separate page</i>).					

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

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

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

	Please mark score with an 'X' (4 = high)				
	NA	1	2	3	4
A. Structuring Skills: used to provide an organized and meaningful focus to a counselling session					
1. Structures the physical setting to suit the client's need/comfort (<i>e.g., adding things to the room for the session, re-arranging things to make the client more comfortable, etc.</i>)					
2. Within 15 mins of the session starting, (a) elicits and/or presents an outline of the session plan, and/or (b) seeks/confirms objectives for the session					

3. Uses effective transitions between topics/themes during the session					
4. Summarizes important segments during the session					
5. Other: <i>(please record items on a separate page).</i>					

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

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

¹ **NOTE to Supervisors:** Many Students find reacting skills, particularly focused on process based skills, to be the most challenging core counselling skill to master. Students would benefit from the Supervisor’s active guidance, demonstration and recommendations (e.g., readings, movie clips, etc.) on how to gain mastery of these reacting skills.

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

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

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

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

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

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

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

Part II: Observations of Student Performance

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

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

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

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

Observations or comments:

PRACTICUM GRADING

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

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

Summary Ratings

Ethical Conduct _____

Professional Conduct _____

Core Counselling Skills _____

Counselling Assessment Skills _____

Counselling Intervention Skills _____

Purposefulness _____

Practicum Grade _____

(Site Supervisor)

(Student)

(Course Instructor)