



04:782 Practicum in Counselling II Information Package

Table of Contents

Table of Contents.....	1
Course Description: 04:782 PRACTICUM IN COUNSELLING II (3).....	1
Background and Purpose of 04:782.....	2
Practicum Process.....	3
Practicum Roles and Responsibilities.....	4
Appendix A: 04.772 Practicum Supervision Agreement.....	5
Appendix B: Respect in School Completion Acknowledgment.....	5
Appendix C: Evaluation of Counsellor Trainee Skills.....	9
Appendix D: Pledge of Confidentiality.....	14

Course Description: 04:782 PRACTICUM IN COUNSELLING II (3)

Prerequisite: 04.772 Practicum in Counselling I and Permission of EPSS Department.

This course comprises supervised counselling practice in a community-based setting and a complementary professional seminar. Throughout this course students will complete 75 hours of supervised counselling practice which includes direct client contact under the supervision of 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. Criminal records check that includes vulnerable sectors, and a child abuse registry check are 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 following the completion of 04.772. This practicum will usually be undertaken in the year after the program's completion to support the development of additional counselling skills beyond those required for the Manitoba School Counsellor's certificate.

Students in a practicum benefit most when they are engaged in roles that they aspire to in their career advancement. While 04:772 Practicum in Counselling I will usually take place in a school setting with the student being mentored by the school counsellor, 04.782 Practicum in counselling will usually take place in a setting beyond the school. 75 contact hours are required for the 04.782 Practicum in Counselling II course. This practicum will usually be undertaken in the year after the program's completion to support the development of additional counselling skills beyond those required for the Manitoba School Counsellor's certificate.

Graduate students who wish to pursue certification with the Canadian Counselling and Psychotherapy Association 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. 04.782 does not count towards the School Counsellor's Certificate, but it may count toward an elective in the M.Ed. in Guidance and Counselling specialization. Students must be approved by the department to register for 04.782. Approval from the department is contingent on:

- being a distinguished student (GPA > 3.70 in the Master of Education in Guidance and Counselling and no mark below an A-).
- The recommendation in the final evaluation process of *04.772 Practicum in Counselling I* to proceed to *04.782 Practicum in Counselling II*.

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. Because the Master of Education in Guidance and Counselling is paired to the School Counsellors Certificate from Manitoba Education, it is incumbent on the student to ensure that the courses they are taking in our program align with the CCPA. Students who are seeking CCPA certification are strongly encouraged to apply as [students for membership](#) with the CCPA.

Practicum Process

1. The student registers for 04.782 Practicum in Counselling II.
2. Prospective registrants meet during winter term via Zoom for the Practicum Orientation Meeting. At the meeting the following items are discussed:
 - a. The Department of Educational Psychology and Student Services must approve this elective option for the student. Approval is based upon suitability for private or public practice.
 - b. 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.
 - ii. The student can demonstrate that they will be able to acquire the minimum of 75 hours of contact time working in a private or public practice 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 has provided a current copy of a criminal records check that includes the vulnerable sectors check, and a child abuse registry check.
 - vi. The student understands the CCPA ethical guidelines and has signed the **Pledge of Confidentiality** agreement.
 - vii. 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 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, 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, it is the responsibility of the student to notify the instructor and to develop 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 complete assigned readings/coursework.
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 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 on a regular basis 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 student on their progress.
5. Forwarding the final evaluation of professional skills and knowledge attained to the instructor at the conclusion of the practicum.

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.

I understand that it my responsibility to ensure that the practicum meets the Canadian Counselling and Psychotherapy Association (CCPA) certification 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"/>
----------------------------------	--------------------------------------	------------------------------

2. Is genuine and warm with client.

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

3. Is immediate with client.

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

4. Is respectful of and validates client.

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

5. Is appropriate regarding the cultural context of client.

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

6. Is appropriate regarding the developmental context of client.

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

7. Uses interpersonal strengths appropriately including humour and self-disclosure.

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

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"/>
----------------------------------	--------------------------------------	------------------------------

9. Provides support to client when appropriate.

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

10. Challenges client when appropriate.

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

11. Tracks the main issues presented by client.

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

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"/>
----------------------------------	--------------------------------------	------------------------------

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"/>
----------------------------------	--------------------------------------	------------------------------

16. Can assess one's own performance in counselling.

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

Intervention Skills:

17. Maintains an appropriate pace during sessions.

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

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"/>
----------------------------------	--------------------------------------	------------------------------

21. Can deliver appropriate confrontations.

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

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"/>
----------------------------------	--------------------------------------	------------------------------

23. Plans for classroom activities.

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

24. Validates input from students.

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

25. Is sensitive to individual students' issues within the classroom context.

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

26. Ensures students are protected from harm.

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

27. Facilitates classroom sessions effectively.

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

Professional Skills:

28. Maintains client confidentiality.

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

29. Learns and follows school policies and procedures.

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

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

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

31. Maintains adequate records of client contacts.

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

32. Efficient and effective use of time.

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

33. Evidence of effective daily planning.

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

34. Ability to adapt to emergency and unanticipated situations.

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

35. Open to self-examination during supervision.

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

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"/>
----------------------------------	--------------------------------------	------------------------------

37. Works well with other professional personnel.

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

38. Comments:

--

<input type="checkbox"/>	If eligible and based on the overall practicum observation and the final report, this student is recommended for certification with the <i>Canadian Counselling and Psychotherapy Association</i> .
--------------------------	---

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
