



***School of Education***

***M.Ed. in Counselling Program***

***Practicum Handbook***

***2021-2022***

The *Council* *on* *Accreditation* *of* *Counsellor* *Education* *Programs* (CACEP) accredits the Master of Education in Counselling Program at Acadia University. All courses offered in the program are designed to meet the core competency requirements established by CACEP. For a complete description of CACEP program standards and competencies go to <http://www.ccpa-accp.ca/accreditation/> and <http://www.ccpa-accp.ca/wp-content/uploads/2015/05/AccreditationProcedures_en.pdf>

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**Introduction**

This Practicum Handbook provides an overview of the practicum component of the M.Ed. in Counselling program. The Practicum Handbook is meant to augment the Program Handbook as a concise and accessible document containing all of the necessary information and forms pertaining to practicum. This handbook begins with an overview of practicum, the roles and responsibilities of the student and supervisor, and a detailed timeline of the practicum components for both students and site supervisors. The Practicum Handbook also includes supporting documents for the internship process and EDUC 5066: Counselling Practicum & Group Supervision course.

**Counselling Practicum & Group Supervision (EDUC 5066)**

M.Ed. in Counselling students complete their supervised practicum as part of EDUC 5066: Counselling Practicum & Group Supervision. EDUC 5066 is a critical component of the program as students have their first opportunity to apply their skills and knowledge within actual counselling settings with clients. Over the duration of the course, students obtain supervised practical experience in both individual and group interventions and engage in activities that enhance their personal and professional development. During this course, students also attend a group seminar, where they receive group supervision and provide consultative support to their colleagues within small groups of interns, led by a Faculty Supervisor.

**Student Eligibility**

To be eligible for practicum, students must ensure that all foundational counselling courses (i.e., Counselling Theories, Counselling Skills, Counselling Strategies and Interventions, Group Counselling, Ethics in Counselling Practice, and Counselling Pre-Practicum) have been completed or are being taken concurrently.

**Practicum Requirements**

Interns must complete a total of 500 hours of supervised practice. For 2021-2022 year only, hours must include:

* + 212.5 hours of direct client contact which must include 170 hours of individual counselling and 42.5 group counselling hours
	+ If it is not possible to obtain 42.5 group counselling hours, that requirement may be lowered to a minimum of 20 group counselling hours. In that case, students will need to add 22.5 additional hours to their individual counselling hours
	+ The remaining hours towards the 500-hour total will be comprised of indirect client contact

**Practicum Schedule**

* Part Time Cohort – September 1 – December 31
* Full Time Cohort – January 1 – April 30

Students in both cohorts spend 8 hours/day and 5 days/week, Monday – Friday, on site. They attend their Seminar & Practicum on scheduled weekends, from 6-9pm on Friday and 9-12pm on Saturdays or Saturdays from 9:00-4:00pm.

**Required Documentation**

Prior to the commencement of practicum, and obtained no later than 6 months before the start date of practicum, all interns must provide, to the School of Education, original copies of the following:

1. Nova Scotia **Criminal Record Check** and **Vulnerable Sector Check**
2. Nova Scotia **Child Abuse Register Request for Search\*** (This program requirement pertains whether or not the practicum will involve minor clients. Theform is available online at <https://novascotia.ca/coms/families/abuse/documents/CAR-4001_Request_for_Search_Form_A.pdf>).
3. Release of Information for the School of Education

**All forms must be original and provided to the School of Education, Attention: Clinical Coordinator**

**Site Supervision Requirements**

As a requirement of practicum, students must receive a minimum of 1 hour of individual, scheduled, supervision each week by their site supervisor. These sessions should focus on the goals identified with the student in the Practicum Contract and include a variety of activities, including case consultations, file review, reviewing of recordings, live supervision, observation, and professional development. In addition to these scheduled supervision sessions, students need to have regular access to their on-site supervisors for ad-hoc supervision to answer questions, address concerns, or provide support throughout their internship.

Site supervisors must have the following qualifications:

 1) minimum of a master’s degree in Counselling or a related field (e.g., Social Work, Psychology);

2) professional affiliation\* in the form of membership in CCPA, another recognized professional counselling association, or a provincial/territorial regulatory college that has:

 (a) a shared scope of practice;

 (b) a code of ethics aligned with the ethical principles of CCPA; and

 (c) a formal complaints procedure accessible to the public;

3) demonstrated competency in a professional counselling capacity for at least four years after earning a graduate degree in Counselling or a related field;

4) familiarity with Acadia University’s Master of Education in Counselling program requirements,
 performance expectations, and evaluation procedures; and

5) ethical commitment to upholding the CCPA *Code of Ethics* and *Standards of Practice*.

\*For practicums within an RCE or School Board, professional affiliation is not required by the on-site supervisor and the faculty supervisor’s professional affiliation can meet this supervision requirement for the intern.

**Practicum Evaluation**

Practicum evaluation happens in both formative and summative ways. Interns are provided with ongoing feedback (formative) from both the site supervisor and faculty supervisor to support ongoing development. Formative feedback should be an integral part of practicum and supervision throughout the 4-month internship. Practicum students should feel permitted to ask questions about their performance throughout practicum and be provided with honest, fair, and supportive feedback that encourages ongoing personal and professional growth.

Summative feedback occurs in the form of a Mid-term Practicum Evaluation and Final Oral Evaluation. The Mid-term Practicum Evaluation consists of a written evaluation form and is completed by the site supervisor and reviewed with the student before being forwarded along to the faculty supervisor at the midway point in practicum. The Final Oral Evaluation, scheduled in the first week following the end of practicum, is attended by the site supervisor, faculty supervisor, and student. This assessment provides an opportunity for students to speak to their competency across areas of ethics, emerging personal theory of counselling, skills, strategies, and self-reflection and awareness.

The final outcome of practicum is a Pass or Fail grade, determined by the faculty instructor in close consultation with the site supervisor. A "Pass" grade indicates solid, competent performance and carries with it the M.Ed. Counselling program's confidence in a practicum intern as a capable, entry-level professional. A grade of "Fail" means that the practicum intern may need to undertake another practicum and to repeat the EDUC 5066 Counselling Practicum & Group Supervision course. This option will apply if it appears likely that additional time in a placement setting will permit the practicum intern to develop and demonstrate required counselling competencies.

The following areas should be considered in evaluating the practicum student’s performance:

1) attendance and active participation in counselling and supervision at the practicum site

2) attendance and active participation in EDUC 5066 seminar class/ group supervision

3) completed daily log of practicum activities

4) completed weekly log of practicum activities

5) submission of three satisfactory examples of de-identified session notes

6) presentation of a minimum of two recorded sessions, with accompanying case presentations, in seminar class/group supervision

7) submission of a third recorded session to the course instructor

8) submission of a three-part written Critical Incident Reflection and Analysis paper

9) submission of the mid-practicum self-assessment

10) satisfactory performance and progress documented in the site supervisor’s mid-practicum assessment

11) submission of a written Ethical Dilemma Reflection and Analysis paper

12) satisfactory demonstration of integration of learning in the Oral Final Evaluation

13) satisfactory performance and progress verified by the site supervisor after the Oral Final Evaluation

14) submission of the end-of-practicum assessment of the supervisory relationship and process

15) submission of the M.Ed. Counselling Practicum Placement Record

**Practicum Agreement**

Upon identifying a suitable practicum placement, the **student, in collaboration with the site supervisor**, will prepare a **Practicum Agreement**. This document will outline the goals, objectives, roles, rights, and responsibilities of the practicum intern and site supervisor in the practicum setting. Preparation of the agreement should involve discussion of the supervisory style and expectations of the
site supervisor, including specific supervisory activities (e.g., co-counselling, observation, record review, review of audio and/or video recordings) and approaches to assessment, feedback, and evaluation. The practicum agreement should be reviewed, discussed, and signed by the practicum intern and site supervisor, and then reviewed by the faculty supervisor. Each party keeps a copy of the practicum agreement.

**Provision of Tele-Counselling Services**

If interns will be involved in the provision of Tele-Counselling services (i.e., online/virtual counselling or counselling over the phone), site supervisors, in collaboration with the student, must also complete the **Tele-Counselling Checklist**and forward this to the Practicum Faculty Supervisor along with the Practicum Agreement. Students would also need to complete the **Consent for Tele-Counselling Services** form with each of their clients. It is important to note that only a small number of Tele-Counselling hours can be counted towards the total internship requirements. Please discuss with the Clinical Coordinator and/or Practicum Faculty Supervisor the number of expected hours of Tele-Counselling services.

**Record-Keeping and Storage**

Counselling session notes are to be completed after each client meeting in a manner that is both acceptable to the practicum site and congruent with the CCPA *Code of Ethics* article B6 (2007, p. 8) and *Standards of Practice* (2015, pp. 19-22). All client records will be stored in a secure manner consistent with school or agency policies and the CCPA *Code of Ethics* and *Standards of Practice*.

**Daily Practicum Activity Log and Journal**

Practicum interns maintain a daily practicum activity log that will be shared with the site supervisor and EDUC 5066 faculty instructor/supervisor. Practicum interns also are encouraged to maintain a practicum journal in which they reflect on their strengths, challenges, growth goals, and learning.

**Weekly Practicum Activity Log**

Practicum interns also maintain a counselling activity log that is updated on a weekly basis and signed by the site supervisor. The log is reviewed with the site supervisor and submitted weekly to the EDUC 5066 faculty instructor/ supervisor (as an email attachment) to ensure that the practicum intern is on track for meeting the requirements of 500 hours of practicum (comprising 212.5 hours of direct contact with individual clients, with a minimum of 20 hours of group work). Electronic self-calculating versions of the activity log sheets will be provided to students.

**Case Presentation**

Each practicum intern will be expected to offer two case presentations during the seminar class that will be accompanied by video recorded portions of a counselling session or sessions with the client. These cases must be presented in a de-identified manner.

**Audio and Video Recording**

 The purpose of recording counselling sessions is to promote meaningful and productive self-supervision, site supervision, and campus supervision of practicum intern performance and progress. The recording of individual, couple/partner, family, and/or group counselling sessions must be undertaken in a manner consistent with the policies and procedures of the practicum setting (i.e., school board or agency).

 Written permission to record sessions must be obtained from clients and/or their parents/guardians as per the practicum setting policies and procedures and must be consistent with the informed consent requirements of the CCPA *Code of Ethics* and *Standards of Practice*. **Audio or video recording of clients may not be conducted without appropriate client and/or parental/guardian informed consent and written permission. Violation of this procedural and ethical requirement will result in immediate termination of the practicum placement. Practicum interns should discuss site-appropriate recording procedures with their site supervisor.**

When video recording, the **camera** is to be **directed at the counsellor only** (practicum intern) to help safeguard client confidentiality. Audio and video and recordings may be replayed only with permission of the site supervisor or EDUC 5066 faculty instructor/supervisor. Because counselling session recordings might be shared with the seminar class and faculty instructor/supervisor, practicum interns must get written permission in which it is clearly acknowledged that the EDUC 5066 class and faculty instructor/supervisor may be listening to and/or viewing the recorded sessions. Audio and video recordings are to be **deleted,** **erased, or destroyed no later than the last day of the practicum.**

 **PARENT/GUARDIAN PERMISSION IS REQUIRED FOR RECORDING OF COUNSELLING SESSIONS WITH ALL STUDENTS REGARDLESS OF AGE AND GRADE.**

**Practicum Intern Roles, Rights, and Responsibilities**

Acadia University’s Master of Education in Counselling students have established a solid didactic and experiential foundation prior to embarking on their practicum experiences. They have completed the foundational courses in the program and engaged in considerable supervised practice in which they have applied counselling knowledge, skills, and strategies. Consequently, students are deemed prepared to take on a full caseload right from the commencement of their practicum. Because a CACEP-accredited program (2021-2022 only) requires students to log a minimum of 34 individual contact hours and 8.5 group counselling hours for the first 100 hours, plus a minimum of 136 additional hours of individual counselling and 34 hours of group counselling during the remaining 400 hours (total of 212.5 hours of direct counselling in a 500-hour practicum), it is **important that practicum interns build up to a full case load as soon as possible within their placement**.

As a rule, the roles and responsibilities of a practicum intern might include:

* intakes or initial interviews
* assessment
* four to five individual or couple/partner counselling sessions per day
* one or more group counselling sessions per week (small group, family, class)
* counselling session preparation
* counselling-related reading and research
* consultation with other professionals
* preparation of cases for seminar and supervision
* participation in case conferences, team meetings, staff meetings
* preparing and delivering professional development presentations and workshops
* record-keeping: informed consent forms, consent to audio/video record forms, intake notes, session/progress/process notes, case conference/team meeting notes, consultation notes, intervention/treatment planning, termination summaries
* report writing
* referral letters

Practicum interns recognize that they are professional guests at their practicum sites and must always conduct themselves in a professional manner. Practicum interns respect and adhere to the policies and procedures of their site. If an ethical conflict arises, the practicum intern addresses this immediately with the site supervisor, and if appropriate, with the faculty instructor/supervisor. Practicum interns engage respectfully with their site supervisors. If challenges are encountered, the practicum intern addresses
these directly with the site supervisor and/or faculty instructor/supervisor. Practicum interns attend site supervision sessions and EDUC 5066 seminar class/group supervision sessions on a regular basis.
Practicum interns arrive prepared and participate actively to optimize their professional development.

Practicum interns have the right to a rewarding practicum experience that offers opportunities to apply counselling knowledge and skills in an environment that fosters a sense of safety and trust. The pace of learning and transfer of responsibility should be tailored to the practicum intern, and professional assignments should target the practicum intern’s ‘zone of proximal development,’ consistent with a developmental model. Supervisory feedback should be constructive in nature and offered with the goal of enhancing the practicum intern’s preparation as an entry-level counselling professional who will engage in counselling practice in a caring, confident, and competent manner.

**Site Supervisor Roles, Rights, and Responsibilities**

1. The role of the site supervisor is to assist in designing and offering an optimal professional development experience that serves as a capstone in the M.Ed. in Counselling student’s training.
2. The supervisor provides a **minimum of one hour** of planned, scheduled, face-to-face, formal supervision **per week**. This is in addition to engaging in ad hoc consultation, team meetings, staff meetings, informal talks, etc., with the practicum intern.
3. Practicum site supervisors employ a **combination of supervision methods** including direct observation, co-counselling, review of audio/video recordings, recordkeeping review (content and style), and discussion of counselling issues and client cases.
4. The site supervisor is encouraged to engage the practicum intern in discussion of the supervisor’s own counselling training and experiences, ongoing professional development, recommended reading, and research interests; explore **legal and ethical** issues as they relate to the work being supervised; and foster reflection on **cultural and other diversity** issues.
5. The site supervisor conducts a mid-practicum evaluation **(primarily formative in nature).** This evaluation entails completion of the **Site Supervisor Mid-Assessment Report** and a **meeting with the practicum intern to discuss** both the practicum intern self-evaluation and site supervisor evaluation.
6. The site supervisor **forwards a digital copy** of the **Site Supervisor Mid-Assessment Report** to the EDUC 5066 instructor.
7. The site supervisor and practicum student meet for a scheduled debrief during the final days of the placement to review the practicum experience.
8. The site supervisor participates in an **Oral Final Evaluation** **(primarily summative in nature)** with the practicum student, faculty practicum instructor and a second core counselling faculty practicum instructor. Three areas of competency are assessed: Personal Theoretical Orientation, Skill and Interventions; Counselling Ethics and Legal Issues; and Critical Reflection Skills and Practices. During a 60-minute dialogue the practicum student responds to a series of questions provided in advance that require them to clearly articulate an understanding and integration of core learning and competencies from program and practicum experience. The Oral Final Evaluation is scheduled during the first week after the end of practicum at a time convenient to both student and supervisors. The faculty practicum instructor will provide the intern with a summary of the Oral Final Evaluation recommendations thereafter.
9. The EDUC 5066 instructor provides orientation, assistance, and consultation to the site supervisor. The frequency and timing of contact between the site supervisor and the course instructor/supervisor will be determined mutually. E-mail, Skype, and telephone contact will be utilized along with **one scheduled site visit** [in person or virtual as permitted]. Additional meetings may be scheduled as warranted.
10. **Site supervisors are strongly encouraged to address any practicum concerns as early as possible in order that resolution may be sought**
11. While it is understood that **most of practicum interns’ time will be devoted to direct client contact**, it will be in their professional interests to **learn about and participate in other programs, services, and activities** offered by the school or agency. Initiating and creating learning opportunities in cooperation with site supervisors is invited.
12. Site supervisors are asked to **plan** for the possibility that they be **away** from the site for one or more days during the practicum period. Another qualified counsellor (preferably on site) should be identified who can stand in as an **alternate designated** **supervisor** at these times. The details of this plan should be included in the practicum agreement.

**Timeline & Tasks of Practicum**

|  |  |  |
| --- | --- | --- |
| Task | Description | Timeline |
| Practicum Placement Confirmation | Upon confirmation of a practicum site, student & site supervisor complete and email to clinical coordinator | As soon as site is confirmed |
| Practicum Agreement & Tele-Counselling Checklist (as applicable) | By Friday of the first week of practicum, student & site supervisor complete, sign, and forward to the faculty supervisor | By end of day Friday of the first week of practicum. |
| Consent to audio or video record  | Practicum intern obtains signed consent from each client and/or parent/guardian, where possible | As soon as possible in counselling relationship  |
| Daily practicum activity log | Practicum intern maintains | Reviewed regularly during site supervision |
| Weekly practicum activity log | Practicum intern maintains and submits to EDUC 5066 instructor via e-mail | Reviewed during site supervision; sent weekly to instructor  |
| Minimum 1 hour weekly of planned, formal site supervision | Scheduled by site supervisor and practicum intern | Held at least once weekly |
| Site meeting with EDUC 5066 instructor | Scheduled among practicum intern, site supervisor, instructor | By mid-practicum |
| Three examples of de-identified session notes | Practicum intern submits to EDUC 5066 instructor via e-mail | As scheduled by faculty instructor |
| Minimum of three session recordings  | Practicum intern presents two during seminar class/group supervision, submits other to EDUC 5066 instructor | As scheduled by faculty instructor |
| Critical Incident Reflection and Analysis (CIRA) | Practicum intern submits to EDUC 5066 instructor via e-mail | As scheduled by faculty instructor. |
| Mid-practicum self-evaluation | Practicum intern submits to EDUC 5066 instructor via e-mail | By end of second month |
| Mid-practicum site supervisor evaluation | Site supervisor e-mails to EDUC 5066 instructor | By end of second month |
| Ethical Dilemma Reflection and Analysis  | Practicum intern submits to EDUC 5066 instructor via e-mail | At end of practicum |
| Oral Final Evaluation |  EDUC 5066 instructor schedules assessment exam with site supervisor, practicum student and additional core counselling faculty | During the first week following the end of practicum  |
| End-of-practicum assessment of supervisory relationship and process | Practicum intern submits to EDUC 5066 instructor via e-mail | At end of practicum |
| Practicum Placement Record | Practicum intern submits to EDUC 5066 instructor via e-mail | At end of practicum |

**Templates of the Practicum Forms are provided in the following pages. These forms are available in fillable PDF’s by visiting:** [**https://education.acadiau.ca/m-ed-counselling-forms-and-resources.html**](https://education.acadiau.ca/m-ed-counselling-forms-and-resources.html)

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**Practicum Placement Confirmation Semester \_\_\_\_\_ /Year\_\_\_\_\_**

Practicum Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Acadia Student #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Preferred E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Four Month Practicum Period: ⃝ September 1 to December 31 (Fall Practicum)

⃝ January 1 to April 30 (Winter Practicum)

Practicum Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Address: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Site Supervisor Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor Email: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor Qualifications Confirmation:

* minimum of a **master’s degree in Counselling** or a related field (e.g., Social Work, Psychology)
* **professional affiliation** [membershipin CCPA, other recognized professional counselling association, or a provincial/territorial regulatory college]
* competency in a **professional counselling** capacity for **at least four years after earning a graduate degree in Counselling** or a related field
* **familiarity** with **Acadia University’s Master of Education in Counselling program** and **ethical** **commitment** to **CCPA *Code of Ethics*** and ***Standards of Practice***.

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

Signature of **Practicum Student**  Signature of **Practicum Site Supervisor**

Please complete and sign the Practicum Placement Confirmation and forward as an attachment to the Clinical Coordinator

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School of Education

Master of Education in Counselling

**Counselling Practicum & Group Supervision**

**EDUC 5066**

**Practicum Agreement**

Practicum Intern: Student Number:

Practicum Site:

Site Address:

Site Phone:

Site Fax:

Site Supervisor:

Site Supervisor Phone Number:

Site Supervisor E-mail:

Site Supervisor’s Graduate Counselling or Counselling-Related Degree Held:

Site Supervisor’s Years of Counselling Experience After Completing the Graduate Degree
(must be four or more years):

Site Supervisor’s Professional Association or Regulatory College Memberships (required):

Does one or more of these professional association or regulatory college memberships have:

1. a shared scope of practice with CCPA; YES NO
2. a code of ethics aligned with the ethical principles of CCPA; and YES NO
3. formal complaints procedures accessible to the public? YES NO

Practicum Intern Learning Goals and Objectives for the Counselling Practicum:

Site Supervisor Goals and Objectives for the Counselling Practicum:

Practicum Intern Roles, Rights, and Responsibilities for the Counselling Practicum:

Site Supervisor Roles, Rights, and Responsibilities for the Counselling Practicum:

The practicum intern and site supervisor understand that the Master of Education in Counselling practicum provides the practicum intern with opportunity to further develop the self- and other-awareness, attitudes, knowledge, and skills required to establish effective counselling relationships, and to offer counselling programs and services in a caring, confident, and competent manner. It is further anticipated that the benefits will be reciprocal, and that the practicum site clients and staff will gain from the thoughtful and dedicated contributions of the practicum intern.

When an Acadia M.Ed. in Counselling student commences a counselling practicum, they will have completed the program’s foundational coursework, and this didactic grounding will have been complemented by an extensive experiential component. Thus, the practicum intern will be prepared to engage in direct contact counselling activities right from the beginning of the placement. This training model emphasizes competencies required for the Council on Accreditation of Counsellor Education Programs (CACEP) national program accreditation, while acknowledging and supporting a developmental process and unique student strengths and growth goals. Upon completion of the counselling practicum the student should demonstrate entry-level professional counselling competencies and thus be well prepared to embark on a counselling career path.

The practicum intern and site supervisor hereby acknowledge a shared understanding of the following:

* The practicum site will provide a practicum placement and regular supervision with commencement and termination dates of a) September 1 to December 31 [Fall Practicum] \_\_\_

OR b) January 1 to April 30 [Winter Practicum] \_\_\_.

* The duration of the practicum will be 500 hours of which 212.5 should be direct client contact hours (of which a minimum of 20 hours of group counselling is required).
* The full-time [Monday to Friday] schedule will be between (hours): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* Supervision will be offered for a minimum of one hour per week. The usual supervision schedule will be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
* The practicum site supervisor is aware of the practicum intern’s learning goals and objectives and is confident that the practicum site can offer learning and practice opportunities that are well aligned.
* The practicum intern will strive to be punctual and reliable, to work in a professional manner at all times, and to make a meaningful contribution to the practicum site’s organizational goals.
* Practicum supervision will include the monitoring of hours worked and activities undertaken. It also will entail the provision of regular opportunity for shared reflection, feedback, guidance, and support.
* The practicum intern and site supervisor commit to establishing a safe and trusting supervisory relationship and practicum environment in which open communication is maintained and any concerns are addressed in a timely, respectful, and collaborative manner.
* If the site supervisor is absent from the site at any time during the practicum, consultation will be available with qualified counsellor, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (phone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_).

Practicum Intern: Date:

Practicum Site Supervisor: Date:

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**Tele-Counselling Checklist Semester \_\_\_\_\_\_\_\_\_\_\_ /Year\_\_\_\_\_**

Practicum Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Acadia Student #: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Period: ⃝ September 1 to December 31 (Fall Practicum)

⃝ January 1 to April 30 (Winter Practicum)

Practicum Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Site Supervisor Name**:** **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

* **In addition to the expectations outlined in the Practicum Agreement, additional conditions must be met in the provision of Tele-Counselling services (i.e., online/virtual counselling or telephone counselling) during internship.**
* **This form needs to be completed by students and supervisors when interns will be providing Tele-Counselling services by the end of the first week of practicum.**
* **Please initial to indicate you are willing and able to meet these conditions and send with the Practicum Agreement.**

|  |  |  |
| --- | --- | --- |
|  | Student Initials | Supervisor initials |
| 1. The most secure online and telephone communication technology will be used to protect confidentiality and client privacy. Please indicate the platform to be used for Tele-Counselling work:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | N/A |  |
| 1. Client consent to receive Tele-Counselling will be obtained and clients will be informed that, while every effort is made to maximize its security for privacy protection, online communication security cannot be guaranteed.
 |  |  |
| 1. Client consent will be obtained before recording of Tele-Counselling sessions for supervision purposes (when applicable). Where possible, supervision of Tele-Counselling work will be live, minimizing the need to record Tele-Counselling sessions.
 |  |  |
| 1. Client consent will be obtained with respect to the conditions under which the breach of confidentiality might take place on ethical grounds (e.g., imminent threat of harming self or others).
 |  |  |
| 1. Client’s exact location, phone number, and emergency contact will be confirmed at the beginning of each Tele-Counselling session.
 |  |  |
| 1. Supervisors will be informed of times and dates of Tele-Counselling sessions. When possible, supervisors will also be provided with links for Tele-Counselling video sessions ahead of time so they can offer immediate assistance for their intern upon request in urgent situations.
 |  |  |
| 1. Supervision meetings will be held with supervisees in person when possible. When providing e-supervision, appropriate means of communication to protect client privacy and confidentiality will be utilized.
 | N/A |  |
| 1. The supervisor will monitor practicum intake interviews and new clients will be screened for suitability for Tele-Counselling with an intern.
 | N/A |  |
| 1. The supervisor agrees to offer real-time observation and/or participate as co-counsellor in Tele-Counselling sessions when appropriate, with client consent.
 | N/A |  |
| 1. The student will only provide Tele-Counselling services to clients who are within the jurisdiction that the supervisor is regulated to provide supervision in at the time of the counselling session.
 |  |  |
| 1. The student and supervisor agree to have a secure method of confidential record keeping and personal information.
 |  |  |
| 1. Student and supervisor agree to ensure trainees' privacy with respect to personal information (e.g., phone numbers, email addresses, online IDs) by separating trainees' private contact information from the contact information to be shared with clients.
 |  |  |

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

Signature of **Practicum Student**  Signature of **Practicum Site Supervisor**

Please complete and sign the Tele-Counselling Checklist and forward with the Practicum Agreement as an attachment to the Practicum Faculty Supervisor.

**Acadia University
Master of Education (Counselling) Program**

**Consent for Tele-Counselling Services**

Purpose: For you to understand the nature, benefits, process, and risks of counselling provided in an online format via tele-counselling. Tele-Counselling refers to counselling services offered virtually and remotely, through phone and video conferencing.

The platform we will be using for our Tele-Counselling sessions will be: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. This platform uses industry standard privacy and security measures and does not save recordings of our sessions remotely.

Tele-Counselling has many benefits, namely it is convenient and allows for a medium to offer services when in-person and face to face counselling is not possible, such as our current situation in the COVID-19 pandemic. There are some risks to Tele-Counselling as well that are outlined below:

* The potential for misunderstanding during the counselling exchange are greater in a virtual format. We will not be able to read each other’s body language and non-verbal cues as readily and will need to be open to discussing how the counselling relationship is holding up in this online format.
* Technology limitations may impact services (i.e., equipment breaks/poor connections).
* While all efforts are made to ensure privacy of information, data shared via the internet is never entirely secure. For this reason, it is important we use one of the platforms above and minimize the sharing of personal information over email or in the chat features of these platforms.
* To ensure your safety, I will need to gather additional information from you at the start of the session, including your physical location during our session and an emergency contact should we become disconnected and I am concerned for your safety.
* Sometimes the online environment promotes disinhibition where you may share more than you typically would. While this may assist in supporting the movement towards your goals, it may be overwhelming if you share more than you were comfortable sharing. We will connect about your response to tele-counselling on an ongoing basis to ensure it is a good fit for you.
* As a counselling intern, I will remain under supervision during our tele-counselling work by my on-site supervisor (***insert site supervisor’s name***) and my practicum faculty supervisor (***insert practicum faculty supervisors name***). I will be consulting with both of my supervisors regularly on my cases and the uses of tele-counselling services. Should I be concerned about your safety or the safety of a third party, I may need to invite one of my supervisors to join our call or videoconference to ensure you are provided with the highest quality of care.

Signing this document confirms you have read, understood, and had a chance to ask me any questions about the nature of the risks of participating in tele-counselling. We will evaluate the appropriateness of this format of support on an ongoing basis and you have the right to end your participation in tele-counselling with me at any time.

\_\_\_\_ I agree to the conditions of recording as outlined above and give my permission for Tele-Counselling:

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

Client/Parent/Guardian Signature Date

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

Client/Parent/Guardian Signature Date

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

Practicum Intern Signature Date

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

Site Supervisor’s Signature Date

**Acadia University
Master of Education (Counselling) Program**

**Consent to Audio/Video Record**

**To Clients and/or Parents/Guardians:**

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am a practicum intern in Acadia University’s Master
of Education in Counselling Program. I currently am engaged in a practicum placement at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ under the supervision of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

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

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - practicum site supervisor;
* other M.Ed. Counselling practicum interns who are currently enrolled in my class;
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - Acadia University faculty supervisor.

You/your child will not be recorded without your/your child’s knowledge. When video recording,
the camera will be directed at me only and you/your child will not be visible. In addition, all recordings will be erased by the end of the practicum. This consent will expire on the last day of my practicum, which will be on or before \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, unless you revoke your consent before that time. If you agree to my recording of sessions, please sign on the appropriate line below. Please remember that you/your child will continue to receive counselling services whether or not you agree to recorded sessions. If you have any questions, please do not hesitate to call me at (902) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or my supervisor, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at (902) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Thank you for your consideration of this request that will enhance my learning and counselling performance and help me to provide the best programs and services possible.

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

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

Client/Parent/Guardian Signature Date

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

Client/Parent/Guardian Signature Date

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

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

Client/Parent/Guardian Signature Date

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

Client/Parent/Guardian Signature Date

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

Practicum Intern Signature Date

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

Site Supervisor’s Signature Date

**Acadia University
Master of Education (Counselling) Program
Consent to Audio/Video Record in the AVRCE**

**To Parents/Guardians:**

My name is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ and I am a practicum intern in Acadia University’s Master
of Education in Counselling Program. I currently am engaged in a practicum placement at \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ under the supervision of \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I am providing counselling services to you and/or to your child and I would like your permission to record our work together for supervisory purposes. I will be taking all necessary steps to ensure confidentiality and the only people who will hear/view the recordings are:

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - practicum site supervisor;
* other M.Ed. Counselling practicum interns who are currently enrolled in my group supervision class;
* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ - Acadia University faculty supervisor.

You/your child will not be recorded without your/your child’s knowledge. When video recording,
the camera will be directed at me only and you/your child will not be visible. In addition, all recordings will be erased by the end of the practicum. This consent will expire on the last day of my practicum, which will be on or before \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, unless you revoke your consent before that time. If you agree to my recording of sessions, please sign on the appropriate line below. Please remember that you/your child will continue to receive counselling services whether or not you agree to recorded sessions. If you have any questions, please do not hesitate to call me at (902) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or my supervisor, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ at (902) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Thank you for your consideration of this request that will enhance my learning and counselling performance and help me to provide the best programs and services possible.

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

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

Parent/Guardian Signature Date

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

Parent/Guardian Signature Date

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

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

Parent/Guardian Signature Date

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

Parent/Guardian Signature Date

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

Practicum Intern Signature Date

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

Site Supervisor’s Signature Date

**COUNSELLING SESSION NOTES**

**SCHOOL/AGENCY**

Client Name: Identification Number: (if used)

Counsellor(s): Date:

Session Format: (e.g., individual, couple, family, group) Session Length:

Presenting Issue/Session Focus:

Session Content:

Themes/Significant Developments:

Counselling Goals/Strategies/Approach:

Counsellor Observations:

Plans (Between-Session Activities, Follow-Up, Next-Session Focus, Referrals):

 Practicum Intern

 Date

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 |  | ***Acadia University School of Education*** |  |  |
|  |  | ***Daily Practicum Activity Log*** |  |  |
|  |  |  |  |  |  |  |  |  |  |
|  | Practicum Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
|  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |
| Activity | Hour 1 | Hour 2 | Hour 3 | Hour 4 | Hour 5 | Hour 6 | Hour 7 | Hour 8 | **Day Total** |
| **DIRECT COUNSELLING** |   |   |   |   |   |   |   |   |
| Intake Interviews |  |   |   |   |   |   |   |   |   |
| Testing/Assessment |  |   |   |   |   |   |   |   |   |
| Individual Counselling or Co-Counselling |  |   |   |   |   |   |   |   |   |
| Group (Co-) Counselling |  |   |   |   |   |   |   |   |   |
| Couples/Family (Co-) Counselling |  |   |   |   |   |   |   |   |   |
| TOTAL DIRECT COUNSELLING |   |   |   |   |   |   |   |   |   |
| **SITE SUPERVISION** |   |   |   |   |   |   |   |   |
| Formal Supervision - planned, scheduled; review and discussion of recordings, records, cases |  |   |   |   |   |   |   |   |   |
| Observation |  |   |   |   |   |   |   |   |   |
| Consultation |  |   |   |   |   |   |   |   |   |
| Other (specify) |  |   |   |   |   |   |   |   |   |
| TOTAL SITE SUPERVISION |   |   |   |   |   |   |   |   |   |
| **ADMINISTRATIVE/ SUPPORT** |   |   |   |   |   |   |   |   |
| PD/Workshops/ Research |  |   |   |   |   |   |   |   |   |
| Team Meetings/ Case Conferences |  |   |   |   |   |   |   |   |   |
| Record-Keeping (notes/reports)/ Session Preparation |  |   |   |   |   |   |   |   |   |
| Other (specify) |  |   |   |   |   |   |   |   |   |
| TOTAL ADMINISTRATIVE |  |   |   |   |   |   |   |   |   |
|   |   |   |   |   |   |   |   |   |   |
| **Day Total** | Note: Day Total cannot exceed 8 hours |   |
| Review of your Daily Practicum Activity Log will be included as a component of your supervision with your site supervisor. |
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 | ***Acadia University School of Education*** |  |  |
|  | ***Weekly Practicum Activity Log*** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
|  | Practicum Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |
|  | Dates: \_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_ |  | Week #: \_\_\_\_\_\_\_\_\_\_ |  |
|  |  |  |  |  |  |  |  |  |  |  |
| Activity | Mon | Tues | Wed | Thurs | Fri |   | Weekly Total | Previous Total | **Current Total** |  |
| **DIRECT COUNSELLING** |  |  |  |  |  |  |  |  |  |  |
| Intake Interviews |   |   |   |   |   |   |  |   |  |  |
| Testing/Assessment |   |   |   |   |   |   |  |   |  |  |
| Individual Counselling or Co-Counselling |   |   |   |   |   |   |  |   |  |  |
| Group (Co-) Counselling |   |   |   |   |   |   |  |   |  |  |
| Couples/Family (Co-) Counselling |   |   |   |   |   |   |  |   |  |  |
|   |   |   |   |   |   | TOTAL DIRECT COUNSELLING |  |  |
| **SITE SUPERVISION** |  |  |  |  |  |  |  |  |  |  |
| Formal Supervision - planned, scheduled; review and discussion of recordings, records, cases |   |   |   |   |   |   |  |   |  |  |
| Observation |   |   |   |   |   |   |  |   |  |  |
| Consultation |   |   |   |   |   |   |  |   |  |  |
| Other (specify) |   |   |   |   |   |   |  |   |  |  |
|   |   |   |   |   |   | TOTAL SITE SUPERVISION |  |  |
| **ADMINISTRATIVE/ SUPPORT** |  |  |  |  |  |  |  |  |  |  |
| PD/Workshops/ Research |   |   |   |   |   |   |  |   |  |  |
| Team Meetings/ Case Conferences |   |   |   |   |   |   |  |   |  |  |
| Record-Keeping (notes/reports)/ Session Preparation |   |   |   |   |   |   |  |   |  |  |
| Other (specify) |   |   |   |   |   |   |  |   |  |  |
|   |   |   |   |   |   | TOTAL ADMINISTRATIVE |  |  |
|   |   |   |   |   |   |   |   |   |   |  |
|  |  |  |  |  |  |   | **TOTAL HOURS** |  |  |
|  |  |  |   | **Supervisor Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |
| Review of your Weekly Practicum Activity Log will be included as a component of your supervision with your site supervisor and EDUC 5066 instructor / faculty supervisor. |  |
|  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**Acadia University School of Education
M.Ed. Counselling Program
Site Supervisor Mid-Practicum Assessment Report**

Name of Practicum Intern: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
EDUC 5066 Instructor/Faculty Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Practicum Setting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
Mid-Practicum Report \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Practicum Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Dimensions for Assessment in the Practicum Experience:**

*Success on each of the below dimensions of counselling practice is integral to a practicum intern’s readiness for entry-level practice as a professional counsellor. If a practicum intern is not yet meeting expectations based upon his or her stage of education, the practicum intern, site supervisor, and faculty supervisor will attempt to ascertain the nature of the challenge and to identify strategies to facilitate development in the area of concern.*

*These dimensions should be used to frame the midpoint and final assessments for practicum interns on counselling practicum. In addition, it will be helpful to consider these dimensions in contemplating the initial practicum agreement and to support on-going critical (from critical theory) self-reflection and supervision conversations. For each of the seven dimensions below, please comment on the practicum intern’s specific strengths and areas for development and provide examples (when possible) to illustrate.*

1. **Professional Characteristics**

These include: cultivates self-awareness (e.g., related to worldview, values, biases); demonstrates empathy; exhibits appropriate self-confidence; conveys openness to feedback; effectively incorporates feedback and guidance; exercises initiative; engages in critical reflection; willingly seeks supervision as appropriate; conveys a complex understanding of human diversity; promotes social justice and equity.

***Anecdotal Appraisal*** *(please offer your comments; the space will expand in the digital document)***:**

**Overall Assessment on This Dimension:** Please bold font and/or underline the number rating and descriptor below that represent the most appropriate statement for a counselling student at this point in his/her education and training:

 1 - moving toward expectations

 2 - meeting expectations

 3 - exceeding expectations

1. **Ethical Practices**

These include: applies *CCPA Code of Ethics* and *Standards of Practice* in all professional activities (e.g., honors confidentiality, embraces an informed consent process, acknowledges boundaries of professional competence, maintains appropriate professional boundaries with clients and supervisor, is attuned to the risks and challenges associated with multiple relationships, incorporates complex understandings of human diversity through demonstration of cultural awareness and sensitivity; seeks supervision and consultation in relation to ethics inquiries and pursuit of resolution of dilemmas, consults current research when contemplating approaches to assessment and intervention.

***Anecdotal Appraisal (****please offer your comments)***:**

**Overall Assessment on This Dimension:** Please bold font and/or underline the number rating and descriptor below that represent the most appropriate statement for a counselling student at this point in his/her education and training:

 1 - moving toward expectations

 2 - meeting expectations

 3 - exceeding expectations

1. **Workplace Comportment and Competencies**

These include: engages in planning; practices time management; demonstrates effective organizational skills; follows through on agreed tasks; meets deadlines; is on time for appointments; completes records in accordance with site procedures; demonstrates respect and professional civility toward colleagues; develops collegial rapport with colleagues; espouses an interdisciplinary team member role; engages in effective written and oral communication; incorporates understandings of diversity into workplace interactions.

***Anecdotal Appraisal*** *(please offer your comments)****:***

**Overall Assessment on This Dimension:** Please bold font and/or underline the number rating and descriptor below that represent the most appropriate statement for a counselling student at this point in his/her education and training:

 1 - moving toward expectations

 2 - meeting expectations

 3 - exceeding expectations

1. **Assessment and Conceptualization**

These include: demonstrates effective interviewing for assessment (structured, semi-structured, or unstructured); conveys awareness of a range of assessment options; considers social context, culture, and diversity in assessment and conceptualization; administers assessment tools (formal or informal) in accordance with standards of practice; draws upon a variety of sources of assessment information; adopts multimethod assessment approaches; considers nature of audience(s) in communications about assessment; exhibits a strengths-based stance in interpretation of assessment results; makes referrals as appropriate.

***Anecdotal Appraisal*** *(please offer your comments)***:**

**Overall Assessment on This Dimension:** Please bold font and/or underline the number rating and descriptor below that represent the most appropriate statement for a counselling student at this point in his/her education and training:

 1 - moving toward expectations

 2 - meeting expectations

 3 - exceeding expectations

1. **Counselling and Consultation Process**

These include: clearly articulates a theoretical orientation that informs practice; readily establishes rapport and a working alliance; interviews sensitively and effectively; works collaboratively with clients to establish goals and monitor progress toward goal attainment; selects appropriate counselling strategies; uses a range of counselling strategies; focuses on clients’ strengths; works within a systemic awareness; engages clients in social analysis; draws on knowledge and competency in specific areas of counselling as indicated (e.g., lifestyle and career development, group counselling, etc.); models strategies for effective consultation.

***Anecdotal Appraisal*** *(please offer your comments)***:**

**Overall Assessment on This Dimension:** Please bold font and/or underline the number rating and descriptor below that represent the most appropriate statement for a counselling student at this point in his/her education and training:

 1 - moving toward expectations

 2 - meeting expectations

 3 - exceeding expectations

1. **Comprehensive School Counselling Program Practices (specific to school-based counsellors)**

These may include: undertakes consultation and needs assessment with students, families, staff members, community members, and external agencies; works to identify and secure resources; participates in development and delivery of initiatives addressing personal, social, academic and career development; embraces a collaborative team approach to school counselling program and service coordination and implementation; engages in program evaluation; considers and advocates for the needs and rights of marginalized groups in all aspects of school counselling practice.

***Anecdotal Appraisal*** *(please offer your comments)***:**

**Overall Assessment on This Dimension:** Please bold font and/or underline the number rating and descriptor below that represent the most appropriate statement for a counselling student at this point in his/her education and training:

 1 - moving toward expectations

 2 - meeting expectations

 3 - exceeding expectations

1. **Applied Research**

These include: exhibits critical reasoning as a consumer of research; integrates research with practice in selecting strategies and planning programs; seeks research relevant to particular client groups with particular attention to minoritized groups; evaluates effectiveness of strategies; undertakes program evaluation; communicates research findings effectively in oral, written and multimedia formats as appropriate.

***Anecdotal Appraisal*** *(please offer your comments)***:**

**Overall Assessment on This Dimension:** Please bold font and/or underline the number rating and descriptor below that represent the most appropriate statement for a counselling student at this point in his/her education and training:

 1 - moving toward expectations

 2 - meeting expectations

 3 - exceeding expectations

**ADDITIONAL COMMENTS**:

Site Supervisor Signature: Date:

Practicum Intern Signature: Date:

***Please engage in this assessment and reporting process at the mid-practicum mark. After reviewing the report with the practicum intern, please forward a signed copy to the EDUC 5066 Seminar and Practicum in Counselling instructor as an e-mail attachment. Thank you!***

|  |
| --- |
| Description: Acadia_Logo**Acadia University Master of Education in Counselling Practicum Placement Record***Upon completion of your practicum placement, please complete and submit this form to your EDUC 5066 instructor and the M.Ed. Counselling Clinical Coordinator as an e-mail attachment.* |
| **Last Name:**  |  |
| **First Name:**  |  |
| **Student Number:**  |  |
| **Stream (Agency or School Counselling):**  |  |
| **Cohort (e.g., 2016 PT, 2018 FT):**  |  |
| **Dates of Placement (month, date, year – month, date, year):** |  |
| **Placement Site(s):**  |  |
| **Name and Position of Site Supervisor(s):** |  |
| **Name of EDUC 5066 Instructor/Supervisor:**  |  |
| **Total Practicum Hours (must equal 500 or more):** |  |
| **Total Direct Client Contact Hours: \_\_\_\_\_\_\_\_\_*** **Intake Interviews, Testing /Assessment, Couples/Family Counselling =**
* **Individual Counselling =**
* **Group Counselling =**
 |  |
| **Total Supervision Hours:**  |  |
| **Notes:** |
| **Today’s Date:** |
| **By typing my name below, I attest to the accuracy of the information provided above.****Name:**  |