# Practicum Feedback and Evaluation Form

***(Appendix J)***

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| **Student Name**      | Phone      | Email      |
| **Supervisor’s Name**      | Phone      | Email      |
| Course      | Select one:❒ Mid-Term Evaluation❒ Final Evaluation | Dates of Practicum      |
| Term /Year      | 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 then forwards a copy of the completed form (including signatures and date) to the Instructor. Submission of completed and signed documentation must occur within Academic Deadlines for the term.

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**

This is a “floating point” scale. This means that a “3” is always “Where I would expect this student to be at this point in their practicum.” In other words, a “3” in December represents less skill than a “3” in April. The student should be demonstrating a higher level of skill to obtain a “4” in April than is needed to get a “4” in December. Similarly, a “3” at the midterm evaluation represents less skill than a “3” at the final evaluation.

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| **n/a** | * The ability/skill is not applicable for this Agency and/or practicum (use sparingly)
 |
| **1** | **Needs Marked Improvement*** Very limited to no demonstration of the ability skill/attitude.
* When used/applied, it clearly does not meet the acceptable standard.
 |
| **2** | **Needs Some Improvement*** 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.
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| **3** | **Commensurate with Expectations*** 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.
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| **4** | **Exceeds Expections*** 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 had supervised counselling experience prior to starting a graduate program in counselling.
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**PART I: Skill and Process Assessment**

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| ***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 full rights in a timely, respectful basis and periodically reviews with clients their rights regarding*:* |
| a. Risks and benefits of receiving counselling *(in general)* |  |  |  |  |  |
| 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 *(e.g., secretary, Supervisor, counsellor, accountant, file audits by outside Agency etc.)* |  |  |  |  |  |
| 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 *(live and case review as well as discussion of client’s case in the course)* |  |  |  |  |  |
| 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 *(e.g., if they meet on the street, at an event, if the client invites the counsellor to his/her wedding, etc.)* |  |  |  |  |  |
| k. Who the client contacts after hours if the client is in an emergency/crisis |  |  |  |  |  |
| l. Dual relationships *(e.g., what it is; how it will be handled; how it will be prevented)* |  |  |  |  |  |
| m. Outlines risks and benefits of treatment/interventions used in the sessions |  |  |  |  |  |
| n. Presents various treatment alternatives for the client to consider *(informed choice)* |  |  |  |  |  |
| 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 *(please record on separate page)* |
| 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 and tapes AT ALL TIMES *(e.g., does not leave files face up on her/his desk, does not use client’s name in public, etc.)*  |  |  |  |  |  |
| 4. Only discusses cases / therapy sessions with Supervisor & other client approved individuals *(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.)* |  |  |  |  |  |
| **Please mark score with an ‘X’** *(4 = high)* | **NA** | **1** | **2** | **3** | **4** |
| 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 *(e.g., with client, interacting with Agency staff, etc.)* |  |  |  |  |  |
| 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 and the regulatory body for the profession *(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)* |  |  |  |  |  |
| 10. Is willing and able to recognize, articulate, and take action to deal with issues of self (i.e., personal issues) that could and/or are interfering with one’s counselling practice. |  |  |  |  |  |
| 11. Other: *(please record items on a separate page).* |

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| ***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 *(e.g., during supervision sessions is able to identify strengths, provides rationales for areas of needed growth/training, etc)* |  |  |  |  |  |
| 2. Uses resources to enhance one’s own performance (e.g., reads books, articles, etc.) |  |  |  |  |  |
| 3. Supports self (e.g., engages in self care, seeks emotional debriefing time when needed, etc) |  |  |  |  |  |
| 4. Takes the responsibility to solicit coaching and feedback from Supervisor on a regular basis (i.e., takes the initiative to learn from the Supervisor) |  |  |  |  |  |
| 5. Incorporates feedback to facilitate change in one’s performance  |  |  |  |  |  |
| 6. Presents client cases adequately (i.e., well prepared, articulate, accurate, clear, & concise) |  |  |  |  |  |
| 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 (e.g., cooperative, attentive, active, respectful) |  |  |  |  |  |
| 10. Works effectively with colleagues/staff at the Agency |  |  |  |  |  |
| 11. Manages on site time effectively *(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.)* |  |  |  |  |  |
| 12. Other: *(please record items on a separate page if more room is needed)* |  |  |  |  |  |

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| ***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 (e.g., adding things to the room for the session, re-arranging things to make the client more comfortable, etc.) |  |  |  |  |  |
| 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: *(please record items on a separate page)* |
| 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: *(please* record *items on a separate page)* |
| C. **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: *(please record items on a separate page).* |
| D. **Process-based Skills**  |
| 1. Uses reflective statements (affect and body language) to deepen the session  |  |  |  |  |  |
| 2. Remains within the affect domain, 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: *(please record items on a separate page).* |

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| ***4. Counselling Assessment Skills*** *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)
 |  |  |  |  |  |
| 1. Writes an assessment of the clients’ presenting issues in an accurate, concise and respectful manner
 |  |  |  |  |  |
| 1. Conducts an efficient & comprehensive psychosocial history
 |  |  |  |  |  |
| 1. Writes an assessment of clients’ psychosocial history in an efficient, ethical and effective manner
 |  |  |  |  |  |
| 1. Writes an assessment of clients’ history (e.g., developmental issues, counselling history, etc.) in an accurate, concise, and respectful manner
 |  |  |  |  |  |
| 1. 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
 |  |  |  |  |  |
| 1. Explores and identifies barriers/obstacles that may hinder the change process
 |  |  |  |  |  |
| 1. Explores and identifies client factors that will be useful in the change process
 |  |  |  |  |  |
| 1. Uses the DSM to make accurate clinical –assessment diagnoses
 |  |  |  |  |  |
| 1. Develops appropriate treatment planning objectives (short & long term)
 |  |  |  |  |  |
| **When relevant:** |
| 1. Appropriately administers psychological tests such as:

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 1. Interprets psychological tests in an accurate manner – list tests:

a. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_b. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |  |  |  |  |  |
| 1. Writes reports on psychological tests in an accurate manner
 |  |  |  |  |  |
| 1. Other: (e.g., risk assessment) (*please record items on a* separate *page)*
 |  |  |  |  |  |

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| ***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
 |  |  |  |  |  |
| 1. Develops treatment plans to address clients’ identified problems, using approaches academic research has shown to be effective/sound strategies
 |  |  |  |  |  |
| 1. Identifies a wide range of possible treatment approaches/strategies relevant to the client’s issues
 |  |  |  |  |  |
| 1. Actively elicits, monitors and evaluates relevant indices of clients’ progress
 |  |  |  |  |  |
| 1. Modifies treatment plan and treatment strategies, in a planned and logical manner, based on new/relevant client data
 |  |  |  |  |  |
| 1. Designs & assigns homework tasks that are appropriate (e.g., age of the client)
 |  |  |  |  |  |
| 1. Debriefs homework, in the next session, in an appropriate and useful manner
 |  |  |  |  |  |
| 1. Actively helps clients to prepare for termination, well in advance of the last session
 |  |  |  |  |  |
| 1. Facilitates effective last (termination) sessions
 |  |  |  |  |   |
| 1. 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.):
 |   |  |  |  |  |

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| ***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
 |  |  |  |  |  |
| 1. As demonstrated in supervision sessions, clearly expresses how one’s counselling orientation/framework is being used to help clients reach their goals
 |  |  |  |  |  |
| 1. As demonstrated in supervision sessions, tests hypotheses systematically before designing and/or using an intervention
 |  |  |  |  |  |
| 1. As demonstrated in supervision sessions, articulates the reason / relationship between session objectives and treatment plan goals
 |  |  |  |  |  |
| 1. As demonstrated in supervision sessions, articulates, in advance, how progress meeting client goals will be monitored and documented
 |  |  |  |  |  |
| 1. As demonstrated in supervision sessions, articulates the reason / relationship between session objectives and skills used in session
 |  |  |  |  |  |
| 1. 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:**

**Overall Performance Ratings**

The overall performance ratings are the average ratings for each category rounded to the nearest whole number.

|  |  |  |
| --- | --- | --- |
| 1. **Ethical Conduct** (overall rating):

*NOTE*: This category is a **prerequisite** 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.** |  | / 4  |
| 1. **Professional Conduct** (overall rating):
 |  | / 4 |
| 1. **Core Counselling Skills** (overall rating):
 |  | / 4 |
| 1. **Counselling Assessment Skills** (overall rating):
 |  | / 4 |
| 1. **Counselling Intervention Skills** (overall rating):
 |  | / 4 |
| 1. **Purposefulness** (overall rating):
 |  | / 4 |

The final Practicum Feedback and Evaluation Form must be submitted to the Office of Graduate Studies and Research at the end of practicum and becomes part of the Student’s record in the Faculty of Education.

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 *Supervisor Signature Date*

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

 *Student Signature Date*

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 *Instructor Signature (final evaluation only) Date*

**Evaluation to Course Grade Conversion**

***NOTE***: The conversion of the evaluation ratings to course grades is completed by the Instructor and is at the discretion of the Instructor.

The following ratings on the final evaluation are required for a passing grade within the practicum course:

Fall term:

* An overall rating of at least “3” in the Ethical Conduct section
* An overall rating of at least “3” in 3 of the categories
* An overall rating of at least “2” in all categories

Spring term:

* An overall rating of at least “3” on any item in the Ethical Conduct section
* An overall rating of at least “3” in all categories

Additional requirements may be communicated by the Instructor and/or indicated in the course outline.