

University of  
Lethbridge



FACULTY OF  
**EDUCATION**

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# COUNSELLING PSYCHOLOGY PRACTICUM HANDBOOK

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## **Counselling Psychology Practicum Handbook**

Inquiries regarding graduate programs should be made to:

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Additional information, including policies and report forms, can be accessed at:

<https://www.ulethbridge.ca/future-student/graduate-studies/graduate-programs-faculty-education>  
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# 1 | Counselling Psychology Practicum

## 1.1 Program Mission Statement

The counselling psychology programs in the Faculty of Education, in line with the mission of the research intensive, comprehensive University of Lethbridge, advance and critically examine the knowledge of counselling psychology, especially in respect to preparing students to become ethically competent, culturally sensitive practitioners who use and evaluate research-based, effective, and holistic counselling practices. Students, in a highly cohesive cohort, are active participants in the learning, upholding high standards of competence and engaging in critical reflection about their practice, the profession, and the responsibilities of professional counsellors and/or counselling psychologists in society. Faculty and students adhere to values of scholarly dialogue, social justice, fidelity, autonomy, respect, dignity, and equity. Graduates from this program become active professional counsellors and/or counselling psychologists.

## 1.2 Program Overview

The counselling psychology programs in the Faculty of Education are committed to providing education, training, and leadership to graduate students in order to develop skilled, knowledgeable, and competent professionals through the integration of theory and practice. The purpose of the counselling psychology programs is to:

- address professional, ethical, and legal issues in the practice, science, and regulation of counselling psychology.
- focus on the understanding and acquisition of communication skills in interpersonal and counselling contexts.
- learn the historical and theoretical foundations in counselling psychology.
- develop a framework for the planning and implementation of culturally-contextual and evidence-based client change interventions in counselling psychology.
- become familiar with a variety of assessment procedures commonly used in counselling settings.
- develop an understanding of counselling diverse clients.
- experience supervised practice in counselling psychology settings.

A compulsory component of the counselling program is the completion of two practica courses:

Master of Counselling	Master of Education (Counselling Psychology)
♦ CAAP 6611 Counselling Practicum I	♦ EDUC 5709 Counselling Psychology: Practicum I
♦ CAAP 6619 Counselling Practicum II	♦ EDUC 5711 Counselling Psychology: Practicum II

The aim of the practicum is to expose students to a range of counselling experiences, including exposure to diverse theoretical approaches and populations, and engagement in extensive field-based experiences, preparing them to become reflective practitioners. Students will spend approximately 12 to 14 hours per week (150 hours per course) throughout the term at their practicum site.

A supervised field experience is vital to the professional preparation of students in the discipline. The practicum provides students with supervised experiences that will help to develop and hone their counselling skills and supports the transition from student to Canadian Certified Counsellor and/or Registered Psychologist.

One of the primary objectives of the counselling psychology practicum is to provide an opportunity for the integration and application of all previous learning. The student is expected to function in a role similar to that of an employed counsellor, yet under the close supervision of an experienced and qualified Supervisor. The student will become more adept at counselling skills, methods, and techniques; gain confidence as a developing professional; develop the ability to evaluate and test ideas related to the counselling process; and ultimately learn their strengths and limitations as a potential Canadian Certified Counsellor and/or Registered Psychologist.

There are timelines and deadlines throughout the year for setting up and organizing practicum placements. Preparation for the practicum should begin at least 8 months prior to the course start date (see section [1.4 Key Deadlines](#)).

Students are responsible for selecting and organizing their own practicum placements. The Agency and Supervisor will be subject to approval by a faculty member as designated by the Associate Dean, Graduate Studies and Research in Education.

The student has normally completed the following courses in advance of the practicum:

Master of Counselling	Master of Education (Counselling Psychology)
<ul style="list-style-type: none"> <li>♦ CAAP 6601 Theories of Counselling and their Application to Client Change</li> <li>♦ CAAP 6603 Professional Ethics and Conduct</li> <li>♦ CAAP 6605 Foundational Counselling and Conflict Resolution Skills</li> <li>♦ CAAP 6607 Counselling Diverse Clients</li> <li>♦ CAAP 6613 Assessment: Processes and Application</li> <li>♦ CAAP 6615 Counselling Strategies and Interventions</li> <li>♦ CAAP 6617 Research and Program Evaluation Skills</li> </ul>	<ul style="list-style-type: none"> <li>♦ EDUC 5621 Counselling Psychology: Ethics and Professional Practice</li> <li>♦ EDUC 5622 Counselling Psychology: Counselling Diverse Clients</li> <li>♦ EDUC 5623 Counselling Psychology: Learning Processes</li> <li>♦ EDUC 5704 Counselling Psychology: Skills</li> <li>♦ EDUC 5705 Counselling Psychology: Theory</li> <li>♦ EDUC 5706 Counselling Psychology: Interventions</li> <li>♦ EDUC 5707 Counselling Psychology: Assessment</li> <li>♦ EDUC 5708 Counselling Psychology: Career Counselling</li> <li>♦ EDUC 5712 Counselling Psychology: Research Methods</li> </ul>
<p>Three (3) elective courses selected from:</p> <ul style="list-style-type: none"> <li>○ CAAP 6631 Cognitive and Affective Bases of Behaviour</li> <li>○ CAAP 6633 Counselling Issues Across the Lifespan</li> <li>○ CAAP 6635 Biosocial Foundations of Health Psychology</li> <li>○ CAAP 6637 Group Counselling and Process Skills</li> </ul>	

### **1.3 Goals**

Practicum students will:

- demonstrate the transfer of skills and knowledge acquired through prior courses to applied counselling settings.
- effectively incorporate theory, skilled practice and applied experience into a professional counselling framework.
- demonstrate ability to establish and maintain a strong working alliance with a variety of clients.
- demonstrate relevant assessment, interventions, termination, and evaluation procedures consistent with the Agency's standards and the standards for professional independent practice.
- demonstrate sound clinical judgment that integrates knowledge of relevant laws and ethical competence.
- document clinical work in a way that meets the standards of the counselling site and adheres to the Code of Ethics (Canadian Counselling and Psychotherapy Association) and the Canadian Code of Ethics for Psychologists (Canadian Psychological Association).
- recognize and be willing to address how personal feelings/issues may affect work with diverse clients and hamper the counsellor's growth (personally and professionally). This includes knowledge of how one's socio-cultural background influences the process of counselling.
- conceptualize client struggles with an understanding of how individual and micro-macro system dynamics contribute to the onset and maintenance of presenting problems. This includes being attuned to the cultural dynamics of the situation.
- conduct an efficient and comprehensive psychosociocultural history of the client and the presenting problem, while always maintaining strong working alliance skills and demonstrating cultural competence.
- describe and demonstrate a range of clinical interventions for adults and/or youth.
- effectively use self-directed and group learning to enhance counselling performance through the use of academic readings, analysis of the student's counselling session recordings, counselling session transcript analysis (if assigned), and case presentations/conceptualizations/consultations.
- identify the importance of self-care and implementing accordingly.
- Integrate ethical decision making into the applied setting

## 1.4 Key Deadlines

Timelines (Fall Practicum)	Responsibility	Requirements
	Student	Attend pre-practicum information sessions, as scheduled by Office of Graduate Studies and Research
December to March	Student	Establish a Practicum Placement (see <a href="#">Establishing a Practicum Placement</a> ): <ul style="list-style-type: none"> <li>Review the list of approved Supervisors and Agencies provided to students</li> <li>Search for a potential Agency and Supervisor</li> <li>Submit applications to Agencies</li> <li>Complete interviews at Agencies</li> </ul>
March to June	Student <i>Note: Supervisor and/or Agency complete components of forms as required</i>	Complete and submit documents to Graduate Studies and Research in Education: <ul style="list-style-type: none"> <li><b>Practicum Profile</b> (Appendix A)</li> <li><b>WCB or Distant Learner Agreement</b> for Students in Practicum Placements (Appendix B)</li> <li><b>Practicum at Place of Employment</b> (if required) (Appendix D)</li> <li><b>Application for Approval to Engage in Specialized Practice</b> (if required) (Appendix L)</li> </ul>

### JUNE 15 - DEADLINE FOR ALL REQUIRED DOCUMENTS

Following student's submission of required documents	Office of Graduate Studies and Research in Education	<ul style="list-style-type: none"> <li>Review the Agency and Supervisor as per the Practicum Profile</li> <li>Notify the student of decision regarding approval of Supervisor and Agency</li> <li>Establish the <b>Practicum Agreement</b> (Appendix E) with the Agency</li> <li>Arrange for Certificate of Insurance</li> </ul>
Following approval and prior to the course	Student	Orientation to the Agency, if required by Agency
	Student	Any additional requirements and deadlines as per course outline
December (for Fall term practicum)	Student	<ul style="list-style-type: none"> <li>Submit Fall term final <b>Practicum Activity Log*</b> (Appendix I)</li> <li>Submit Fall term <b>Practicum Feedback and Evaluation Form*</b> (Appendix J)</li> </ul>
April (for Winter term practicum)	Student	<ul style="list-style-type: none"> <li>Submit Winter term final <b>Practicum Activity Log*</b> (Appendix I)</li> <li>Submit Winter term <b>Practicum Feedback and Evaluation Form*</b> (Appendix J)</li> </ul>

\* Submission of completed and signed documentation must occur within Academic Deadlines for the term

**NOTE:** Students intending to utilize the Approved Programs Pathway to apply to the College of Alberta Psychologists must have a Supervisor who is a Registered Psychologist. The Supervisor must be registered within Canada or U.S.A.

## 2 | Practicum Expectations

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### 2.1 Key Expectations of Practicum

- The student is required to spend a minimum of 150 hours at their practicum site, per course. Half of these hours must be providing direct service to clients.
- The student engages in self-assessment and evaluation through their **Learning Plan** (Appendix G), if required by the Instructor.
- The student ensures supervision takes place regularly and comes prepared for the weekly supervision sessions. The student should ensure that supervision is based on live observation, co-counselling, review of audio/visual recordings, live supervision and/or reflecting teams. The student is encouraged to prepare a session agenda, with consideration that the Supervisor may also have an agenda.
- The student is not paid or employed by the Agency for the hours contributing towards practicum.
- The Supervisor cannot be the student's direct employment supervisor.
- The Supervisor will evaluate the student throughout the practicum. The Supervisor completes the **Practicum Feedback and Evaluation form** (Appendix J).
- The final grade for the course is submitted by the Instructor. There are university assignment expectations that make up the course grade.

### 2.2 Practicum Hours Required

Students must log 150 hours on **Practicum Activity Log** (Appendix I) for each practicum course (refer to Appendix G for details). This includes:

- a minimum of 75 Direct Counselling hours
- a minimum of 20 hours in One-on-One Supervision. (see 2.3.2 One-on-One Supervision)
  - Note: additional supervision hours will be required if students exceed the minimum Direct Counselling (Ratio of 1 hour Supervision: 4 hours Direct Counselling)
- Other hours

Completion of the practicum also requires attendance at seminars and additional course requirements (including assignments, online activities, etc.). These hours do not count towards the 150 required practicum hours.

Students are strongly encouraged to spend as many hours as possible at the practicum site to gain additional experience in the field of counselling. In some circumstances the student may engage in other activities in addition to the hours of practicum. However, the role of student will change, for example to “volunteer” instead of “practicum student”. Organizations or agencies are responsible to arrange for insurance coverage when the student continues in supervised practice outside of the practicum placement.

## 2.3 Definition of Practicum Hours

The following definitions should be used when completing the **Practicum Activity Log** (Appendix I) to record time spent at the Practicum Agency.

### 2.3.1 Direct Counselling Hours

**Individual Counselling:** Face-to-face client contact with one client in the room. The student is the only counsellor in the room or the student is the lead therapist, defined by the student taking the lead for at least 75% of the session.

**Specialized Counselling:** The following specialized counselling practices **require Clinical Coordinator approval prior to** engaging with these types of clients or modalities in practicum. Approval for Specialized Counselling will be based on the student's training and skills, and Supervisor competencies. Types of specialized practice include but are not limited to the following:

- **Child Counselling:** Counselling with clients age 10 and under.
- **Adolescent Counselling:** Counselling with clients between the ages of 11-17.
- **Family/Couples Counselling:** Counselling where the client is either a couple or family (more than one client in the room).
- **Group Counselling:** The student is an active co-facilitator in a counselling group where at least one other facilitator has experience and training facilitating the group. (Note: CCPA restricts amount of group counselling hours which can count towards their relational requirements. Students are advised to refer to CCPA for specifics.)
- **Formal Assessment:** The student completes the administration, scoring, interpretation, and report writing with adequate supervision from a Supervisor who has competence in the practice of formal assessment. A maximum of 20 hours from Assessment may count towards the Direct Counselling hours.

Counselling in other areas of specialization may also require prior Clinical Coordinator approval.

**NOTE:** Virtual sessions may be permitted with the approval of the Instructor. Additional training in providing virtual services may be required. Students intending to apply for CCC designation with CCPA should review the requirements relative to practicum experiences. Specifically, CCPA's requirement that at least 75% of all direct counselling hours must meet their "relational processing criteria".

Refer to **Application for Approval to Engage in Specialized Practice** (Appendix L).

### 2.3.2 One-On-One Supervision

One-on-One Supervision:

- involves the Supervisor talking to the student regarding the student's counselling to ensure the ethical and professional integrity of the student's work.
- is based on combinations of direct supervision (live observation, co-counselling, review of audio and video recordings, live supervision, reflecting teams) as well as indirect supervision (supervisor review of written case notes and case consultations).
- is provided at a ratio of one (1) hour of One-on-One Supervision for every four (4) hours of Direct Counselling

Weekly feedback and the formal student evaluations, **Practicum Feedback and Evaluation Form** (Appendix J) are based on direct observation of student skills.

**NOTE:** Virtual supervision sessions may be permitted with the approval of the Instructor. Additional training in virtual supervision may be required. Students seeking CCPA certification after graduation are encouraged to examine CCPA's definition of what counts as direct supervision See: [https://www.ccpa-accp.ca/wp-content/uploads/2024/06/Certification-Guide\\_EN\\_updatedMay2024.pdf](https://www.ccpa-accp.ca/wp-content/uploads/2024/06/Certification-Guide_EN_updatedMay2024.pdf)

### 2.3.3 Other Hours

Other Hours (all other practicum related hours, including):

- engaging in discussions, individually or in groups, with anyone other than the Supervisor (including group supervision and case consultation with other professional counsellors),
- participation in a reflecting team, with the exception of time spent providing direct feedback to a client or client groups
- client phone contact,
- phone intake sessions,
- partner check-ins,
- observation of a session being delivered by another counsellor,
- writing session notes,
- completing case planning,
- organizing a client file,
- writing reports,
- analyzing data from formal assessments,
- doing client or group preparation,
- workshops for potential clients
- reviewing recordings for supervision sessions,
- writing supervision consultation summaries,
- preparing a supervision agenda.

## 2.4 Recording Sessions

Review of recorded sessions ensures that students produce performance-based material to be shown/discussed at each One-on-One Supervision session. Review of recorded sessions also teaches students to engage in self-supervision. After graduation, many students do not receive One-on-One supervision and therefore must know how to engage in personal review/critique of their skills.

As students are required to receive feedback based on their supervisor's direct observation of counselling sessions or review of recorded sessions, regular audio/video recording of sessions is required.

- Students are responsible to supply and set up video/audio equipment.
- Students are *encouraged* to record all of their sessions and, where the site permits, are *required* to record at least one counselling session per week. Students must have appropriately pre-screened their work. If the site does not permit recordings alternative arrangements for effective supervision must be approved by the Clinical Coordinator.
- Students are responsible to ensure the absolute security of the recordings at all times.
  - Audio/video recordings of client sessions are *never* to be taken off the agency's property without the consent of the Supervisor and the client.
  - All recordings must be completely destroyed within 14 days of the date they were recorded.

- It is acceptable if the video camera only focuses on the counsellor (the client does not need to be visually recorded).
- Students are required to seek permission from clients to record the sessions. Clients must be told of the risks/benefits of recording the sessions, and when the recording will be destroyed.
- Student should use the forms supplied by the Agency or University (examples provided by Instructor, or see **Consent for Supervision and Recording Sessions** (Appendix H).
- Refer to [Practicum Student Expectations and Responsibilities](#).

## 2.5 Student Conduct and Code of Ethics

Students must educate themselves about and strictly adhere to the conduct expectations as stipulated in the [University of Lethbridge Graduate Studies Calendar](#), [School of Graduate Studies Policies and Procedures](#), and the Standards of Practice/Conduct, Code of Ethics, and/or the Code of Professional Conduct noted below.

- College of Alberta Psychologists Standards of Practice:  
<https://www.cap.ab.ca/Portals/0/pdfs/StandardsOfPractice.pdf>
- Canadian Code of Ethics for Psychologists:  
<http://www.cpa.ca/aboutcpa/committees/ethics/codeofethics/>
- Canadian Counselling and Psychotherapy Association Code of Ethics:  
<https://www.ccpa-accp.ca>
- ATA Code of Professional Conduct for Teachers and Teacher Learners (when practicum is based in an educational setting):  
<https://www.alberta.ca/code-of-professional-conduct>
- M.Ed.(Counselling Psychology)/M.C Standards of Professional Conduct:  
<https://www.uleth.ca/education/programs-degrees/graduate-programs/current-grad-students/professional-conduct>

Students must educate themselves about and strictly adhere to the expectations relevant to the jurisdiction of their practicum, including Standards of Practice, Code of Ethics, and policies specific to the Agency. Furthermore, in any circumstance involving an ethical situation and/or dilemma, please consult the Supervisor and, if necessary, the Instructor.

The Faculty of Education reserves the right to deny or terminate a placement in any practicum course to any student if the Dean has reasonable grounds (see the **Practicum and Internship Placement Policy** in the [University of Lethbridge Graduate Studies Calendar](#)).

## 2.6 Confidentiality

The student is expected to demonstrate the highest level of adherence to confidentiality when working with Agency clients using the Canadian Code of Ethics for Psychologists as the standard.

## 2.7 Practicum Activity Log

Students are expected to maintain a weekly **Practicum Activity Log** (Appendix I) and may be required to submit a signed weekly activity log to their Instructor. The **final** Practicum Activity Log documenting total hours for the term, must be **completed** and **signed by the Supervisor** and **submitted to the Instructor** upon completion of hours for each term.



## 3 | Practicum Student

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### 3.1 Establishing a Practicum Placement

The student is responsible for arranging a suitable placement. Refer to [7. Practicum Agency](#) for examples of appropriate sites, as well as [1.4 Key Deadlines](#).

The process of securing a placement typically involves:

- student identifies potential Supervisor/Agency through networking, professional contacts, previous practicum placements (list provided by Office of Graduate Studies and Research in Education).
- student submits applications to Agencies.
- student completes interviews (reference the Practicum Handbook to review with potential Supervisor).
- normally the student completes multiple applications and interviews.
- student ensures the submission of Practicum documentation as per Practicum Handbook.
- proposed Supervisors and Agencies are subject to approval by the Clinical Coordinator. Additional documentation may be requested prior to approval.
- Once approved Instructors are not permitted to impose additional requirements.

**NOTE:** Students intending to utilize the Approved Programs Pathway to apply to the College of Alberta Psychologists must have a Supervisor who is a Registered Psychologist. The Supervisor must be registered within Canada or U.S.A. Agencies may require the student to submit a Criminal Record and/or Vulnerable Sector Check (or similar). Additional documentation and/or health and safety training may be required by agencies.

### 3.2 Expectations and Responsibilities

Within the practicum the student will be involved, within reason, in the tasks typical for a counsellor to engage in while working at the Agency. For example, the student may be required to attend Agency meetings, complete and file client related paperwork, attend training events, observe sessions led by another counsellor, attend consultations and/or feedback sessions with the Supervisor, lead group or psychoeducational activities, cover the phones during a lunch hour, and complete other tasks general counselling staff are typically expected to complete.

The student has direct ownership and responsibility for each step of the practicum process. The student is responsible to:

- initiate and arrange an orientation to the Agency before the start of practicum.
- negotiate an appropriate placement and supervisor and ensure that the necessary documents are in place by the appropriate deadlines (see [1.4 Key Deadlines](#)).
- collaborate with the Supervisor to complete the terms of the **Learning Plan** (Appendix G), as required by the Instructor.
- demonstrate acceptable skill competencies and conduct themselves with high professional standards and ethical accord at all times.
- actively engage in the supervision process in a self-directed way.
- follow the rules, regulations, and procedures of the placement setting.
- participate in professional activities required by the particular practicum setting.
- attend the mandatory U of L seminar components.

- engage in other course components.
- follow the codes of ethical conduct and standards of practice of the profession as noted above, and the Faculty of Education Standards of Professional Conduct.
- inform program staff of any issues of concern affecting your practicum.
- ensure the timely completion and submission of the weekly **Practicum Activity Log** (Appendix I).
- obtain client permission, via written informed consent, for any recorded (audio/video) segments.
- participate in planning and/or case discussion meetings regularly held at the practicum site.
- read professional literature and research practice and theory.

**NOTE:** Students are required to use the informed consent form of the Agency. If the Agency does not have an informed consent form for counselling you are required to make one. A sample is provided from the U of L Counselling Services. You will note the form may need to be adapted for use in your Agency and/or your client population.

<http://www.uleth.ca/counselling/content/booking-appointment>

Students must come prepared for the direct supervision sessions. Students, on a weekly basis, are expected to take the initiative to set up live observation and/or bring previewed video recordings of their work to their direct supervision session. For example, the student on their own initiative, unless directed by the Supervisor, should bring to the direct supervision sessions two (2), 10-minute clips of his/her work, which demonstrates 'x' and 'y' skills listed in the **Practicum Feedback and Evaluation form** (Appendix J). Or, bring recorded clips that represent both positive skills as well as areas that could be improved with a mindset of receiving feedback about both.

During the first month of the practicum, the student will be expected to:

- develop professional relationships with staff members.
- observe intake and counselling sessions.
- observe and then gradually participate in co-counselling sessions with their Supervisor and/or other senior therapists.
- attend case conferences.
- learn Agency policies/procedures.
- gradually build a caseload.
- become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, information and referral, teamwork, in-service and staff meetings).

By Week 4, the student should have a full caseload (seeing 6 to 8 clients per week). Please contact the Instructor if this is not possible by Week 4.

Students are not paid or employed by the Agency for the hours contributing towards their practicum. Under unique circumstances, if your place of employment is the only practicum placement option please review the **Practicum at Place of Employment Form** (Appendix D) and speak to the Clinical Coordinator.

### **3.3 Workers' Compensation Board or Distant Learner Agreements**

Students should be aware of the WCB (Alberta) or *Distant Learner Agreements* which pertain to them relative to their practicum. Visit the Campus Safety, Insurance and Risk webpages for information on this topic: <https://www.ulethbridge.ca/campus-safety/insurance>

Refer to the *Criteria for WCB Coverage for Post-Secondary Students on Practicum Placement* with an Employer flowchart to determine if you are covered by WCB:

[https://www.ulethbridge.ca/sites/default/files/2020/09/Practicum%20Student%20WCB%20Coverage\\_final.pdf](https://www.ulethbridge.ca/sites/default/files/2020/09/Practicum%20Student%20WCB%20Coverage_final.pdf)

## 4 | Practicum Supervisor

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Supervision is a rewarding activity that counselling professionals choose to participate in for a number of reasons. Often, supervision provides a means to give back to the counselling profession and to the educational programs from which counsellors graduate. Although supervision provides students with the opportunity to develop and practice skills while expanding their knowledge, it is also important as an experience by which students develop a professional counselling identity. Supervision is a process in which both the student and the Supervisor learn from each other, providing Supervisors with information regarding up-to-date counselling related information. Supervision is also often the beginning of lifelong collegial relationships that expand one's professional network.

The Supervisor is expected to assist in the professional development of the student. Supervision is:

- an interactive process of information feedback and exchange requiring active involvement of both the student and the Supervisor.
- a facilitative and action-oriented process involving shared observations, communication, and demonstrations of effective practice.
- clear and concrete communication of what the Supervisor has observed and noted relating to student performance.
- promoting student development of increased initiative, awareness and growth.
- problem solving with the student.
- demonstrating and modelling effective practices.

### 4.1 Practicum Supervisor Background/Training

Supervision is provided by counsellors who:

- have a master's and/or doctoral degree;
- have been actively counselling for a minimum of four years post-graduate (Master's degree);
- are members of a professional/regulatory association within the field of counselling (or related field). This association must govern practice where the practicum is located and have a Code of Ethics and a formal complaints procedure accessible to the public, including:
  - Registered Psychologist status with the College of Alberta Psychologists or other provincial equivalent (provisional psychologists do not meet this criteria); or
  - Canadian Certified Counsellor status with the Canadian Counselling & Psychotherapy Association.
  - In some circumstances other qualifications may be considered, such as Registered Social Worker status with the Alberta College of Social Workers (or other provincial equivalent). Students should consider that in such cases the qualifications of the Supervisor may impact the acceptance of practicum hours by other agencies (e.g., requirements for doctoral programs, regulatory bodies).

**NOTE:** Students intending to utilize the Approved Programs Pathway to apply to the College of Alberta Psychologists must have a Supervisor who is a Registered Psychologist. The Supervisor must be registered within Canada or U.S.A.

It is recommended that Supervisors have training in supervision.

In extenuating circumstances, a co-supervision situation may be approved subject to review of additional information. All supervisors must meet the noted background/training. In order to be assessed, all potential supervisors must submit their CV as well as the completed/signed Practicum Supervisor section of the **Practicum Profile** (Appendix A). In instances of co-supervision the honorarium will be pro-rated.

## 4.2 Supervision Hours

Refer to section [2 | Practicum Expectations](#) for supervision requirements, in particular:

- [2.2 Practicum Hours Required](#) for the hourly expectations in supervising the student, and
- [2.3 Definition of Practicum Hours](#) for descriptions and requirements of Direct Counselling, One-on-One Supervision, and Other Hours.

## 4.3 Expectations and Responsibilities

The Practicum Supervisor will:

- complete and submit the appropriate sections of the **Practicum Profile** (Appendix A) as well as a curriculum vitae.
- guide the student through site orientation, including familiarization with Agency rules, regulations, and procedures.
- maintain open communication with the student and the Instructor.
- meet the hourly supervision requirements detailed within [2.2 Practicum Hours Required](#).
- develop a trusting relationship with the student.
- facilitate student's progress through the stages of observation, co-facilitation (where appropriate), and independent interventions and sessions.
- work with the student to develop the terms of the **Learning Plan** (Appendix G), as required by Instructor.
- discuss and clarify, with the student, how and when supervision will occur.
- approve the student's weekly **Practicum Activity Log** (Appendix I).
- monitor student's progress and provide feedback on counselling skill development on a weekly basis. This may include:
  - directing and encouraging the student to find/read articles pertaining to a client's presenting problem,
  - reviewing recordings of counselling sessions for a particular skill or intervention critique,
  - writing and revising session notes,
  - completing a transcript analysis,
  - observing sessions, etc.
- participate in formative and summative assessment of the student's counselling competence.
- in collaboration with the student, complete a mid-term evaluation using the **Practicum Feedback and Evaluation Form** (Appendix J).
- in collaboration with the student and the Instructor, complete a final evaluation using the **Practicum Feedback and Evaluation Form** (Appendix J).
- notify the Instructor immediately if concerns arise or if there is evidence that the student is experiencing difficulty. If unable to contact the Instructor, please contact the Office of Graduate Studies and Research at 403-329-2425 or 1-800-666-3503.

Neither the Supervisor, nor the Agency, will accept compensation, either directly or indirectly, for supervision other than the honorarium provided by the University of Lethbridge. See **Honorarium Information** (Appendix F).

## 4.4 Problem Solving

Although it is rare, some problems can emerge that are difficult to solve. If any concerns are identified by the student, Supervisor, or Agency during the practicum placement, it is important to identify and work out the concerns as early as possible.

- The first course of action is for the person who has a concern to speak about this concern with the appropriate party. For example, if the Supervisor thinks there is a problem with the student, the Supervisor should first talk to the student about this problem and try to solve it together. Concerns identified about the student by another member of the counselling organization should be brought to the Supervisor's attention. The Supervisor can then decide whether to include this person in a discussion of the problem with the student or whether to talk with the student alone.
- If various attempts at finding a solution prove unsuccessful, either the student or the Supervisor should approach the Instructor for assistance.
- If there is still dissatisfaction with the practicum on the part of the student, the Supervisor, or the Agency, the Associate Dean, Graduate Studies and Research will be consulted and will recommend one of the following options:
  - a solution is found and the student continues with the present placement;
  - an alternative placement is found for the student; or
  - the student withdraws from the practicum. (See **Practicum and Internship Placement Policy** section in the [University of Lethbridge Graduate Studies Calendar](#)).

Students may also refer to the complaints procedure for the regulatory association relevant to the Supervisor's practice.

## 5 | Instructor

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Practicum courses will be taught by Instructors who have graduate degrees in psychology and who are Registered Psychologists.

### 5.1 *Expectations and Responsibilities*

The Instructor is responsible for:

- maintaining contact with the Supervisors by means of regular consultation throughout the practicum.
- helping the student understand the connections between theory and practice in counselling (this responsibility is shared with the Supervisor).
- staying informed of the student's performance and progress throughout the practicum.
- teaching the seminar and other course components.
- consulting with the student and providing feedback about the development of professional skills.
- consulting with the Supervisor in the establishment of both formative and summative evaluation of student development.
- serving as liaison between the University and the Agency.
- providing a course outline which documents specific items required by the Instructor (e.g., assignments, seminar, **Learning Plan** (Appendix G), etc.)
- receiving the **final Practicum Feedback and Evaluation Form** (Appendix J) from the student and/or Supervisor.
- receiving the **final Practicum Activity Log** (Appendix I) from the student and/or Supervisor.
- approving and submitting the **final Practicum Feedback Evaluation Form** (Appendix J) and **final Practicum Activity Log** (Appendix I) to the Office of Graduate Studies and Research in Education. Submission of completed and signed documentation must occur within Academic Deadlines for the term.
- assigning and submitting the student's final grade.

**NOTE:** Instructors requiring more frequent submission of the **Practicum Activity Log** (Appendix I) should indicate this within the course outline.

## 6 | Office of Graduate Studies and Research

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The Office of Graduate Studies and Research is responsible for the overall practicum process, including facilitating a pre-practicum orientation and approving each Supervisor and Agency for the practicum placement. See **Practicum Profile** (Appendix A).

### 6.1 *Expectations and Responsibilities*

The Office of Graduate Studies and Research will:

- facilitate a pre-practicum orientation for students.
- review and approve each Supervisor and Agency for the practicum placement.
- maintain the Counselling Psychology Practicum Handbook and associated forms, and provide this information to students.
- serve as liaison between the University and the Agency, particularly in the management of the Practicum Agreement.
- maintain the student record in the Faculty of Education, including final practicum documentation.
- oversee the honarium being provided to the Supervisor/Agency.

## 7 | Practicum Agency

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Agencies that are appropriate as a practicum setting include:

- educational counselling settings (elementary, secondary, and post-secondary),
- community counselling agencies (women's health, hospice, addictions treatment programs, family support services, etc.),
- forensic settings providing counselling services, and
- provincial health authorities including hospitals and mental health programs.

Private practice settings are discouraged but may be approved on a case-by-case basis. Agencies operating with a single session/crisis counselling practice model will only be approved if the majority of clinical hours completed by the student include multiple sessions with a single client and meet CCPA's "relational processing requirements".

With prior approval of the Instructor, virtual supervision and virtual counselling may be acceptable. Additional training for the student in providing virtual services may be required.

### 7.1 Expectations and Responsibilities

The Agency should:

- complete and submit appropriate practicum placement documentation (e.g., Practicum Profile, Practicum Agreement, Certificate of Insurance, etc.).
- provide the student with an orientation to its facilities, administrative structure and policies.
- provide individual counselling as a primary service, however, services such as assessment, family and couples' counselling, career counselling, and group counselling are also appropriate.
- employ professional staff who have a Masters' level of qualification in a counselling related area (see section [4. Practicum Supervisor](#))
- provide appropriate office space for the student to utilize when seeing clients and for office work.
- have a policy that supports the recording of counselling sessions for supervision purposes.
- demonstrate an understanding of and respect for human diversity which includes but is not limited to variability in culture, religion, race, nationality, sexual orientation, physical ability, lifestyle, and gender.
- ensure that client consent forms used by the student meet CPA/CCPA standards.
- ensure that another health care professional is on site at all times the student is practicing.

The student is not allowed to participate in a practicum placement outside of registration in a practicum course or outside the terms of the **Practicum Profile** (Appendix A) and the **Practicum Agreement** (Appendix E).

In some circumstances the student may engage in other activities in addition to the hours of practicum. However, the role of student will change, for example to "volunteer" instead of "Practicum Student". Organizations or agencies are responsible to arrange for insurance coverage when the student continues in supervised practice outside of the practicum placement.

The student is not paid or employed by the Agency for the hours contributing towards their practicum.

Neither the Supervisor, nor the Agency, will accept compensation, either directly or indirectly, for supervision other than the honorarium provided by the University of Lethbridge. See **Honorarium Information** (Appendix F).



## 8 | Evaluation of Practicum Student

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### 8.1 Guiding Principle

The evaluation of the student's progress is based on the specific competencies stated in the **Practicum Feedback and Evaluation Form** (Appendix J).

Evaluation of the student involves deliberations among the three people concerned – the student, the Supervisor, and the Instructor. To be most effective, evaluation should be a continuous process. Therefore, it is important that the student, through frequent consultation with the Supervisor, has a clear understanding of his/her progress throughout the practicum. This is to be accomplished through ongoing feedback as well as the completion of the **Practicum Feedback and Evaluation Form** (Appendix J).

### 8.2 Practicum Feedback and Evaluation

As required by the Instructor, the **Practicum Feedback and Evaluation Form** (Appendix J) may be utilized to provide formative feedback within the term (i.e., a mid-term evaluation).

A completed and signed **final Practicum Feedback and Evaluation Form** (Appendix J), along with the **final Practicum Activity Log** (Appendix I), **must** be submitted to the Office of Graduate Studies and Research at the end of each practicum and becomes part of the student's record in the Faculty of Education. Submission of completed and signed documentation must occur within Academic Deadlines for the term.

### 8.3 Grade Assignment

The Instructor, according to University policy, is ultimately responsible for evaluation and assigning the practicum grade.

## Appendix A: Practicum Profile

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

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4401 University Drive | Lethbridge, AB T1K 3M4 | edu.masters@uleth.ca | 403-329-2425

### Practicum Profile

(Appendix A)

This form is utilized to approve Supervisors and Agencies for practicum placements. Please ensure that you have read the Practicum Handbook before completing and submitting this form.

The Student is to complete their portion of the form. Following completion of the Student's portion, the form will be directed to the Supervisor. The Supervisor will confirm accuracy of the content, complete relevant portions, and sign the form.

PRACTICUM STUDENT		
Last Name	First Name	Phone
Email Address	Terms of Practicum (e.g., Fall 2024 / Winter 2025):	

PRACTICUM AGENCY		
<input type="checkbox"/> Yes, please include our site in list of Approved Agencies. Approved Agencies may choose to be listed as an approved site and may be approached by other students seeking a placement.		
Name of Agency		Phone
Parent Organization (if appropriate) (e.g., Alberta Health Services)		
Mailing Street Address	City:	Postal Code
	Province:	
Name of Contact at Agency (i.e., Authorizing Signature for Practicum Agreement)		
Position Title		Email
Please briefly describe the Agency's mandate (e.g., type of clients seen, number of clinicians, number of practicum students, etc.)		

Practicum Opportunities Available at the Agency	With Children (under age 10)		With Youth (age 11 -17)		Adults (age 18 +)	
	Service offered	Student to work with	Service offered	Student to work with	Service offered	Student to work with
Please check the appropriate boxes to indicate whether the Agency offers the services listed and whether the Student is permitted to work with this clientele.						
<b>NOTE:</b> Students have not completed coursework in all of the areas below. Discussion is required with the Student to determine areas of readiness to practice based upon their past coursework/experience.						
Single Session and/or Crisis Counselling						
Individual Counselling Sessions: (offered for at least 50 mins & more than 1 session is offered to clients)						
Family Counselling						
Couple Counselling						
Group Counselling (more process work than teaching)						
Psycho-educational Groups (more teaching than process)						
Career Counselling						
Intake Assessments						
Formal Assessments						
Crisis phone line counselling						
Other:						

If Students are undertaking specialized counselling submit **Application for Approval to Engage in Specialized Practice** (Appendix L) along with this form **Practicum Profile** (Appendix A). Specialized areas include, but are not limited to:

- **Child Counselling:** Counselling with clients age 10 and under.
- **Adolescent Counselling:** Counselling with clients between the ages of 11-17.
- **Family/Relationship Counselling:** Counselling where the client is those in a relationship or family (more than one client in the room).
- **Group Counselling:** The student is an active co-facilitator in a counselling group where at least one other facilitator has experience and documented training facilitating the group; and the student is active 50 percent of the time during the group therapy/counselling sessions.
- **Formal Assessment - Level C:** The student completes the administration, scoring, interpretation, and report writing with adequate supervision from a Supervisor who has competence in the practice of formal assessment. A maximum of 20 hours from Assessment may count towards the Direct Counselling hours. Assessment occurs with non-counselling clients (they are not engaging in formal assessment with a client who they are also providing counselling with).

Practicum Opportunities Available at the Agency	Available To Students		
	Yes	No	Comments
Student is permitted to record at minimum <u>one client session per week</u> . Students are encouraged to record all of their sessions. Students are required to seek permission from clients to record the sessions, using the forms supplied by the University or the Agency.	<input type="checkbox"/>	<input type="checkbox"/>	
Agency is able to provide a practicum orientation session for the Student. If the Agency does not offer a standard orientation session, the Student is to initiate an orientation with his/her Supervisor.	<input type="checkbox"/>	<input type="checkbox"/>	
There is a qualified supervisor for the Student if the original Supervisor is unable to supervise weekly. (e.g., Supervisor is away due to illness, holidays, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	
Optional: The Agency has an orientation manual the Student can read prior to the start of the practicum	<input type="checkbox"/>	<input type="checkbox"/>	
Optional: Student can observe experienced clinicians in action (assuming the client provides consent).	<input type="checkbox"/>	<input type="checkbox"/>	
Optional: Practicum offers training by using reflecting teams.	<input type="checkbox"/>	<input type="checkbox"/>	
Optional: Student is provided with his/her own counselling office to see clients.	<input type="checkbox"/>	<input type="checkbox"/>	

Practicum Opportunities Available at the Agency	Available To Students		
	Yes	No	Comments
Optional: One-way mirror with audio sound.			
Optional: A practicum student supervision group. (Practicum students, more than 1 student, gather at least once a month to review cases.)			This group is facilitated by a supervisor: <input type="checkbox"/> Yes <input type="checkbox"/> No
Optional: Agency case review group. (The Agency offers a supervision group at least once a month for the counselling staff, which the students can attend.)			
Optional: On site professional development training that Students may attend. (e.g., seminars, etc.)			
Other Services Offered:			

PRACTICUM SUPERVISOR			
<input type="checkbox"/> Yes, please include me in list of Approved Supervisors. Approved Supervisors may choose to be listed as an approved supervisor and may be approached by other students seeking a placement. A resume or CV may be required upon request.			
Last Name	First Name	Phone	Fax
Mailing Street Address	City	Postal Code	
	Province		
Email Address	I have included a Resume or Curriculum Vitae <input type="checkbox"/> Yes <input type="checkbox"/> No, a copy has been submitted in the last three years		
Standards of Practice/Code of Ethics adhered to and associated registration number: <input type="checkbox"/> Registered Psychologist: <input type="checkbox"/> Canadian Counselling & Psychotherapy Association: <input type="checkbox"/> Registered Social Worker: <input type="checkbox"/> Other:		Number of years of post-graduate counselling experience:	
Master's degree and major/specialization obtained:  University: Year completed:		Doctoral degree and major/specialization obtained:  University: Year completed:	
Days of week Supervisor typically on site:			
Please briefly describe your background in supervision (e.g., trained in supervision, new experience, supervising for years, etc.)   			

Practicum Supervision	Agency agrees to	Agency does not agree to	Comments
One-on-one Supervision Practicum supervision will entail at least 1.5 hours per week (20 hours per course) in One-on-one Supervision (a ratio of 1 hour of One-on-one Supervision for every 4 hours of Direct Counselling).			
Exceeding Hours If the Student completes more than 75 Direct Counselling hours, then the Student must receive more than 20 hours of One-on-one Supervision. This additional supervision remains at a ratio of 1 hour of One-on-one Supervision for every 4 hours of Direct Counselling.			

Consent Forms	Agency agrees to	Agency does not agree to	Comments
NOTE: A sample of a counselling consent form is available at the link below. The form will need to be adapted for use in the Agency and/or for your client population. <a href="http://www.uleth.ca/counselling/content/booking-appointment">http://www.uleth.ca/counselling/content/booking-appointment</a>			
The Agency gives permission for the Student to use counselling consent forms that meet CPA/CCPA standards. Note: If the Agency does not have an informed consent form that meets CPA/CCPA standards the Student, in conjunction with the Instructor, will draft a supplemental handout to distribute to clients. The Agency/Supervisor must approve the handout before its use.			
The Agency agrees to allow the student to use a consent for supervision and recording sessions form that meets CPA/CCPA standards. The form may be supplied by the Agency or the U of L (see Appendix H).			

**Supervisor to complete (please check all that apply):**

- ☐ I declare I do NOT hold a dual relationship with the above Student. Examples of a dual relationship include being related to the Student via family or marriage, being the Student's past or present employer, or being the Student's past/current professor, etc. If a dual relationship is present this must be discussed with the Instructor.
- ☐ I have read and agree to the expectations and responsibilities outlined in the Practicum Handbook.
- ☐ I understand the Student will discuss his/her practicum experiences at practicum seminars facilitated by the Instructor. If client cases are discussed at the seminar, client consent will be required.
- ☐ I agree to complete the Practicum Feedback and Evaluation form (Appendix I).
- ☐ I realize if the Student is not performing to an acceptable standard I have the right, and the ethical responsibility, to record a non-satisfactory rating on the practicum evaluation(s).
- ☐ I understand that I may contact the Instructor at any time if I have any questions or concerns regarding the Student's performance.
- ☐ The Student will not be charged either directly or indirectly for Supervision fees.

\_\_\_\_\_  
(Signature of Supervisor)

\_\_\_\_\_  
(Date)

**Student to complete *Schedule* and *Student's Administrative Tasks* in conjunction with the Supervisor and/or Agency (if applicable):**

<b>Schedule</b>	<b>Fall Term</b>	<b>Winter Term</b>
First day the Student is expected to be on site (e.g., Sept. 1 or Jan. 1)		
Last day the Student is expected to be on site (e.g., Dec. 31 or Apr. 30)		
<i>Weekdays</i> the Student will be expected to be on site		
<i>Weekday evenings</i> the Student will be expected to be on site		
<i>Weekend days/evenings</i> the Student will be expected to be on site		
How many hours per week is the Student expected to be on site?		
Likely <u>day and time</u> Supervision Sessions will be offered to the Student (needs to total 2 hours per week, 1 hour of case review and 1 hour of direct feedback via tape or live observation)		

<b>Student's Administrative Tasks</b>	<b>It is Not Required</b>	<b>Deadline for Submission</b>
Criminal Record Check and/or Vulnerable Sector Check ( <i>submit to Agency</i> )		
Immunization Form ( <i>submit to Agency</i> )		
CV ( <i>submit to Agency</i> )		
Confidentiality Statement ( <i>obtain form from Agency, sign, and submit</i> )		
Child Protection Check ( <i>submit to Agency</i> )		
Agency Policy & Procedure Manual ( <i>please read</i> )		
Other:		

The personal information requested on this form is collected under authority of the *Alberta Post-secondary Learning Act* (Alberta) and section 33c of the *Freedom of Information and Protection of Privacy Act* (Alberta) (the "Act") and will be protected under Part 2 of the Act. The information is collected for the purpose of determining participation in practicum related activities. Questions related to the collection, use or disclosure of your personal information can be directed to the University of Lethbridge Privacy Office, 4401 University Drive W, Lethbridge, AB T1K 3M4, 403-332-4620, email: [foip@uleth.ca](mailto:foip@uleth.ca).

## Appendix B: WCB or Distant Learner Agreement for Students in Practicum Placements

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

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### WCB or Distant Learner Agreement for Students in Practicum Placements

(Appendix B)

Section 7(1)(c) of the General Regulations to the *Workers' Compensation Act* of Alberta states that students **registered in and physically attending** an Alberta public post-secondary institution operating under the Post Secondary Learning Act are considered workers of the Government of Alberta and have Workers' Compensation Board (WCB) coverage under the government's worker's compensation account.

- WCB coverage also extends to such students while they are participating in or attending work experience or practicum placements **in Alberta** that are part of their studies.
- WCB coverage also extends to such students **registered in and physically attending** an Alberta public post secondary institution while they are participating in work experience or practicum placement outside of Alberta, provided they meet the following criteria relating to Section 28(1) of the *Workers' Compensation Act*:
  - (1) Resident of Alberta
  - (2) Student attending the facility [campus-based students/students registered at Alberta facility (distance learning students)]
  - (3) Course is part of a recognized program.
  - (4) Placement is part of a required course.
  - (5) Period of time to be spent out of the province is less than 12 consecutive months.
  - (6) Confirmation that the other province or country will accept the extension of coverage by the WCB of Alberta.
- Distance Learning Students (Alberta residents and non-Alberta residents) who are enrolled at an Alberta public post secondary institution and who are **Canadian Citizens** are also deemed to be workers of the Government of Alberta for the purpose of WCB coverage **while they are participating in or attending** program-related practicum and working experience placements **in Alberta**.
- Distance Learning Students enrolled at an Alberta public post secondary institution who are Alberta residents and **Canadian Citizens** are deemed to have WCB coverage while participating in program related or course related work experience or practicum placements outside Alberta, provided that they meet the criteria relating to Section 28 of the *Worker's Compensation Act*, as indicated above. WCB coverage would follow the student to a placement outside of Alberta.
- Distance Learning Students who are **residents of other provinces** and who are participating in placements outside of Alberta are **NOT covered** under the Alberta Worker's Compensation Act. The University does not purchase worker's compensation coverage for distant learners and students are responsible to locate a practicum site that will agree to:
  - (1) accept the student without worker's compensation coverage in order to complete the practical component of the educational program or
  - (2) cover the student during the practicum at their expense and risk in order for the student to complete the educational practicum components required for the program; and/or
  - (3) accept the student with proof of medical, dental and accidental death and dismemberment coverage through the University's Accidental Injury Coverage for Student Placements insurance program.
  - (4) The University participates in the Accidental Injury Coverage for Student Placements insurance program for the benefit of registered distant learners who do not qualify for Alberta WCB coverage. Students should visit the following web page to determine if there is a gap in coverage and ensure the Faculty is aware of such.  
<https://uleth.sharepoint.com/sites/insurance-risk/SitePages/Workers-Compensation-%26-Distant-Learners.aspx>
    - a. Questions relating to policy terms and exclusions should be directed to the Faculty. If further discussion is warranted please contact the department of Campus Safety, Insurance and Risk at [insurance.risk@uleth.ca](mailto:insurance.risk@uleth.ca) or 403-329-2099.
- Students are additionally required to retain their own basic medical and extended health insurance plan.
- Distance Learners who are **NOT Canadian Citizens** should contact the Faculty to determine any available coverage options after reviewing the following web page and identifying any gap in coverage: <http://www.uleth.ca/risk-and-safety-services/do-i-qualify-ab-wcb-coverage>.
- Distant Learners who are **NOT Canadian Citizens** and are completing the **practicum in their home country** are **NOT covered**, as they fall under a specific policy exclusion under the University' Student Accident & Injury Coverage program. It is imperative that the student ensure their own basic medical and extended health insurance plan is in order.
- Questions relating to policy terms and exclusions should be directed to the Faculty. If further discussion is warranted please contact the department of Campus Safety, Insurance & Risk at [insurance.risk@uleth.ca](mailto:insurance.risk@uleth.ca) or 403-329-2099 prior to the commencement of their placement to ensure coverage or alternate private insurance coverage is in place for the protection of the student for the duration of the practicum placement.

**PLEASE READ CAREFULLY!**

**WARNING:** By signing this document you will **WAIVE** the legal right to sue the Governors of the University of Lethbridge or your Practicum Site for injuries occurring at the Practicum Site.

**TO: The Governors of The University of Lethbridge ("University of Lethbridge")**

**Name of Student:** \_\_\_\_\_ **UL Student ID:** \_\_\_\_\_

**Program:** ☐ Master of Counselling ☐ M.Ed. Counselling Psychology

**Student Address:** \_\_\_\_\_  
Street Address

City Province Postal Code

**Province of Practicum Site:** \_\_\_\_\_

1. I am aware that as a requirement of my Educational Program, I am required to successfully complete practicum courses and that all practicum courses must be completed at Practicum Sites approved by the University of Lethbridge, Faculty of Education.
2. I am further aware that by participating in these practicum courses I may be exposed to hazards and risks at the Practicum Site, which could result in injury, illness, death, loss, expense and other liabilities or consequences.
3. I fully acknowledge that I have read the information provided in WCB or Distant Learner Agreement for Students in Practicum Placements and that I fully comprehend the information provided and my obligations, if any, to ensure the placement of WCB coverage or alternate insurance coverage if coverage is not available to me as noted in Schedule "B".
4. In the event of any injury, illness, death, loss, expense and other liabilities or consequences sustained by me arising from my presence at the Practicum Site, I acknowledge that I may be entitled to Workers Compensation Coverage through Alberta Learning, or in the case of a distant learner coverage under an individual basic medical and extended health plan or accident coverage, through the University's Accidental Injury Coverage for Student Placements insurance program.
5. I understand if I am not entitled to Alberta WCB Coverage as noted in WCB or Distant Learner Agreement for Students in Practicum Placements that I must discuss any concerns that I have with the Faculty and, if required, Campus Safety, Insurance & Risk. I understand that I, my heirs, next of kin, executors, administrators and assigns, are prevented from claiming against or suing the University of Lethbridge or the Practicum Site for damages arising from any injury, illness, death, loss, expense and other liabilities or consequences that I may sustain arising from my activities and presence at the Practicum Site.
6. I understand that I am required to complete a Campus Accident Incident Report (C.A.I.R.), available at <http://www.uleth.ca/risk-and-safety-services/campus-accident-incident-report-cair> and notify the Faculty within 24 hours of any injury or illness that I may experience at the Practicum Site. I acknowledge and understand that there is a requirement to report such injury to the appropriate Workers' Compensation authority of the Province of Practicum Site within 72 hours. I further understand that my failure to do so may impair or impede my access to Workers Compensation insurance or any other available insurance coverage.

**I have read and understood the information provided in this Agreement and I agree to accept Workers' Compensation insurance coverage available to me or ensure the placement of alternate coverage during my Practicum courses. In entering into this Agreement, I am not relying upon any oral or written representations or statements made by the University of Lethbridge other than what is set forth in this Agreement.**

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Graduate Studies and Research in Education

\_\_\_\_\_  
Date Signed

\_\_\_\_\_  
Name of Witness

The personal information requested on this form is collected under authority of the *Alberta Post-secondary Learning Act (Alberta)* and section 33c of the *Freedom of Information and Protection of Privacy Act (Alberta)* (the "Act") and will be protected under Part 2 of the Act. The information is collected for the purpose of determining participation in practicum related activities. Questions related to the collection, use or disclosure of your personal information can be directed to the University of Lethbridge Privacy Office, 4401 University Drive W, Lethbridge, AB T1K 3M4, 403-332-4620, email: [foip@uleth.ca](mailto:foip@uleth.ca).



# Appendix C: Informed Consent, Risk Acknowledgement & Indemnity Agreement

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

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## Informed Consent, Risk Acknowledgement & Indemnity Agreement

(Appendix C)

<b>Initial:</b>	<b>TO: THE GOVERNORS OF THE UNIVERSITY OF LETHBRIDGE (THE "UNIVERSITY")</b> <b>Informed Consent, Risk Acknowledgement &amp; Indemnity Agreement</b>  <b>WARNING:</b> By signing this document you indicate that <b>you understand the risks</b> associated with the Course, that you are aware that by registering in the course and attending its off-site activity <b>you may be exposed to the risks</b> identified below. <b>It gives the University authority to secure medical assistance for which you agree to be financially responsible.</b> You are also agreeing to assume financial responsibility for any damage to third persons to which you are legally liable.  <b>PLEASE READ CAREFULLY!</b>
-----------------	--

Student's Full Name: \_\_\_\_\_ UL Student ID: \_\_\_\_\_

Student Address: \_\_\_\_\_ Telephone: \_\_\_\_\_  
Street  
City Province Postal Code

Term & Dates of activity  
(i.e., Fall 2024: Sep 4-Dec 21): \_\_\_\_\_

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

Practicum Site Location: \_\_\_\_\_  
City Province Postal Code

### THE EDUCATIONAL PROGRAM:

I am aware that as a requirement of my Educational Program, I am required to successfully complete practicum courses and that all practicum courses must be completed at Practicum Sites approved by the University of Lethbridge, Faculty of Education. My enrollment in the Master of Counselling or Master of Education Counselling Psychology (hereinafter collectively referred to as the Program) with the Faculty of Education at the University of Lethbridge involves significant practical experience and opportunities to work closely with professionals and students. The Program may require travel to practicum sites located within the City of Lethbridge, or surrounding areas or may involve an inter-provincial placement. Further, transportation to attend Program activities is arranged solely by each student.

### ASSUMPTION OF RISKS:

I understand and agree that there are hazards and risks inherent to my participation with the Program activities, any of which could cause me bodily injury or permanent disability or loss of life and/or loss or damage to my property, including but not limited to those risks and hazards associated with:

- Travel and transportation by all modes and types and risk of motor vehicle collision, mechanical failure, and human error.
- Risks and hazards associated with other premises and acts or omissions of others.
- Potential for theft, vandalism, damage, or loss of personal property.
- Risk of exposure, contraction, transmission, or lingering effects of communicable disease active within the community including those of Covid-19 and its variants.

I fully acknowledge that I have read the information provided in the Program Handbook: Schedule "B" WCB or Distant Learner Agreement for Students in Practicum Placements and that I fully comprehend the information provided and my obligations, if any, to ensure the placement of WCB coverage or alternate insurance coverage if coverage is not available to me as noted in Schedule "B". I understand if I am not entitled to Alberta WCB Coverage as noted in Schedule "B" that I must discuss any concerns that I have with the Faculty of Education (The Faculty) and, if required, Campus Safety, Insurance & Risk.

I also understand that in the unlikely event that I suffer any injury or illness as a result of my learning at the Practicum Site that I am required to complete a Safety Report for the university which is available online at <https://www.ulethbridge.ca/campus-safety> and notify the Faculty and the practicum site as soon as possible. I acknowledge and understand that there is also a requirement to timely report such injury to the appropriate Workers' Compensation authority of the province where the host practicum site operates. I further understand that my failure to do so may impair or impede my access to Workers Compensation insurance benefits where available or any other available insurance coverage.

**In consideration of the UNIVERSITY accepting my course registration in and permitting me the opportunity to participate in the Program activities as part of the learning experience, I hereby agree:**

1. That the University or hosting practicum site may secure such medical advice and services as it, in its discretion may deem necessary for my health and safety and I shall be financially responsible for such advice and services. I also appreciate that as a student enrolled in the Program that should any injury, illness, death, loss, expense, other liabilities or consequences be sustained from my presence at the Practicum Site, I acknowledge that I may be entitled to Workers Compensation Coverage under the auspice of Alberta Learning, or in the case of a distant learner coverage under an individual basic medical and extended health plan or accident coverage, through the University's Accidental Injury Coverage for Student Placements; and
2. That if I am supplying my own equipment or driving myself for the Program, that I am responsible for ensuring that my property is secure, maintained and adequately insured to cover off any liability, loss or damage and understand the University of Lethbridge accepts no responsibility for any liability, loss or damage resulting from any use or misuse therein; and
3. **I agree TO HOLD HARMLESS AND INDEMNIFY** The Governors of the University of Lethbridge from all liability for any damage to the property of, or losses or personal injury to any third party resulting from my participation in the Program and its activities for which I am legally liable and to which the University's insurance program does not extend coverage to.

**I CONFIRM THAT I HAVE HAD SUFFICIENT OPPORTUNITY TO READ THIS ENTIRE DOCUMENT. I HAVE READ AND UNDERSTOOD THIS AGREEMENT PRIOR TO ACCEPTING IT AND AGREE TO BE BOUND BY ITS TERMS.**

Student Signature: \_\_\_\_\_

Date Signed: \_\_\_\_\_

The personal information requested on this form is collected under authority of the *Alberta Post-secondary Learning Act* (Alberta) and section 33c of the *Freedom of Information and Protection of Privacy Act* (Alberta) (the "Act") and will be protected under Part 2 of the Act. The information is collected for the purpose of determining participation in off-campus course related activities. Questions related to the collection, use or disclosure of your personal information can be directed to the University of Lethbridge Privacy Office, 4401 University Drive W, Lethbridge, AB T1K 3M4, 403-332-4620, email: [foip@uleth.ca](mailto:foip@uleth.ca).

## Appendix D: Practicum at Place of Employment

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

Counselling Psychology | Graduate Studies & Research | Faculty of Education | University of Lethbridge  
4401 University Drive | Lethbridge, AB T1K 3M4 | edu.masters@uleth.ca | 403-329-2425

### Practicum at Place of Employment

(Appendix D)

Students may only complete a practicum at their current place of employment under unique circumstances (e.g., remote areas with extremely limited Agencies and/or Supervisors). This is only permissible provided that suitable arrangements for supervision can be made and appropriate counselling opportunities exist.

The following conditions apply when a Student chooses a practicum at their current place of employment:

- The Supervisor cannot be the Student's direct employment supervisor.
- Practicum activities primarily consist of counselling functions.
- Students do not engage in counselling clients with whom they work in other workplace roles. An example of dual roles that can be unethical is when a Student is the counsellor for a client that the Student currently teaches or coaches at school.
- Changing practicum settings during the term is not recommended, so Students are encouraged to anticipate and prevent any potential problems that may arise while doing the practicum in their work settings.
- The Student is not paid or employed by the Agency for the hours contributing towards practicum.

#### TO BE COMPLETED BY THE STUDENT (Only if the practicum will take place in your work setting)

I attest that my Practicum Supervisor is not my direct employment supervisor:

☐ Yes

Will you hold other workplace roles with any of the clients you see as part of your practicum?

☐ Yes

☐ No

Will the practicum activities primarily consist of counselling functions?

☐ Yes

☐ No

Please indicate the specific hours (i.e., days of week and timeframe) that will be regularly dedicated to practicum in addition to your regular work week.

Normal hours: \_\_\_\_\_

Practicum hours: \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date Signed: \_\_\_\_\_

The personal information requested on this form is collected under authority of the *Alberta Post-secondary Learning Act* (Alberta) and section 33c of the *Freedom of Information and Protection of Privacy Act* (Alberta) (the "Act") and will be protected under Part 2 of the Act. The information is collected for the purpose of determining participation in practicum related activities. Questions related to the collection, use or disclosure of your personal information can be directed to the University of Lethbridge Privacy Office, 4401 University Drive W, Lethbridge, AB T1K 3M4, 403-332-4620, email: [foip@uleth.ca](mailto:foip@uleth.ca).

## Appendix E: Practicum Agreement

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

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4401 University Drive | Lethbridge, AB T1K 3M4 | edu.masters@uleth.ca | 403-329-2425

### Practicum Agreement

(Appendix E)

#### To be completed by the Organization

BETWEEN:

**Organization Name:**

*Please show the full name of the organization. Please do not use acronyms.*

\_\_\_\_\_  
(the "Organization")

AND:

THE UNIVERSITY OF LETHBRIDGE  
As represented by  
The Governors of the University of Lethbridge  
Faculty of Education  
(the "University")

WHEREAS the University wishes to utilize the facilities of the Organization for the practical education of its students, or to conduct clinical research for academic purposes;

AND WHEREAS the Organization wishes to utilize the services of the students upon and subject to the terms and conditions below:

#### ARTICLE 1 DEFINITIONS

1.1 In this Agreement, the following words and phrases have the following meanings:

- (a) **"Confidential Information"** means all information that is of a confidential or proprietary nature, which may be related to the business and management of either party or the personal information of the student and/or the personal and health care information and records of any patient of the Organization to which access is granted or obtained by the other party or to which the student has access, but does not include information:
  - (i) was previously known to the recipient;
  - (ii) was independently developed by the recipient;
  - (iii) is subsequently lawfully obtained by the recipient from a third party;
  - (iv) becomes publicly available other than through breach of this Agreement;
  - (v) is disclosed where the other party has provided its prior written consent; or
  - (vi) is disclosed by court order or otherwise by law;
- (b) **"FOIP"** means the *Freedom of Information and Protection of Privacy Act*, R.S.A. 2000, c. F-25, as amended;
- (c) **"HI Act"** means the *Health Information Act*, R.S.A. 2000, c. H-5, as amended; and
- (d) **"Practicum"** means a supervised learning opportunity at the Organization to enable the student to develop knowledge, competencies, judgment, attitudes and practical experience related to applied psychology.

## **ARTICLE 2**

### **PRACTICUM PARTICIPATION**

- 2.1 The University and the Organization shall mutually agree in writing upon the particulars of the Practicum for each student as more fully set out in Schedule "A".
- 2.2 The Organization acknowledges that, during the Practicum, a student may use the facilities, resources and services of the Organization in accordance with the policies, rules, regulations and procedures of the Organization as made known to the University and agreed upon in advance of the Practicum.
- 2.3 The Organization and the University shall cooperate in establishing the plans and forms of evaluation of the students.

## **ARTICLE 3**

### **TERM AND TERMINATION**

- 3.1 This Agreement shall commence on the start date (listed below) and shall continue in force until the end date (listed below), subject to early termination in clause 6.5. At the expiry of such period, this Agreement will terminate unless renewed by mutual written agreement of the parties.

Start Date: (e.g., August 1, 2025)	End Date: (e.g., July 31, 2028)
------------------------------------	---------------------------------

- 3.2 If for any reason a student is no longer a participant in the Practicum, then the placement of that student shall terminate on the date that the student's participation in the Practicum is terminated.

## **ARTICLE 4**

### **RESPONSIBILITIES OF THE UNIVERSITY**

- 4.1 The University shall take reasonable steps to ensure that the student is made aware of the policies, rules and regulations of the Organization as made known to the University.
- 4.2 The University shall provide the Organization with the University's policies, rules and regulations that are necessary for the Organization to effectively participate in the Practicum. Further, as reasonably possible, the appointed representative of the University will meet with the Organization to review the University's and the Organization's applicable policies, rules and regulations and to clarify any questions either party may have regarding such policies, rules or regulations.
- 4.3 The University shall pay the Organization or a representative of the Organization an honorarium as set out in Schedule "A", provided the Organization has complied with the terms of this Agreement including the requirement to provide the student with adequate and consistent supervision as set out in section 5.4 herein.

## **ARTICLE 5**

### **RESPONSIBILITIES OF THE ORGANIZATION**

- 5.1 The Organization shall provide the student (and the University, as required) with an orientation to its facilities, administrative structure and policies, including any requirements of HI Act or any other applicable legislation, where required, so that the student can effectively and safely participate in the Practicum.
- 5.2 The Organization shall ensure that its applicable staff is made aware of the policies, rules and regulations of the University as they apply to the Practicum and the Organization shall take reasonable steps to ensure compliance.
- 5.3 During the term of the Practicum, the Organization shall make available facilities to the University and the student(s) such as
  - (i) suitable conference room space on a scheduled basis; and
  - (ii) such other materials and equipment as is reasonably required.
- 5.4 The Organization agrees to ensure that the student receives adequate, consistent and appropriate supervision, direction and learning opportunities during the Practicum.
- 5.5 The Organization recognizes the student status of the student and shall not require the student to undertake activities, responsibilities or duties that exceed the requisite hours of the practicum and/or capabilities of the student.
- 5.6 The Organization, acting reasonably and providing timely notification to the University, reserves the right to refuse access to its facilities to any student.

- 5.7 The Organization shall notify the University as soon as reasonably possible in the event that student illness, injury, incapacitation or absence that may adversely impact the successful completion of the Practicum. The University requires immediate notification of any situation that may give rise to a claim in affiliation with the Practicum for which the student and/or the University may be legally liable. After notification, and to the extent practical, the Organization and the University shall collectively determine an appropriate response to the matter or issue arising from the student's Practicum.
- 5.8 The parties acknowledge that this Agreement is subject to FOIP, HI Act and all other relevant privacy legislation and all of the terms and conditions of this Agreement shall be carried out in compliance with such legislation and any statutes or laws regarding confidentiality of personal or health care records as may apply in the jurisdiction of the Organization and the location of the Practicum.
- 5.9 The parties shall use reasonable efforts to ensure that the students are aware of the obligations of the Organization pursuant to FOIP, HI Act and other relevant privacy legislation and the Organization shall ensure such students also are made aware of other requirements under any statutes or laws regarding confidentiality of personal and health care records as may apply in the jurisdiction of the Organization and the location of the Practicum.

## **ARTICLE 6**

### **GENERAL**

- 6.1 The University agrees, to the fullest extent permissible in law, to indemnify and save harmless the Organization from and against all manner of actions, cause of action, damages, suits, claims, demands and costs whatsoever arising from any tortious or negligent act or omission of its employees, students, volunteers or agents of the University undertaken pursuant to this Agreement.
- 6.2 The Organization agrees, to the fullest extent permissible in law, to indemnify and save harmless the University from and against all manner of actions, cause of action, damages, suits, claims, demands and costs whatsoever arising from any tortious or negligent act or omission of its employees, volunteers or agents of the Organization undertaken pursuant to this Agreement.
- 6.3 Both parties shall insure their respective operations under a contract of comprehensive general liability insurance, inclusive of malpractice and/or professional liability insurance, with an insurer licensed in the jurisdiction in which the Party operates in the amount of not less than \$2,000,000 per occurrence, insuring against bodily injury, personal injury and property damage, including the use thereof arising out of this Agreement. Each party shall provide the other with proof of insurance in the form of a certificate of insurance prior to the commencement of the Practicum or any Practicum and upon a request during the term of this Agreement.
- 6.4 The Organization understands that Alberta Learning provides workers' compensation coverage to only those students resident in Alberta (as determined by the Alberta Workers' Compensation Board).
- 6.5 Either party may give notice to terminate this Agreement without cause, by giving to the other party sixty (60) days notice in writing. Students already in their practicum experience will be permitted to conclude their practicum in the event of such notification to terminate. Notices shall be deemed to be effective by sending by facsimile or by delivery and with providing proof of receipt. Notices shall be sent to:

If to the Organization:

<b>Organization Overseeing Body Name</b>	<b>Phone</b>	<b>Email</b>	<b>Fax</b>
<b>Title</b>	<b>Position</b>		
<b>Address 1</b>			
<i>Street</i>	<i>City</i>	<i>Province</i>	<i>Postal Code</i>
<b>Address 2</b>			
<i>Street</i>	<i>City</i>	<i>Province</i>	<i>Postal Code</i>

If to the University: Graduate Studies and Research, Faculty of Education  
The University of Lethbridge, 4401 University Drive, Lethbridge, Alberta T1K 3M4  
Tel: 403-329-2425 Fax: 403-329-2372

- 6.6 This Agreement, including the Schedules attached hereto, constitutes the entire agreement between the parties and supersedes all other agreements, oral or written between the parties with respect to the Practicum, and no addition, variation or amendment of this Agreement shall take place except by mutual agreement in writing between the parties.
- 6.7 The parties acknowledge that nothing in this Agreement is intended to create an employee/employer relationship, partnership, joint venture or agency relationship.
- 6.8 The parties agree that copyright and all other intellectual property rights created by the student and all materials and supplies furnished or provided by the University for use in the performance of this Agreement are and remain the property of the University subject to their intellectual property policies.
- 6.9 The Organization agrees not to use or refer to the University, its logos, corporate symbol or representation in any promotional material or otherwise, without the University's express written consent.
- 6.10 Unless otherwise agreed, this Agreement shall be governed by and construed in accordance with the laws in force in the Province of Alberta. The Courts of Alberta shall have exclusive jurisdiction over all claims, disputes and actions related to this Agreement, and the parties attorn to the jurisdiction of those courts.
- 6.11 The parties shall exercise every reasonable effort to meet their respective obligations under this Agreement but shall not be liable for failures to perform or delays in performance resulting from causes beyond their reasonable control.
- 6.12 No waiver or any breach of any term or condition of this Agreement shall be construed to waive any subsequent breach of the same or any term or condition of this Agreement.

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**IMPORTANT:** Before signing this agreement, please ensure that you possess signing authority. If you belong to an educational institution, please ensure that your Risk Management Department/Legal Department is aware of the fact that you have signed an agreement between your organization and the University.

---

**IN WITNESS WHEREOF,** the parties or their authorized representatives have duly executed this Agreement as of the day and year first above written.

**ON BEHALF OF  
THE ORGANIZATION:**

*Please show the full name of  
the organization. Please do  
not use acronyms.*

**Signature:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Position:** \_\_\_\_\_

**Organization:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**ON BEHALF OF  
THE GOVERNORS OF  
THE UNIVERSITY OF  
LETHBRIDGE:**

**Signature:** \_\_\_\_\_

**Name:** \_\_\_\_\_

**Position:** Dean, Faculty of Education

**Date:** \_\_\_\_\_

---

If you have any questions regarding this agreement please contact:

**Email:** [edu.masters@uleth.ca](mailto:edu.masters@uleth.ca)

**Phone:** 403-329-2425

**Toll Free:** 1-800-666-3503

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## Appendix F: Honarium Information

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

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4401 University Drive | Lethbridge, AB T1K 3M4 | [edu.masters@uleth.ca](mailto:edu.masters@uleth.ca) | 403-329-2425

### Honarium Information

(Appendix F)

Please select the appropriate payment section and complete accordingly (select both for full placement).

☐ Fall Term \_\_\_\_\_ (Year) ☐ Winter Term \_\_\_\_\_ (Year)

Student: \_\_\_\_\_ Supervisor: \_\_\_\_\_

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

Upon satisfactory completion of the practicum and submission of final grades by the due date, a \$500.00 CAD honorarium will be paid. Instances of co-supervision will result in the honorarium being pro-rated. If the Supervisor or Agency terminates the practicum, no honorarium payment will be made. If the student withdraws from the practicum, upon documentation from the Supervisor/Agency of any supervision/preparation that took place, a pro-rated honorarium will be paid. If the student withdraws from the practicum prior to any supervision/preparation no honorarium will be paid.

☐ NO HONORARIUM REQUIRED (No other information required)

☐ SUPERVISOR (Deductions will be made according to Canada Revenue Agency)

Last Name:	First Name:	Phone:	E-mail:	
Permanent Address:				
Street				
City		Province	Postal Code	
Date of Birth: (dd/mm/yy)	Social Insurance #:	Gender:	Canadian Citizen	Landed Immigrant
		<input type="checkbox"/> Male	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes
		<input type="checkbox"/> Female	<input type="checkbox"/> No	<input type="checkbox"/> No

☐ INCORPORATED FIRM / AGENCY / OTHER (e.g., CHARITY)

Payee Name:	
Payee Mailing Address for cheque:	
Street	
City Province Postal Code	
<input type="checkbox"/> GST/Revenue Canada Business Number: # _____	Tax Exempt Status <input type="checkbox"/> Yes <input type="checkbox"/> No
If no GST number established:	
<input type="checkbox"/> Corporate Registration Number # _____	
<input type="checkbox"/> Society Registration Number # _____	
<input type="checkbox"/> Charity Registration Number # _____	

If you have any questions please contact:

Email: [edu.masters@uleth.ca](mailto:edu.masters@uleth.ca) Phone: 403-329-2425 Toll Free: 1-800-666-3503



## Appendix G: Learning Plan

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

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### Learning Plan

(Appendix G)

To be completed and submitted as required by the Instructor.

Student Name	Course	Date Submitted to Instructor for Approval
Supervisor's Name	Phone	City
Supervisor's Signature:		Date Supervisor Approved

Learning Activity for Each Practicum	Progress Review: Scale of 1 to 5 (1 = goal has not been addressed .... 5 = goal has been fully met)		
	Progress Review: Week 4	Progress Review: Week 8	Progress Review: Week 12
<p><u>Criteria:</u> Each activity is to be specific, measureable, approved by your Supervisor, and obtainable in 13 weeks. You must have a minimum of 3 specific learning goals to a maximum of 6.</p> <p>The activity must be unique to you (not part of the practicum expectations or a specific item off the evaluation form as the items on the evaluation form are goals within themselves).</p> <p>For samples, see Draft Examples below.</p>	Date	Date	Date
	Student Signature	Student Signature	Student Signature
	Supervisor's Signature (In agreement with the progress ratings)	Supervisor's Signature (In agreement with the progress ratings)	Supervisor's Signature (In agreement with the progress ratings)
<p><b>EXAMPLE:</b></p> <p>Conduct first session intake/ assessment interviews in a manner that the working alliance is given first priority and I am still able to complete the first session tasks in an ethical, complete manner.</p>	<p><b>Progress Score: 2</b></p> <p>I observed 2 intake sessions and had a mock session with my supervision. Next week, I will do a solo intake.</p>	<p><b>Progress Score: 3.5</b></p> <p>Did 4 intakes; I don't feel confident, as I am still dependent on reading off the form. I am also moving too fast. I need to observe more intakes.</p>	<p><b>Progress Score: 4.5</b></p> <p>I did it! Just a few things to touch up (e.g., write more succinctly). My Supervisor watched clips of me leading 2 'awesome' first sessions with grace!</p>

	Progress Review: Week 4	Progress Review: Week 8	Progress Review: Week 12
1.	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:
2.	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:
3.	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:
4.	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:
5.	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:
6.	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:	Progress Score: ____ Rationale for Score:

**DRAFT Examples:** Do not submit this page with forms for approval.

Sample Activity	Is this a good activity?
Interact with Supervisor – consultation, feedback, direct one-on-one interactions	No, because it is an expectation for the practicum. Furthermore, it does not define what “interact” means in terms of quality, frequency, etc
Complete session notes in a succinct, ethical manner according to the appropriate Code of Ethics/Standards of Practice. Provide an activity related to report writing (e.g., to write assessment results in an efficient and ethical manner that has value to the reader of the report, such as teachers).	No, because it is an expectation for the practicum (see your practicum evaluation midterm/final term report).
Become proficient, at a beginning level, with applications of hypnotherapy by practicing with 6 clients under direct supervision.	Acceptable. It is specific enough and ‘beginning level’ provides enough detail at this point given the form restriction.
Actively participate in reflecting team supervision on a weekly basis. I will be active in offering my ideas, my feedback, and being open to receiving feedback.	Acceptable. It is specific enough at this point given the space restriction.
Completion of mid-term formative and final summative evaluation.	No, because it is an expectation for the practicum.
Effectively use four assessment tools that take at least 30 minutes to administer.	Acceptable. It is specific enough at this point given the space restriction.
Articulate clearly and in a knowledgeable manner to my Supervisor the role attachment may play in my clients’ presenting concerns.	Acceptable. It is specific enough at this point given the space restriction.
Demonstrate to my Supervisor how I use my countertransference reactions to promote healthy client understanding and change.	Acceptable. It is specific enough at this point given the space restriction.
Describe my personal counselling theory to my Supervisor by identifying in a clear and knowledgeable manner how my borrowed theory influences my case conceptualization.	Acceptable. It is specific enough at this point given the space restriction.
Be able to effectively conduct filial therapy with 3 clients.	Acceptable. However, these activities are only reasonable if your Supervisor has training in this form of therapy and there is a caseload that the Agency can supply clients suitable for this type of therapy.
Effectively use creative expression interventions (for at least 20 minutes) in at least 3 sessions.	
Implement the use of CBT with presenting problems related to anxiety and depression in a smooth, well informed manner that produces client change.	Acceptable. Most placements will have clients with anxiety and depression so it is a reasonable expectation to work with this presenting issue.
To practice CBT, Narrative Therapy and Gestalt Therapy when appropriate to do so.	Not acceptable because there are 3 items that need to be evaluated within one statement. Furthermore, it is too general.
To have at least one client on my caseload that presents with issue X. (X could be trauma, addiction, etc. and you can also include a cultural reference such as you want to gain experience working with Chinese immigrants)	This could be acceptable. However, if working at an Agency that <u>only</u> works with these presenting issues and/or cultural group then this activity is already assumed thus is not appropriate. Instead, make the goal more specific.

## Appendix H: Consent for Supervision and Recording Sessions

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

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4401 University Drive | Lethbridge, AB T1K 3M4 | edu.masters@uleth.ca | 403-329-2425

### Consent for Supervision and Recording Sessions

(Appendix H)

#### Purpose of this Form:

To obtain written permission that will allow me to engage in supervision regarding your case and to record our sessions for my learning purposes.

#### Why Supervision?

Since I am a student in a graduate counsellor training program, it is a requirement that I have weekly supervision.

#### Supervision Methods:

There are three types of supervision that are integral to my learning how to become a competent master level counsellor: Live observation, case review, and recording my counselling sessions. These methods ensure quality service to clients and provide me with valuable feedback on my skills as a counsellor.

#### An example of what my supervisor may ask me to bring to supervision:

"Please bring a 10 minute recording of what you believe you did well in session and another 10 minutes recording of what you could have done differently".

**Your PRIVACY is protected!** Everyone that supervises me or attends my peer supervision group is bound by a strict professional Code of Ethics; therefore, each person attending supervision with me is ethically obligated to never discuss your situation once the supervision session is over. Your privacy is very important to me and I will protect it.

#### My Supervision Team:

<b>Main Supervisor</b>	Name/Qualifications:  Office Phone Number:  <i>(This person will have full access to your client file and will watch the vast majority of my client recordings.)</i>
<b>Backup Supervisor</b>	Name/Qualifications:  <i>(When needed or relevant, this person(s) will have full access to your client file and my client recordings.)</i>
<b>Agency Peer Supervision Group</b>	I can provide you with a list of who is in this group – please ask anytime.  <i>(To protect your privacy: Your last name will NOT be revealed. No one in this group will have access to your file. I will only share relevant clips from my client recordings. e.g., I have been instructed by the supervisor to bring a 10 minute clip to show my peers how I taught a client to relax).</i>
<b>University Peer Supervision Group</b>	Instructor:  Phone:  <i>(To protect your privacy: I am NOT permitted to mention your name or state any information that will reveal your identity to my classmates or to my Instructor. I am NOT allowed to show your case file or play any recordings of our sessions to this group.)</i>

#### **What types of recordings are made?**

Audiotaping (voice only), videotaping, or both. Videotaping will record our faces, bodies and voices. If you do not want the front of your body recorded, I can angle the camera so it is not focused on you. You can check the camera at any time to make sure I am only recording what you want recorded

#### **Where is the recording stored and for how long?**

Recordings will be kept in a locked agency cabinet (accessible only to myself and my supervisors). I may put your recording on a memory stick, NEVER ON MY COMPUTER, but the memory stick will always remain at the agency under lock and key when the file is not in use. Client tapes are not kept in a client file since it will not be a permanent file item. I will not record your name on the tape – just a code. Recording are erased within 14 business days of the recording being made. If you would like to observe me erasing the recording, please let me know.

#### **What are my rights if I give consent for supervision and taping?**

- You have the right to withdraw your consent for supervision and/or recording at any time. There are some consequences associated with withdrawing your consent – see below.

*You have a choice to give consent for supervision and to be recorded. If you choose not to give consent or if you withdraw your consent, I may not be able to work with you since I am a student learning to be a master level counsellor and I require regular feedback on my skills. If I am not able to work with you, I will consult my Supervisor to obtain a referral for you to another counsellor (a referral to another counsellor may take a number of weeks).*

- You can receive a verbal summary of my supervision session when I discuss your case. Please ask me when you would like this information.
- You can decline live supervision (where my Supervisor or agency peers observe one of our sessions) as I would then tape our session.
- You have a right to know when I am recording our session (there will be no "secret" recordings) and to stop the recording at any time, even in the middle of a session.
- You have the right to report your concerns in how I am recording or using the recording. To do so, please contact one of my supervisors, the agency's director/manager, or my Instructor.

#### **What are the risks and benefits of recording?**

Some of the risks might be that you experience some nervousness knowing that supervisors and my peers may become aware of your struggles and strengths. You may also find it difficult to share things when we record a session. If you like, a session may be used to view or listen to a recording of one of our sessions. This would be subject to my Supervisor's approval as sometimes watching ourselves on tape can be upsetting or triggering.

Some of the benefits are that I will likely be able to offer you more effective counselling services because I will be able to receive supervision about how I am working with you. It is as if you are getting more than one counsellor to help you! You are also helping me gain competency so I can be of help to other clients. And, if you view one of your tapes, you might gain some new information about yourself and/or the counselling experience.

*This consent form supplements the agency consent form that outlined your rights as a client seeking counselling including when your privacy cannot be guaranteed (e.g., you tell your counsellor a child is at risk for abuse).*

#### **Do you have questions?**

Your questions and comments about this consent form are welcome before you sign and anytime thereafter. You are also welcome to have a copy of this form. The signed copy will be placed in your client file. The information on this form is meant to clarify why your permission is being sought and what your rights are surrounding this request.

## **Consent for Supervision and Recording Sessions**

Date: \_\_\_\_\_ Agency: \_\_\_\_\_

Client Name: \_\_\_\_\_ Student Counsellor Name: \_\_\_\_\_

### **Part I:**

I, the Student Counsellor, have discussed the issues outlined in this form with my client. My observations of my client's behavior and responses give me no reason to believe that this person is not competent at this time to give informed consent. Further, I agree to protect the privacy of this client's recordings, never take the client's file or tape off site without the consent of both the Supervisor and the client, and to destroy all recordings after 14 days.

I am in agreement to the above statements (Student Counsellor's initials): \_\_\_\_\_.

### **Part II:**

This consent form, which grants permission from the client for the Student Counsellor to seek supervision and to record the counselling sessions, will expire 30 days after the client's *last* session or by:

Expiry Date: \_\_\_\_\_.

### **Part III:**

I, the client, understand I have rights worthy of being protected when my case is supervised and my sessions are recorded. Some of my rights include but are not limited to: (Client please initial each point)

\_\_\_\_\_ I have the right to have my questions answered regarding ANY of the information in this consent form during any session with my Student Counsellor. I also have the right to report any concerns about my Student Counsellor.

\_\_\_\_\_ I have the right to ask my Student Counsellor to stop the recording at any time, even in the middle of a session. I have the right for my face not to be shown on tape.

\_\_\_\_\_ I have the right to withdraw my consent for supervision & recording of my session, at any time. If I evoke this right I realize there are consequences such as I may need to be transferred to another counsellor.

\_\_\_\_\_ I have the right to know the main risks and benefits of giving consent for supervision and recording of my sessions.

\_\_\_\_\_ I have the right to expect my Student Counsellor to protect the security of my case file and the recordings of my sessions.

\_\_\_\_\_ I may decline being recorded to avoid the recording being listed on a subpoena if I am (or anticipate that I will be) involved in legal issues related to why I am seeking counselling.

### **Part IV:**

Please note any conditions to this consent in the space below or on the back of this form. To be valid, each condition should be initialed by the client and signed by the Student Counsellor and the main Supervisor.

### **Part V:**

My signature below verifies that I, the client, give consent to my Student Counsellor to: (i) seek supervision regarding my case, and (ii) record our sessions (and/or observe live sessions) for the purposes described, and under the conditions outlined. I have read this three-page document and understand what is being asked of me.

\_\_\_\_\_  
Client Signature

\_\_\_\_\_  
Date

A copy of this consent form has been provided to client: ☐ yes ☐ no, client declined a copy

The original copy of this consent will be put in the client's file: ☐ yes

You are welcome to reproduce this consent, provided the full reference is used. McBride, Dawn (2010, September). Seeking your consent for supervision and to record our sessions. Unpublished manuscript. University of Lethbridge, Canada. Material for this consent form was compiled from a variety of sources including the Center for Addiction and Mental Health (2003, March). Audio, Video and Photography Consent and Zuckerman, E. L. (2008). The paper office. New York: Guilford Press.

# Appendix I: Practicum Activity Log

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

Counselling Psychology | Graduate Studies & Research | Faculty of Education | University of Lethbridge  
4401 University Drive | Lethbridge, AB T1K 3M4 | edu.masters@uleth.ca | 403-329-2425

## Practicum Activity Log

(Appendix I)

The following definitions should be used to record time spent at the Practicum Agency.

### DIRECT COUNSELLING HOURS

**Individual Counselling:** Face-to-face client contact with one client in the room. The student is the only counsellor in the room or the student is the lead therapist, defined by the student taking the lead for at least 75% of the session.

**Specialized Counselling:** The following specialized counselling practices **require Clinical Coordinator approval prior to** engaging with these types of clients or modalities in practicum. Approval for Specialized Counselling will be based on the student's training and skills, and Supervisor competencies. Counselling in other areas of specialization may also require prior Clinical Coordinator approval. Types of specialized practice include but are not limited to the following:

- **Child Counselling:** Counselling with clients age 10 and under.
- **Adolescent Counselling:** Counselling with clients between the ages of 11-17.
- **Family/Couples Counselling:** Counselling where the client is either a couple or family (more than one client in the room).
- **Group Counselling:** The student is an active co-facilitator in a counselling group where at least one other facilitator has experience and training facilitating the group. (Note: CCPA restricts amount of group counselling hours which can count towards their relational requirements. Students are advised to refer to CCPA for specifics.)
- **Formal Assessment:** The student completes the administration, scoring, interpretation, and report writing with adequate supervision from a Supervisor who has competence in the practice of formal assessment. A maximum of 20 hours from Assessment may count towards the Direct Counselling hours

**NOTE:** Virtual sessions may be permitted with the approval of the Instructor. Additional training in providing virtual services may be required. Students intending to apply for CCC designation with CCPA should review the requirements relative to practicum experiences. Specifically, CCPA's requirement that at least 75% of all direct counselling hours must meet their "relational processing criteria".

Refer to **Approval to Engage in Specialized Practice** (Appendix L).

### ONE-ON-ONE SUPERVISION

One-on-one Supervision :

- involves the Supervisor talking to the Student regarding the Student's counselling to ensure the ethical and professional integrity of the Student's work.
- is based on combinations of direct supervision (live observation, co-counselling, review of audio and video recordings, live supervision, reflecting teams) as well as indirect supervision (written case notes and case consultations).
- is provided at a ratio of 1 hour of One-on-one Supervision for every 4 hours of Direct Counselling.

**NOTE:** Virtual sessions may be permitted with the approval of the Instructor. Additional training in providing virtual services may be required.

### OTHER HOURS

Other Hours (all practicum related hours, including):

- ♦ engaging in discussions, individually or in groups, with anyone other than the Supervisor (including group supervision and case consultation with other professional counsellors),
- ♦ participation in a reflecting team,
- ♦ client phone contact,
- ♦ phone intake sessions,
- ♦ partner check-ins,
- ♦ observation of a session being delivered by another counsellor,
- ♦ writing session notes,
- ♦ completing case planning,
- ♦ organizing a client file,
- ♦ writing reports,
- ♦ analyzing data from formal assessments,
- ♦ doing client or group preparation,
- ♦ reviewing recordings for supervision sessions,
- ♦ writing supervision consultation summaries,
- ♦ preparing a supervision agenda.

### Practicum Activity Log

Review of the Practicum Activity Log will be included as a component of your weekly supervision with your Instructor.

STUDENT:								DATES:			
Enter the hours spent at the practicum site on the following.	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday	Weekly Total	Prior Week Total	Total for Term	
<b>DIRECT COUNSELLING</b>											
Individual Counselling: Child (under 11) (A)											
Individual Counselling: Adolescent (11-17) (A)											
Individual Counselling: Adult (18+) (A)											
Specialized: Family/Couples (A)											
Specialized: Group (A)											
Total (A)											/ min. 55 hrs
Specialized: Assessment (B)											/ max. 20 hrs
<b>TOTAL Direct Counselling Hours (A+B = C)</b>											/ min. 75 hrs
<b>ONE-ON-ONE SUPERVISION</b>											
<b>TOTAL Supervision Hours (D)</b>											/ min. 20 hrs
<b>OTHER HOURS</b>											
Consultation											
Group supervision											
Client phone contact											
Writing session notes											
Case planning											
Supervision preparation											
Other (specify):											
<b>TOTAL Other Hours (E)</b>											/max. 55 hrs
<b>Total Direct Counselling Hours (A+B = C)</b>											<b>75 MIN</b>
<b>+ Total Supervision Hours (D)</b>											<b>20 MIN</b>
<b>+ Total Other Hours (E)</b>											<b>55 MAX</b>
<b>= TOTAL PRACTICUM HOURS</b>											<b>150 MIN</b>

The final Practicum Activity Log 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.

_____ Supervisor Signature (final evaluation only)	_____ Date
_____ Student Signature (final evaluation only)	_____ Date
_____ Instructor Signature (final evaluation only)	_____ Date



## Appendix J: Practicum Feedback and Evaluation Form

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

Counselling Psychology | Graduate Studies & Research | Faculty of Education | University of Lethbridge  
4401 University Drive | Lethbridge, AB T1K 3M4 | edu.masters@uleth.ca | 403-329-2425

### Practicum Feedback and Evaluation Form

(Appendix J)

Student Name	Phone	Email
Supervisor's Name	Phone	Email
Course	Select one: <input type="checkbox"/> Mid-Term Evaluation <input type="checkbox"/> Final Evaluation	Dates of Practicum
Term /Year	Who completed this evaluation? <input type="checkbox"/> Student as part of own review <input type="checkbox"/> 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.

n/a	• The ability/skill is not applicable for this Agency and/or practicum (use sparingly)
1	<b>Needs Marked Improvement</b> <ul style="list-style-type: none"> <li>• Very limited to no demonstration of the ability skill/attitude.</li> <li>• When used/applied, it clearly does not meet the acceptable standard.</li> </ul>
2	<b>Needs Some Improvement</b> <ul style="list-style-type: none"> <li>• This rating reflects the Student is still learning how to use/implement the ability/skill.</li> <li>• Some ability/skill/attitude in this area but improvement required to meet the standard.</li> <li>• Demonstration is inconsistent and/or is largely dependent on coaching.</li> </ul>
3	<b>Commensurate with Expectations</b> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Very limited coaching is required for the Student to use this ability/skill efficiently and effectively.</li> </ul>
4	<b>Exceeds Expectations</b> <ul style="list-style-type: none"> <li>• Very high level of competency of the ability/ skill/attitude, demonstrated on a very consistent basis, with no coaching.</li> <li>• 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.</li> </ul>

## PART I: Skill and Process Assessment

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

	Please mark score with an 'X' (4 = high)	NA	1	2	3	4
1. Informs clients of their <u>full rights</u> in a <u>timely, respectful</u> basis and <u>periodically</u> reviews with clients their rights regarding:						
a. Risks and benefits of receiving counselling ( <i>in general</i> )						
b. Confidentiality and limits of privacy (e.g., Supervisor has access to all session information)						
c. The client's fee and alternative options if unable to afford the fee						
d. Who sees/accesses the client's file, billing information, & file storage after services conclude (e.g., <i>secretary, Supervisor, counsellor, accountant, file audits by outside Agency etc.</i> )						
e. Release of client information including sharing the client's identity to others						
f. Action to take if the client is dissatisfied with treatment offered by the Student						
g. Being supervised ( <i>live and case review as well as discussion of client's case in the course</i> )						
h. Client's rights associated with taping/recording and how the tapes are destroyed or given to the client within x number of days of the recording						
i. How clients can access their file for review during and after services are rendered						
j. How the counsellor will manage contact outside the counselling session (e.g., <i>if they meet on the street, at an event, if the client invites the counsellor to his/her wedding, etc.</i> )						
k. Who the client contacts after hours if the client is in an emergency/crisis						
l. Dual relationships (e.g., <i>what it is; how it will be handled; how it will be prevented</i> )						
m. Outlines risks and benefits of treatment/interventions used in the sessions						
n. Presents various treatment alternatives for the client to consider ( <i>informed choice</i> )						
o. The Student's last week of service is stated well in advance and reminders provided						
p. If a client is a minor, informs guardian of above rights and seeks relevant consent before providing service to the minor						
q. Other rights the Student's clients should be informed/reminded about ( <i>please record on separate page</i> )						
2. Demonstrates consistent respect for clients and staff members regardless of the person's background, religious and cultural preferences, sexual orientations, etc						
3. Protects and maintains confidentiality of client records <u>and</u> tapes <u>AT ALL TIMES</u> (e.g., <i>does not leave files face up on her/his desk, does not use client's name in public, etc.</i> )						
4. <u>Only</u> discusses cases / therapy sessions with Supervisor & other client approved individuals (e.g., <i>the Student does not discuss and/or debrief cases/ counselling sessions in the Agency staffroom, at home, with friends, family, Agency receptionist, etc.</i> )						
	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., <i>with client, interacting with Agency staff, etc.</i> )						
7. Demonstrates competency in using a relevant Code of Ethics (Agency's and/or CPA) when facing ethical dilemmas and for information on following guidelines/standards of practice, etc.						
8. Consults with colleagues and Supervisors on ethical issues, as appropriate						
9. Documents clinical work that meets the standards of the counselling site <u>and</u> the regulatory body for the profession (i.e., <i>writes succinctly, maintains client's privacy, focuses on theme reporting not content focused reporting, writes respectfully as if the client will read the notes</i> )						
10. Is willing and able to <u>recognize</u> , <u>articulate</u> , and <u>take action</u> to deal with issues of self (i.e., personal issues) that could and/or are interfering with one's counselling practice.						
11. Other: ( <i>please record items on a separate page</i> ).						

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

Please mark score with an 'X' (4 = high)					
	NA	1	2	3	4
1. Self-monitors own performance (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)					

**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
<b>A. Structuring Skills:</b> 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>B. Soliciting Skills:</b> 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)					
<b>C. Reacting Skills:</b> 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).					
<b>D. Process-based Skills</b>					
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).					

**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)					
2. Writes an assessment of the clients' presenting issues in an accurate, concise and respectful manner					
3. Conducts an efficient & comprehensive psychosocial history					
4. Writes an assessment of clients' psychosocial history in an efficient, ethical and effective manner					
5. Writes an assessment of clients' history (e.g., developmental issues, counselling history, etc.) in an accurate, concise, and respectful manner					
6. Is able to conceptualize how the presenting problems fit into a greater context by documenting how individual and micro-macro systems dynamics likely instigated and contribute to the maintenance of the problem and/or limit the effective resolution of the presenting problem					
7. Explores and identifies barriers/obstacles that may hinder the change process					
8. Explores and identifies client factors that will be useful in the change process					
9. Uses the DSM to make accurate clinical –assessment diagnoses					
10. Develops appropriate treatment planning objectives (short & long term)					
<b>When relevant:</b>					
11. Appropriately administers psychological tests such as: a. _____ b. _____					
12. Interprets psychological tests in an accurate manner – list tests: a. _____ b. _____					
13. Writes reports on psychological tests in an accurate manner					
14. Other: (e.g., risk assessment) (please record items on a separate page)					

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

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

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

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

Please mark score with an 'X' (4 = high)		NA	1	2	3	4
1. Actively discusses/utilizes counselling theory(s) to understand the client's presenting issues, dynamics, change process, and relevant treatment options						
2. As demonstrated in supervision sessions, clearly expresses how one's counselling orientation/framework is being used to help clients reach their goals						
3. As demonstrated in supervision sessions, tests hypotheses systematically before designing and/or using an intervention						
4. As demonstrated in supervision sessions, articulates the reason / relationship between session objectives and treatment plan goals						
5. As demonstrated in supervision sessions, articulates, in advance, how progress meeting client goals will be monitored and documented						
6. As demonstrated in supervision sessions, articulates the reason / relationship between session objectives and skills used in session						
7. Other:						

**PART II: Observations of Student Performance**

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

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

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

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

**Observations or comments:**

---

### Overall Performance Ratings

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

1. <b>Ethical Conduct</b> (overall rating): <i>NOTE:</i> This category is a <b>prerequisite</b> to all other categories. The Student must receive an overall score of 3 or higher indicating high ethical practice <b>in order to pass</b> the practicum. <b>If the Student is unable to practice ethically, the Student does not pass the practicum.</b>	/ 4
2. <b>Professional Conduct</b> (overall rating):	/ 4
3. <b>Core Counselling Skills</b> (overall rating):	/ 4
4. <b>Counselling Assessment Skills</b> (overall rating):	/ 4
5. <b>Counselling Intervention Skills</b> (overall rating):	/ 4
6. <b>Purposefulness</b> (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*

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*Date*

---

*Student Signature*

---

*Date*

---

*Instructor Signature (final evaluation only)*

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*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.

## Appendix K: College of Alberta Psychologists Approved Programs Pathway

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

The College of Alberta Psychologists (CAP) has approved the M.Ed. (Counselling Psychology) and Master of Counselling programs as '**CAP Approved Programs Pathway**'.

The following requirements are needed for seamless entry into provisional registered psychologist status, and are dependent upon approval by the Faculty of Education and CAP. The information below is a summary only, which is guided by the Memorandum of Understanding with CAP.

### 1. Completion of sufficient total psychology coursework:

- 1.1. **Graduate coursework:** Graduate courses completed in the M.Ed. (Counselling Psychology) or M.C. programs prepare you for graduate coursework required for Registered Psychologist status in Alberta.
- 1.2. **Undergraduate coursework:** A minimum of 12 undergraduate psychology courses (or graduate courses not utilized toward the graduate degree), which must include the following three:
  - Biological Bases of Behaviour
  - Social Bases of Behaviour
  - Psychology of the Individual

### 2. Practicum Supervision:

Practicum supervisor(s) in the M.Ed. (Counselling Psychology) or M.C. program must be a registered psychologist.

### 3. Consent

Completion of consent allowing your information to be submitted to CAP if your application is deemed successful.

Students whose Academic Credentials have been reviewed by the Faculty of Education and are perceived to meet the requirements of the CAP University Program Approval Committee will be recommended to CAP. Students may then apply to CAP for final approval of academic credentials under the CAP Approved Programs Pathway. Students should be aware that additional hours of supervised training, ethics exam, and oral exams are required by CAP after you complete your graduate degree and occur following your provisional registration.

### College of Alberta Psychologists Regular Psychology Pathway

Students not approved via Approved Program Pathway at time of graduation from the M.Ed. (Counselling Psychology) or M.C. programs may pursue registration as a psychologist in the province of Alberta. However, these individuals must apply to CAP directly via the 'CAP Regular Psychology Pathway'.

See <https://www.cap.ab.ca> for details, in particular the Registration section of the website and the **Criteria for Evaluating Academic Credentials**.

# Appendix L: Application for Approval to Engage in Specialized Practice

Appendix available as separate document: <https://www.ulethbridge.ca/education/practicum>

Counselling Psychology | Graduate Studies & Research | Faculty of Education | University of Lethbridge  
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## Application for Approval to Engage in Specialized Practice

(Appendix L)

As per the Counselling Psychology Practicum Handbook, the following specialized counselling practices require Clinical Coordinator approval prior to engaging in these types of client work in practicum. Approval for specialized counselling will be based on the student's academic and professional development training as well as the Supervisor competencies. Counselling in other areas of specialization may also require prior instructor approval. Specialty areas include, but are not limited to the following:

- **Child Counselling:** Counselling with clients age 10 and under.
- **Adolescent Counselling:** Counselling with clients between the ages of 11-17.
- **Family/Relationship Counselling:** Counselling where the client is those in a relationship or family (more than one client in the room).
- **Group Counselling:** The student is an active co-facilitator in a counselling group where at least one other facilitator has experience and documented training facilitating the group; and the student is active 50 percent of the time during the group therapy/counselling sessions.
- **Formal Assessment - Level C:** The student completes the administration, scoring, interpretation, and report writing with adequate supervision from a Supervisor who has competence in the practice of formal assessment. A maximum of 20 hours from Assessment may count towards the Direct Counselling hours. Assessment occurs with non-counselling clients (they are not engaging in formal assessment with a client who they are also providing counselling with).

NOTE: Virtual sessions may be permitted with the approval of the Instructor. Additional training in providing virtual services with the supervisor on standby may be required. Students intending to apply for Canadian Certified Counsellor (CCC) designation with the Canadian Counselling and Psychotherapy Association (CCPA) should review the requirements relative to practicum experiences. Specifically, CCPA's requirement that at least 75% of all direct counselling hours must meet their "relational processing criteria".

Name of Student: \_\_\_\_\_ UL Student ID: \_\_\_\_\_

**Select** the TYPE OF SPECIALIZED PRACTICE that will be undertaken:

1. Please describe the specialized counselling practice that you have been asked to engage in during your practicum. Refer to the content above, or Practicum Handbook (2.3 Definition of Practicum Hours) for categories that have been designated as specialized practice.
2. In the following sections, provide evidence of your competence to engage in the specialized practice. Attend to each of the components of the practice outlined in your description of the practice (e.g. age, therapeutic modality, etc). Demonstrated competence based on:
  - a) Work experience (include position, timeframe and description of how it is relevant to the current area of practice)

- b) Volunteer experience (include position, timeframe and description of how it is relevant to the current area of practice)



c) Related Academic Coursework completed

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d) Additional training/professional development completed

--

e) Other

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3. **Learning Plan.** Based on your current description of competencies, identify gaps in your current knowledge, skills, and abilities that will be necessary to engage in before starting work in the specialized practice area. Review these gaps with your supervisor and identify strategies to obtain these competencies. These may include on site training, extra curricular professional development, supervisor guided study plan, additional supervision, etc.

Describe gaps in current knowledge:

--

Describe gaps in skills and abilities:

--

Describe strategies to fill these gaps:

--

Name of Student: \_\_\_\_\_ UL Student ID: \_\_\_\_\_

**Select** the TYPE OF SPECIALIZED PRACTICE that will be undertaken:

1. Please describe the specialized counselling practice that you have been asked to engage in during your practicum. Refer to the content above, or Practicum Handbook (2.3 Definition of Practicum Hours) for categories that have been designated as specialized practice.
2. In the following sections, provide evidence of your competence to engage in the specialized practice. Attend to each of the components of the practice outlined in your description of the practice (e.g. age, therapeutic modality, etc). Demonstrated competence based on:

a) Work experience (include position, timeframe and description of how it is relevant to the current area of practice)

b) Volunteer experience (include position, timeframe and description of how it is relevant to the current area of practice)

c) Related Academic Coursework completed

d) Additional training/professional development completed

e) Other

3. **Learning Plan.** Based on your current description of competencies, identify gaps in your current knowledge, skills, and abilities that will be necessary to engage in before starting work in the specialized practice area. Review these gaps with your supervisor and identify strategies to obtain these competencies. These may include on site training, extra curricular professional development, supervisor guided study plan, additional supervision, etc.

Describe gaps in current knowledge:

Describe gaps in skills and abilities:

Describe strategies to fill these gaps:

4. Please attach your **CURRICULUM VITAE** that lists the above information

**Student Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

5. **SUPERVISOR ATTESTATION.** Please review this document with your Supervisor in detail and have your Supervisor read and sign the following declaration.

I have reviewed the above application to engage in specialized practice with the practicum student named, I am aware of both their areas of competence relevant to this work as well as their gaps in knowledge, skills, and abilities. As the Supervisor, I have the supervision competence to provide supervision to the student, given their current state of competence in this area and I am confident in my ability to work with them to adhere to the learning plan to ensure they develop the competence they need to ensure client safety. I am also committed to ensuring that they are assigned clients that are appropriate for their developmental level relative to this plan.

**Name of Supervisor:** \_\_\_\_\_

**Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_