



UNIVERSITY
OF MANITOBA

Faculty of Education

**REQUEST FOR EDUA 5490 Field Placement in Counselling
Winter 2018**

Please complete and submit to PBDE/Graduate Office, Faculty of Education, University of Manitoba, Winnipeg MB R3T 2N2 or pbde@umanitoba.ca *on or before Monday September 25, 2017* with a copy to Dr. Grace Ukasoanya (Grace.Ukasoanya@umanitoba.ca)

TO BE COMPLETED BY STUDENT – PLEASE PRINT CLEARLY:

Surname _____	Given Names _____
U of M Student # _____	U of M E-mail _____
Phone: _____	Cell: _____ Other: _____
<i>Note:</i> Any changes to your address, email and/or phone must be updated on Aurora Student – Personal Information.	
Co-/Prerequisites to EDUA 5490 Field Placement in Counselling	
EDUA 5500 Theories and Issues in School Counselling	(Date completed) _____
EDUA 5480 Counselling Skills	(Date completed) _____
Signature _____	Date _____

Information for Field Placement in Counselling course:

There are three course assignments: (1) Pre-course vision statement about the roles of a counselor (3-4 pages); (2) Post-course vision statement (5-6 pages) about the roles of a counsellor; and (3) Portfolio of 10 weekly summaries about students’ field learning experiences to be submitted at the end of the course.

Students start their placement during the first week in the term and end during the last week in the term. Students who miss field training time during the term are required to make it up before grades will be submitted.

Students are required seven to eight hours a week in training at the field placement site over the entire term working directly under supervision (co-facilitating sessions or working independently with a supervisor).

Given the weekly requirements it will be necessary for students to obtain consent from their workplace/principals for release time in order to successfully meet these requirements. Please complete the Workplace Release section below to confirm that you have made the necessary arrangements.

TO BE COMPLETED BY WORKPLACE/PRINCIPAL – PLEASE PRINT CLEARLY:

Surname _____ Given Names _____
Position: _____ Workplace/School: _____
E-mail: _____ Phone _____
Hours of support provided to the student: _____

I am aware that _____ (Student's Name), a member of my staff, is completing EDUA 5490 Field Placement in Counselling at the University of Manitoba in the Winter 2018 term and that approximately 7 to 8 hours of training/week in the field placement will be required over the duration of 13 weeks. I am supportive of my staff member completing these training hours and will work with her/him and the supervisor to accommodate the necessary changes to scheduling and work responsibilities.

Signature

Date

Supervision

To forestall ethical conflicts, the following criteria apply for all field placement supervision:

- Students may not be supervised by ANY colleague in their workplace/school;
- Divisional Student Service Coordinators may not serve as supervisors;
- Supervisors must have an undergraduate or Master's degree in Counselling, Social Work, Child and Youth Care, or Psychology, and a minimum of three to five years experience as a counsellor.

OTHER POSSIBLE RECOMMENDED SITES OR SCHOOLS COULD BE CONSIDERED

The course instructor will arrange all supervision; however, recommendations for potential supervisors (who meet the above-mentioned criteria) will be considered. Please provide name and contact information below:

Supervisor Name _____ Phone _____

Email _____

Name of School/Community Organization _____

NOTE: The final decision of all supervision lies with the course instructor.

Additional Comments:

Students are considered for this course only when they have: (a) completed the prerequisite courses; (b) obtained commitment from their administrators regarding release time; and (c) confirmed availability of a qualified supervisor.

All field placement arrangements are required to be completed by the end of October 2017. Students will be informed by the Graduate & Professional Programs and Research Office once approval has been received. Registration for the course is completed through Aurora Student.

NOTE: Registration for this course is done on a first-come-first-serve basis.

FOR OFFICE USE ONLY:

Date Received PBDE/Grad Office _____

Co-/Prerequisites confirmed: EDUA 5500 EDUA 5480 Eligible Yes or No

Date Forwarded to G. Ukasoanya _____

Release Letter Received: Yes No

Supervisor Approved: Yes No

Field Placement Approved (Date) _____ (By) _____

Student Informed (Date) _____ (By) _____

Your personal information is being collected under the authority of *The University of Manitoba Act*. The information you provided will be used by the University for the purpose of the academic program. Your personal information will not be used or disclosed for other purposes, unless permitted by *The Freedom of Information and Protection of Privacy Act* (FIPPA). If you have any questions about the collection of your personal information, contact the Access & Privacy Office (tel. 204-474-9462), 233 Elizabeth Dafoe Library, University of Manitoba, Winnipeg MB R3T 2N2

Introduction

To: Field Site Supervisors and Students

I would like to take this opportunity to provide you with a Field Placement Handbook to complement the field experience component of the PBDE level course EDUA 5490 Field Placement in Counselling. I hope that the Field Placement Handbook will be viewed as a useful tool by the placement sites. It is important to note that it is currently a work in progress and as such I would welcome any suggestions that you might have to improve this document. Please do not hesitate to share your ideas with me as I would be more than willing to consider alternative means to enhance the Field Placement Handbook.

Sincerely,

Grace Ukasoanya, PhD
University of Manitoba
Faculty of Education
Department of Educational Administration, Foundations, and Psychology
Room 232, Education Building
Winnipeg, Manitoba
R3T 2N2
Phone: (204) 474-9010 Fax: (204) 474-7550

EDUA 5490- Field Placement in Counselling

Field Placement Handbook for the January, 2018 - April, 2018 Academic Year

Originally created by: Dr. Grace Ukasoanya and built upon by Dr. Priya S. Mani

Instructor for Winter 2018: Dr. Grace Ukasoanya

University of Manitoba

Faculty of Education

Department of Educational Administration, Foundations, and Psychology

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Course Description

The University of Manitoba offers a 4 month course entitled EDUA 5490- Field Placement in Counselling for students enrolled in the PBDE with a focus on the Guidance and Counselling program through the Faculty of Education. In addition to the practical experience associated with this Field Placement course, each student is expected to participate in a class that will meet every second Saturday from 9:00am -4:00pm with the course instructor and the other field placement students. Students are expected to attend all classes and carry out tasks and assignments for this class as a part of their training experience. This is in addition to the time spent at the placement site. The in-class experience and time is intended to be mutually supportive and helpful to the efforts of the students and supervisors at the field placement sites. Topics that are covered in the course include: Considering different styles of conducting a counselling session, understanding different client presenting issues, exploring various professional challenges, and discussing different theoretical perspectives in relation to different client groups.

The second component of the course consists of each student having the opportunity to obtain practical exposure and experiences counselling clients within the field. Since this course is designed for individuals who intend to become counselors, it will introduce participants to the breadth of the roles and functions performed by professional counselors in different settings (schools and community). It is designed to provide support, feedback and supervision to counseling students participating in EDUA 5490 field placements in schools and community based settings. Additionally, students

will be exposed and experience the application of micro-counseling skills in responding to the needs of clients both in individual and/or group counseling situations.

Please note that placement sites are not required to follow any prescribed pattern in training the students. Since all placement sites are unique and adopt unique service delivery patterns, tailored to meet the unique needs of their clientele the learning objectives may be slightly different for each site. However, counselors in all sites apply micro-counseling skills in responding to the needs of clients and observe similar ethical guidelines. They also evaluate counselor effectiveness in very similar ways. We therefore expect our students to develop and demonstrate proficiency in the various competency areas through the unique learning experiences provided to them by their supervisors and field placement sites.

Students are expected to invest 8 hours per week over the course of 13 weeks at their practicum site. Students can either dedicate one full day a week at their site or can split their time in two 4 hour intervals/blocks per week or three 3 hour intervals/blocks per week. Most agencies and schools expect that a student be at the site between 8:30am-4:30pm. However, there may be variations in that expectation based on the site and it is hoped that both students and agencies can be flexible about when the placement hours can be worked. Students may from time to time engage in practicum experiences (3 evenings per week) between 4:00pm-7:00pm based on how the agency is set up. It is also important to note that students need to set hours that are in conjunction with when the site supervisor is on site and the majority of staff at the agency are also available. Students are expected to learn about the organizational structure, processes, rules, and working conditions of the agency to ensure for personal safety.

Field Placement Guidelines

Field Placement Requirements

In accordance with the University of Manitoba Graduate calendar, all students will complete a minimum of 100 hours of supervised practicum experience. In the EDUA 5490 Field placement in Counselling each student must accumulate a minimum of 100 hours of experience over the course of approximately a four month time period (the beginning of January to the end of April). The 100 hour block is divided into two parts; direct client contact and non-direct contact, which includes areas of activity such as administrative activities, supervision, training events, referrals, case follow-up, etc. Amassing the 100 hours usually requires a minimum of one full day per week (8 hours a week) of on-site activity by the student over the duration of 13 weeks. On occasion, students are asked and/or request to stay with the site for a period of time that extends beyond the normal time frame of the course. In these cases, the student and the site should work out the arrangement together in consultation with the course instructor. An extended stay is often for the purpose of gathering more hours, gaining more experience, extending the range of the counselling experience and/or remedial work on student practicum performance. As a minimum all students are expected to remain with their respective sites until the end of the course; regardless of the number of hours he/she has gathered prior to the end of the course. For example, a student may wish to work 16 hours one week. However, the student must understand that the additional time invested does not reduce the number of weeks expected to fulfill at an agency.

The Learning Objectives/Competency Areas

Students are required to develop and demonstrate proficiency in the following competency areas:

- **Communications Skills:** Students will practice and build upon a repertoire of skills such as attending and active listening, reflecting, differentiating and balancing between affect and cognitive messages, appropriate self disclosing, confrontation, etc. These communication skills will be adapted to the cultural expectations, age level, and special needs of each client.
- **Relationship Building Skills:** Students will demonstrate the ability to establish a trusting, open, therapeutic relationship through the establishment and maintenance of the core conditions such as immediacy, congruence, unconditional positive regard and respect, effective levels of empathy, and maintaining focus on the client. Appropriate skills will be chosen to respect the cultural expectations, age level, and special needs of each client.
- **Problem Solving Skills:** Students will develop and practice effective critical thinking, problem solving and conflict resolution skills in individual or group sessions. The client's autonomy will be respected in the decision making process.
- **Professional Development:** Students will demonstrate "professionalism" through proper dress, Ethical Codes, and respect for the clients value system, a willingness to work with clients of different races, creeds, color, sex, sexual preference and an absence of prejudicial beliefs and stereotypes.

- **Personal Growth and Development:** Students will demonstrate an ability to understand and express their personal dynamics in sessions through self-disclosure, acceptance and reaction to constructive criticism, and calm and persistent courage in facing difficult or crisis situations, and awareness of expectations of self and others. In addition, they will identify and develop competence needed to function in the many roles of the school counselor/counselor: consultant; counselor for academic, career, and personal issues; collaborator with school, community, and parental constituents; advocate, leader, action researcher, system change agent.
- **Conceptualization Skills:** Students will be able to demonstrate conceptualization skills through case analysis (e.g., identifying major issues and concerns, recognizing consistent patterns of behavior recognizing dominant themes in sessions, defining objectives for the client's therapeutic change process, and defining treatment plans). Similarly, students will begin to solidify their conceptualization of clients within their chosen theoretical framework(s).
- **Work with systems:** Demonstrate an understanding of societal and individual changes impacting the counselor: economy, technology, family structures, and pluralism/diversity
- **Program Development:** Demonstrate an understanding of the elements of a comprehensive counseling program.

Supervision Time

Supervision methods and approaches can vary from one setting to another, but there are some basic guidelines included below that may be helpful to consider. The intent of the following is to help inform the nature and process of supervision as perceived by the program, not to intentionally dictate or prescribe a specific approach. As a basic expectation, it is anticipated that there will be a qualified supervisor on site at all times that the student is present that he/she can readily access for purposes of general consultations, critical incident support and/or specific case and service consultations. Under normal conditions, a student will receive a minimum of one full hour of direct supervision meeting time per week from their primary supervisor. This is basically for the purpose of discussing the student's weekly activities and general progress. It may also include such broad areas as the student's personal counsellor development, training issues and concerns, planning and evaluation and skills and knowledge development. Students may receive more than one hour of supervision per week depending on current conditions and expectations. In some instances, students may have more than one supervisor, in which case it is likely that the student will receive more than one hour of supervision per week. Topics that typically emerge within the supervision process are discussions about counselling theories, procedural elements, human development, the social context of counselling, ethics in practice, skill development (active listening skills), student/client relationship development and conditions, etc. In the context of the above, students and supervisors will discuss specific cases for the purpose of understanding the nature of a client problem more fully and to apply suitable interventions. Also, in the context of supervisory support the student and supervisor will likely discuss roadblocks

and difficulties that the student encounters at various times in his/her field placement experience.

With the above in mind, students will benefit from the opportunity to observe their supervisors and other professionals at work and to be observed directly by the supervisor through simulations and other means in advance of and during taking on their own direct work. Supervision should be closely connected to the actual efforts of the student when seeing clients or engaging in direct hours of work.

Field Placement Log Sheets and Weekly Summary

The students are required to maintain weekly logs and summary reports of their field placement hours indicating the number of hours spent in various types of activities. These weekly logs and summary reports need to be signed by the student and the main supervisor at the practicum site. One copy of the weekly practicum log and summary report remains with the supervisor, a second copy remains with the student, and a final copy remains with the university. This practicum log and summary becomes useful when the student needs to be assessed as completing course requirements. A copy of the weekly practicum log and summary report that the student will be required to complete can be found in Appendix B and Appendix C.

General Expectations of the Students

1. Students should familiarize themselves with the professional and administrative procedures of the agency including ethical codes of conduct and emergency procedures. Prior to starting the practicum experience the form entitled “Ethics Form” found in Appendix E needs to be signed by both the primary practicum supervisor and the student. A copy of the form will be maintained by the field placement site, the student, and the University.
2. Students will facilitate a final field placement meeting with the field supervisor and the University supervisor to review the final evaluation of the student.
3. Students may be asked to engage in a security/criminal records check prior to engagement by a practicum site and would need to provide the practicum supervisor with appropriate documentation.
4. The student ensures that they observe their own personal growth and development during their practicum.
5. Participation : Attendance is compulsory at the field placement site as well as for all the classes held at the University, except where there is an excruciating circumstance.
6. Experiential Activity: Students will engage in reflection activities and continuous collegial consultation
7. Review of Chapters: Students are expected to have read and reviewed the chapters prior to class.

8. Learning Log and Weekly Summaries: A log outline is included in the Field Placement Manual. Students are expected to keep track of their learning experiences, their hours, and a reflection of their day's experiences. The goal is to help them to integrate their new learning into their professional lives. The log will be used to inform their weekly summaries. Students are required to turn in their log during each class meeting. The site supervisor should sign off on the student's hours on a weekly basis. The student will be held accountable for the signing of all logs. See an attached sample Log
9. Case Presentations and Process Participation: Each class period is devoted to students' oral case presentations. Access, Complete and Submit all required field placement forms
10. Attend all required orientations and meetings at the field placement site
11. Comply with the rules and regulations of the participating site
12. Maintain good professional relationship with site supervisor including the provision of formal notice in case of necessary absence, participation in relevant counseling-related meetings and supervision sessions and attending meetings with site supervisor
13. Assume full responsibility for self transportation and availability at the field placement site.
14. Read and keep all expectations in constant view. Familiarize yourself with both the mid-term and final student evaluation criteria.

15. If a placement day falls on a public holiday you will need to negotiate with your placement to reschedule the attendance hours to be able to accrue and log the minimum of 100 hours for the course.
16. Students need to submit a chart of courses that they have completed as well as courses that are forthcoming regarding their program of studies. This information needs to be submitted to the site supervisor to enable supervisors in making decisions and supporting students to work within their learning curve.

General Expectations of Field Placement Supervisors

1. To assist the student in developing an appropriate learning plan and to work within their area of expertise (please see Appendix D for a sample)
2. To provide a mid-term evaluation of the student by the end of February, 2017 and a final evaluation of the student by April, 2017. A sample of a possible evaluation that can be used is provided in Appendix F).
3. Supervisors are encouraged to contact the instructor as often as is needed to enable prompt response to students' learning issues that may arise.
4. Provide orientation for the student covering the rules, operational procedures, and regulations regarding personal safety when working with clients at the field placement site.
5. Introduce the student as a "practicum students" to all relevant stakeholders (administrators, teachers, supervisors and student groups)

6. Provide the student with appropriate available space, equipment and clerical assistance that will facilitate his/her practical training at your site.
7. Provide a one-hour one-on-one weekly supervision to the student.
8. Notify the faculty supervisor of any misconduct, observed impairment that has defied remediation attempts as well as request for student withdrawal where there is threat to the safety of the student or others. The site supervisor is expected to provide supporting documentations related to these charges.
9. Review and sign students' weekly time log sheets

General Expectations of the University Supervisor

The University Supervisor ensures that students are supported and are encouraged to observe their own professional growth and development as a counselor during their practicum. The University supervisor is also responsible for being aware of the learning objectives established for each student at various practicum sites, difficulties experienced, and addressing additive case conferences/counseling skill development. This involvement occurs within classes, during field placement visits, and in individual consultation with students and field placement supervisors. The university-based instructor will also contact the field-based supervisor once a month.

The university supervisor may also be willing to be available for the Field Placement Supervisor to support them if required. The University Supervisor is willing to help negotiate and mediate any difficulties that might arise at any stage through-out the practicum. It is encouraged that if either the field placement supervisor or the student is having difficulty that cannot be easily resolved through direct means, that request for assistance may be sought from the University supervisor.

Appendix A. Field Placement Contract

To: Dr. Robert Renaud

FIELD PLACEMENT CONTRACT

This is an agreement detailing the expectations for the EAF&P (Counseling Psychology program), the participating school/setting and the Student/Trainee. This agreement indicate a mutual commitment between the Counseling Psychology Program and (Participating school/setting) to provide (Student) with learning experiences which are consistent with the training goals and objectives of the Counselor Education program at the university of Manitoba. The parties listed above agree that these learning experiences will be provided at the site of the participating school/community setting for the students who are enrolled in EDUA 5490 for the Winter 2017 term of the academic year. This contract is valid from..... to.....

The Counseling Psychology program at the university of Manitoba and (Participating school/community setting) agree that there will be no discrimination on the basis of race, ethnicity, gender, age, religion or sexual orientation. Both parties agree that reasonable accommodation will be duly provided where required.

Could you please register _____
(student name and student number)

For EDUA 5490 Field Placement in Counselling which is a three credit course and is offered from January 2017-April, 2017 every second Saturday from 9:00am-4:00pm. The above named student has discussed their program with their instructor.

Signature of Instructor: _____

Date:

Cc: Simone Hernandez-Ramdwar
Primary Supervisor of the Student
University Coordinator
Student

Appendix B. Field Placement Log

Field Placement Log

Week: _____

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Activities (Indirect)							
Report Writing							
Support Activities:(specify activity)							
Team Meetings							
Total Indirect Hours							
Direct Client Hours							
Intake Interview							
Individual Counselling Session							
Group Counselling Session							
Family Counselling							
Couple Counselling							
Administrating an Assessment							
Total Direct Client Hours							
Supervision/Consultation							

Total Hours Engaged in Activities(Indirect hours) for the Week:

Total Hours Accumulated (Activities/Indirect hours):

Total Hours Direct Client Contact for the week:

Total Hours Accumulated (Direct):

Total Hours of Supervision for the week:

Total Hours of Supervision accumulated:

Total Hours in the Field (week):

Total Hours Accumulated (Field):

Practicum Student: _____

Supervisor: _____

Cc: Student

Site Supervisor

University Coordinator (Dr. Priya S. Mani/ Fax: (204) 474-7550)

Activities**Receiving Supervision or Consultation**

One-on-one (individual meeting with the supervisor)

Supervision can consist of:

- a) The supervisor processing various client cases with the practicum student
- b) The supervisor engaging in direct observation of the practicum student counselling a client or a group session
- c) Review of video/audio taped sessions of the practicum student counselling an individual client or a group counselling session
- d) The practicum student observing the supervisor engage in individual counselling or group counselling sessions

Case conference with co-workers at the practicum site

Peer (individual meeting with more advanced peer in your field)

Report Writing

Intake Client Reports

Summary Client Reports

Writing Ongoing Progress Notes on Client Cases

Transfer Client Reports

Assessment Client Reports

Support Activities

Review of client charts/files

Reading/viewing various sources to prepare for a client case

Professional Development Activities- attending special workshops, presentations, and seminars

Team Meetings

Leading a presentation/workshop/case presentation with various individuals at the practicum site

Being engaged in meetings through the workplace concerning organizational/administrative matters

Direct Client Hours**Intake Interview**

The intake consists of the practicum student being able to direct a focused interview to ascertain the key concerns for the client, their psychosocial history, and possible interventions or programs that would best suit the needs of the client.

Individual Counselling Session

An individual counselling session consists of having a client assigned to the practicum student as part of their case load and being able to work with the client one-on-one (where the practicum student takes the lead role).

Group Counselling Session

Group counselling consists of either a process orientated approach that could be based within various therapeutic modalities or it could have a psycho educational focus. A group counselling session could be run by the practicum student in conjunct with the primary supervisor and the session would be counted as direct client contact.

Family Counselling

A family counselling session can be run by the practicum student in conjunct with the primary supervisor and the session would be counted as direct client contact.

Couple Counselling

A couple counselling session can be run by the practicum student in conjunct with the primary supervisor and the session would be counted as direct client contact.

Administrating an Assessment

Any administration of assessment tests with clients would be considered direct client contact.

Appendix C: FIELD EXPERIENCE WEEKLY SUMMARY (To complement the weekly log sheet and which needs to be signed by the site supervisor)

Name:.....

Dates: From.....To.....

Total number of hours accumulated so far:

- A. Please describe your activities this week. Provide brief information on what you did, how often and when you did them

- B. What did you learn from this week's activities? Describe as explicitly as possible

- C. What Impressions did you draw from the practice of counseling and guidance (your own practice or based on your observation of your site supervisor)

- D. What concerns or questions have arisen from this week's field experience?

Student's Signature.....

date.....

Practicum Site Supervisor's Signature.....

date.....

Appendix D. Sample Learning Plan

1. Student Name

Address:

Phone:

2. Agency/School:

Address:

Phone:

Field Supervisor:

3. Dates of Placement:

Start Date:

End Date:

Weekly Hour commitment: Days available

Times available

10. Learning Objectives:

Development of Counselling Knowledge Base:

(Establish goals, desired outcomes, and steps that you intend to take to achieve your goals)

Counselling Skill Development:

(Establish goals, desired outcomes, and steps that you intend to take to achieve your goals)

Personal Development as a Counsellor:

(Establish goals, desired outcomes, and steps that you intend to take to achieve your goals)

11. List any specific duties that the student will be expected to engage in

Student (Signature):

Site Supervisor (Signature):

University Coordinator (Signature):

Cc: Student

Site supervisor

University Coordinator

Appendix E. Ethics Form

Ethics Form

The course EDUA 5490 entitled Field Placement in Counselling requires all students to engage in a field placement experience. The following form has been based on Baird (2002) work on establishing protocol regarding practicum sites. The practicum students are expected to adhere to certain ethical guidelines. This is necessary for the benefit and protection of the practicum students, placement agencies, and the university. Practicum students are expected to learn and adhere to the ethical guidelines specific to their placement agencies. If, at any time, practicum students have questions about ethics, they should contact their placement supervisor or instructor at the university. A discussion of the ethical guidelines needs to be conducted between the placement supervisor and the practicum student prior to the commencement of the practicum placement. After the discussion, the ethics form needs to be signed by both the practicum student and the practicum placement supervisor and submitted to the instructor at the university. Please discuss the following areas:

1. Confidentiality. The identity of clients, or the information that would reveal the identity of the clients, cannot be revealed without the specific permission of the client. The only exceptions to this are cases in which the client may be dangerous to themselves or to others and in the cases of child abuse. You will also need to discuss what the protocol is in relation to how case notes and other client records are handled by the agency in the event of legal proceedings of a client case.
2. Recognition of qualifications and limitations. Practicum students must recognize the limitations of their own ability and training experiences and must not exceed

- these in work with clients. If the student recognizes that they are in a situation that is beyond their knowledge and ability, practicum students will need to seek the assistance from their placement supervisor.
3. Identification as practicum students. Practicum students will explicitly identify themselves as practicum students to their clients, in reports, and in other professional activities. Additionally, practicum students who will be at a placement for a limited amount of time will inform clients of that limitation at the outset of working with a client and will consider it in their work with clients.
 4. Record keeping. Practicum students will accurately and reliably maintain written and other records as required by their placement agency.
 5. Dual relationships. Practicum students will refrain from work with clients with whom the student is involved in other relationships (coworkers, friends, and others should not be seen as clients).
 6. Prohibition regarding sexual conduct or harassment. Under no circumstances shall practicum students become involved in sexual or romantic relationships of any sort with clients at their placement agency. Practicum students will also refrain from sexual harassment and will respect the sensitivity of others regarding sexual matters.
 7. Self-awareness and monitoring. Practicum students will monitor their own emotional and physical status and should be aware of any conditions that might adversely impact their ability to work with clients or their effectiveness within the placement agency. If such conditions arise, practicum students should inform their supervisor at the site and their instructor at the university.

8. Administrative Procedures: Students should familiarize themselves with the professional and administrative procedures of the agency including ethical codes of conduct, dress code, and personal safety/emergency procedures.

By signing this form the practicum student agrees to adhere to the guidelines listed above as well as those of the professional discipline and the specific agency.

Practicum Student (please print your name): _____

Practicum Student Signature: _____

Site Supervisor (please print your name): _____

Site Supervisor Signature: _____

Date: _____

(Baird, B.N., 2002)

Cc: Student
Site Supervisor
University Coordinator

Send to : Dr. Priya S. Mani
Room 249, Education Building
Faculty of Education , Department of Educational Administration, Foundations,
and Psychology
Winnipeg, Manitoba R3T-2N2
Fax: (204)474-7550

Appendix F. Sample of Midterm and Final Evaluation

Please indicate your assessment of the student’s counselling skills and abilities for the following areas that are relevant learning areas for your student that are listed below.
Site Supervisors’ Evaluation for Rubrics

SITE SUPERVISOR’S EVALUATION OF STUDENT PERFORMANCE
COUNSELOR EDUCATION
University of Manitoba

Student-Counselor: _____

Field Experience EDUA 5490

Placement Site: _____

Site Supervisor: _____

Site Address: _____

Site Phone #: _____

Total Number of Indirect hours:

Total Number of Direct Hours:

Field Placement Supervisor: _____

Signature

Date

Student Signature:

Date

Directions:

Using the rating scale below, complete this evaluation to assess the Student-Counselor's performance during the supervision process, particularly in relation to competencies attained. *Not all of the listed behaviors need to be displayed for the student to meet the expectations of the practice.* Rate each practice, giving only one rating per practice.

Rubric Guidelines:

Exceeds Expectations = The student-counselor demonstrates this accomplished practice at a level *exceeding* that expected of a beginning professional school/community counselor

Meets Expectations = The student-counselor *proficiently* demonstrates this accomplished practice at a level expected of a beginning professional school/community counselor

Near Expectations = The student-counselor demonstrates this accomplished practice at a level expected of a beginning school/community counselor, although *not yet consistent over time*

Below Expectations = The student-counselor demonstrates this accomplished practice *inconsistently* and at a level *less than expected* of a beginning school/community counselor, or is *unsuccessful* in demonstrating this accomplished practice

Not Marked = The rater was *not able to observe* this or this is not relevant to the beginning school/community counselor's instructional setting

ATTITUDE TOWARD SUPERVISION	PERSONAL CHARACTERISTICS	THEORY, SKILLS, & TECHNIQUES
<i>Rating</i> Exceeds Meets Near Below	<i>Rating</i> Exceeds Meets Near Below	<i>Rating</i> Exceeds Meets Near Below
<ul style="list-style-type: none"> ● Ability to take initiative and perform independently ● Promptness (arriving for supervision on time) ● Ability to complete tasks on time ● Initiative to make arrangements for absences ● Active involvement in dyad/group supervision ● Ability to seek new information from the dyad/group ● Receptiveness to learning ● Ability to seek additional supervision when necessary ● Awareness of areas that need improvement ● Completion of required number of hours on site 	<ul style="list-style-type: none"> ● Self-awareness and self-understanding ● The capacity to accept and profit from constructive criticism ● Ability to communicate clearly and effectively ● Ability to be tactful 	<ul style="list-style-type: none"> ● Evidence of pre-planning for the counseling sessions ● Appropriate application of counseling theories/techniques to individual situations and clients ● Appropriate procedures/language to disseminate information ● Appropriate listening and responding skills ● Knowledge/application of group dynamics & techniques ● Appropriate interventions for presenting problems ● Ability to identify and evaluate materials and resources for implementing counseling activities ● Ability to apply “closure”

ASSESSMENT & RESEARCH	CONSULTATION & COLLABORATION	PROFESSIONAL, ETHICAL, AND LEGAL
<i>Rating</i> Exceeds Meets Near Below	<i>Rating</i> Exceeds Meets Near Below	<i>Rating</i> Exceeds Meets Near Below
<ul style="list-style-type: none"> ●Uses assessment/research techniques and strategies appropriate to clients' developmental needs ●Employs a variety of assessment techniques and strategies ●Assesses clients and gives specific strategies for improvement ●Assesses learning in a positive, non-threatening manner ●Involves clients in self-assessment activities at appropriate intervals 	<ul style="list-style-type: none"> ●Ability to communicate the needs of clients and/or families through the consultation process ●Ability to conduct meetings with parents/family member to communicate the needs of clients ●Knowledge and familiarity with outside referral agencies 	<ul style="list-style-type: none"> ●Knowledge of legal rights of clients and minor clients with regard to records and confidentiality ●Knowledge of use of legislation concerning special needs clients ●Knowledge of laws regarding child abuse/neglect and acts in accordance with such laws ●Professional conduct during clinical experiences ●Ability to consult with others about ethical issues
ADDRESSING CURRENT CONCERNS	MULTICULTURAL COUNSELING	PROFESSIONAL CORE COMPETENCIES
<i>Rating</i> Exceeds Meets Near Below	<i>Rating</i> Exceeds Meets Near Below	<i>Rating</i> Exceeds Meets Near Below
<ul style="list-style-type: none"> ●Knowledge of activities that teach communication, decision-making, and social skills ●Knowledge and skills in conflict 	<ul style="list-style-type: none"> ●Knowledge of cross-cultural techniques and interventions ●Demonstrates the importance of addressing the differences between the 	<ul style="list-style-type: none"> ●Demonstrates the ability to initiate and complete a variety of tasks related to the professional work of the agency ●Demonstrates the ability

<p>mediation/resolution</p> <ul style="list-style-type: none"> ● Ability to identify and apply intervention strategies for client self-destructive and addictive behaviors 	<p>counselor and client</p> <ul style="list-style-type: none"> ● Demonstrates knowledge of diversity in clients and a willingness to be open to differences ● Demonstrates sensitivity to issues of gender differences ● Possess the ability to build rapport and respect with clients 	<p>to provide a clear rationale for professional interventions using current and acceptable theoretical, empirical, and research based formulations</p> <ul style="list-style-type: none"> ● Demonstrates knowledge and acceptance of the agency's policies ● Demonstrated the ability to use and interpret psychological appraisal instruments with clients
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Please note the student counselor's areas of strength, which you have observed:

Please note the student counselor's areas needing improvement, which you have observed:

Please comment on the student counselor's general performance during his/her field experience to this point:

Direct Hours (Total):

Indirect Hours (Total):

Total Hours:

Send to : Dr. Priya S. Mani

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