

UNIVERSITY OF MANITOBA  
FACULTY OF EDUCATION  
COUNSELING PSYCHOLOGY PROGRAM

REQUEST FOR APPROVAL TO REGISTER FOR WINTER 2024

EDUA 5490 Field Placement in Counselling

Please complete and submit to Dr. Grace Ukasoanya ([Grace.Ukasoanya@umanitoba.ca](mailto:Grace.Ukasoanya@umanitoba.ca)) on or before October 20, 2023. Because of the high volume of emails, it is easier to locate and respond to your email when you theme it: **EDUA 5490 2024 Field placement arrangement**

**TO BE COMPLETED BY STUDENT – PLEASE PRINT CLEARLY:**

Surname \_\_\_\_\_ Given Names \_\_\_\_\_

U of M Student # \_\_\_\_\_ U of M E-mail \_\_\_\_\_

Phone: \_\_\_\_\_ Cell: \_\_\_\_\_ Other: \_\_\_\_\_

Note: Any changes to your address, email and/or phone must be updated on Aurora Student – Personal

• **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: \_\_\_\_\_

- Students who miss more than 3 hours of field training time during the term are required to make it up before grades will be submitted.

- Students are required to accrue 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). A total of 100 training hours is required to successfully complete the course.
- The Counseling Psychology program requires that students obtain consent with signature from their workplace/principals for release time in order before they are granted permission to register.
- 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 2024 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: \_\_\_\_\_

**TO BE COMPLETED BY THE SUPERVISOR**

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

- Students WILL not be supervised by ANY colleague or administrator in their workplace/school.
- Divisional Student Service Coordinators (administrative position) WILL not serve as supervisors.
- Supervisors must have an undergraduate or Master's degree in Counselling, Social Work, Child and Youth Care, or Psychology and at least three to five years' experience as a counsellor.

**The course instructor will approve all supervision arrangements.**

Supervisor Name \_\_\_\_\_

Phone \_\_\_\_\_ Email \_\_\_\_\_

Name of School/Community Organization \_\_\_\_\_

Signature/Date: \_\_\_\_\_

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 the availability of a qualified supervisor.

All field placement arrangements are required to be completed by October 20, 2023. The PBDE office will inform students 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 \_\_\_\_\_

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

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.**

## EDUA 5490 FIELD PLACEMENT IN COUNSELING WINTER 2024 FAQs

**PLEASE REVIEW THE SYLLABUS ATTACHED. EVERY COURSE REQUIREMENT IN THE SYLLABUS MUST BE MET FOR A STUDENT TO HAVE A PASSING GRADE. THE ASSIGNMENTS AND SYLLABUS WILL NOT BE ALTERED IN ANY WAY. PLEASE CONSIDER YOUR AVAILABILITY AND LIFE CIRCUMSTANCE TO SEE IF THIS COURSE WILL BE A FIT FOR THE WINTER OF 2024. CONTINUING WITH THIS PROCESS INDICATES THAT YOU HAVE READ THE SYLLABUS AND YOU ARE READY TO PARTICIPATE FULLY IN ALL COURSE REQUIREMENTS.**

### A. HOW DO I APPLY?

- Thoroughly review the FAQs below.
- The table below is information about sites that already agree to provide supervision to University of Manitoba PBDE counseling students for the winter of 2024. Review the information.
- Follow the following procedures to apply:
  - Select the sites that fit your learning needs and convenience. You are responsible for going online or calling the agency to find out who the current counselling supervisors are because agencies change personnel often.
  - Include a fully developed resume speaking to your learning and experience that qualifies you to complete field placement experience.
  - Attach the information about “What Do I expect from my supervisor?” below.
  - Supervisors will review your application and determine whether there is a fit between your experiences and their activities. They will invite you for an interview. Copy me on all interview emails.
- The Counseling Psychology program has no input on how site supervisors will determine whom to accept. Please be well prepared for these interviews.
- The Counseling Psychology program prioritizes placement arrangements with these sites listed in the table below for the winter 2023 term.
- Students who are not accepted by the supervisors listed in the table below should contact the course instructor (Dr. Grace Ukasoanya) by July 1<sup>st</sup>, 2023. **Due to the high volume of emails during the summer months, please theme your email: EDUA 5490 2024 Field placement arrangement.**
- Students CANNOT complete the placement under any circumstance in their places of primary employment.
- Complete the attached application form after you have secured a placement. This involves obtaining signatures from your school administrators and prospective supervisor.
- Send the form to Dr. Grace Ukasoanya. Theme it **EDUA 5490 2024 Field placement arrangement.**
- I will **then** forward the field placement manual consisting of the documents below, to you and your supervisor: a) Placement agreement form; b) ethics agreement form; c) weekly logs; and, d) learning goal form.
- I will hold a meeting with your supervisor.

- To accommodate students who may experience setbacks in their placement arrangements during the summer, the last date I will accept application forms will be October 20, 2023.
- Ensure that all other inquiries and information regarding the Field Placement are e-mailed to me, themed **EDUA 5490 2024 Field placement arrangement**.
- The course instructor will take field placement inquiries only by email. E-mail records protect the students' interest by providing proof of the first-come-first-serve course enrollment policy.
- The course instructor will conduct all site verifications between July and October 2023.
- Please note that it is academic dishonesty for students to obtain a qualified supervisor's signature while working under another supervisor. If discovered, the instructor will report the dishonesty officially, and the issue will be addressed as recommended in the University of Manitoba Academic Integrity Regulations.
- Information about supervisor qualification is on page 12.
- Information about explaining your supervision request is in Item G.

## **B. HOW DO I ATTEND?**

This course will be taught on-site except in natural, governmental or university emergencies.

## **C. PLEASE PROVIDE A DESCRIPTION OF THIS COURSE:**

**Time requirement:** A minimum of 7 to 8 hours per week for 13 weeks of supervised experience, learning and performing the role of a counsellor in the school or community. This course will teach you the practical aspects of counselling and guidance services in schools and community settings. It covers assessing and understanding the direct and indirect developmental needs of children, adolescents, and their contexts; developing and implementing appropriate counselling/guidance interventions and support services to meet the needs while applying relevant theoretical knowledge. Readings, didactic and practical learning will emphasize your development of a) process and communication skills; b) conceptualization skills; c) personalization skills; and d) professional skills in co-counselling. With the practice of the various counselling skills in class and the field placement sites, you will feel more confident in offering direct and indirect counselling and guidance services by the end of the course. You will be in class for 6 hours every other Saturday and in the field 7 to 8 hours per week from January to April of 2024.

## **D. WHAT ARE THE MAJOR LEARNING OBJECTIVES?** Students will be able to:

- Apply ***process and communication skills*** ranging from simple (restatement) to sophisticated (paradoxical intervention) skills to enhance counseling.
- Evaluate ***case conceptualization*** processes in counseling by engaging in deliberate thinking and case analysis both in the session and between sessions while conducting direct, indirect services and class.
- Develop ***personalization skills***, including the ability to evaluate your attributes, which you use in the counseling relationship, and reflect on the degree to which you are adapted to the role of helper.
- Develop and demonstrate the ***professional behaviors*** that will support the ethical practice of counseling and guidance in schools and the community.

**E. WHAT IS THE COURSE SCHEDULE?**

Keep checking aurora for the release of course calendar.

**FIELD LEARNING:** Seven (7) to Eight (8) hours per week. Students could complete the eight-hour field training in one day or two 3–4-hour days. Students who do not have a time release of at least two straight blocks of 3/4 hours per week will not be approved for registration. It is considered academic dishonesty if students declare that they have the above time release while they do not. This will be reported to the Head of Department and Dean.

**HOW DO I ATTEND?**

You will interact with the instructor and other students throughout the course.

**F. WHAT ARE THE OVER-ARCHING EXPECTATIONS?****CLASS-BASED:**

- Complete assigned readings, post your weekly reflections and interact with your assigned group on UM Learn.

REQUIRED READING INFORMATION: See attached syllabus.

RECOMMENDED reading information below:

Kottler, J. (Latest edition). On being a therapist (5th ed.). San Francisco, CA: John Wiley & Sons.

Yalom, I. (Latest edition). The gift of therapy: An open letter to a new generation of Therapists and their patients. New York, NY: HarperCollins

- Participate in all aspects of the class. See attached syllabus.
- Class attendance is mandatory. There is only one 3-hour excused absence without medical note. There can only be two excused absences when a student presents medical note twenty-four hours ahead of class.

**FIELD-BASED:** Please note that the syllabus will always have the most current information.

It is your responsibility to review and keep track of all course requirements stated in the syllabus.

- Complete 7 to 8 hours of practical learning weekly under the guidance of a supervisor. You are not allowed to adjust your weekly time at your placement beyond two straight blocks of 3 to 4 hours each for a total of seven to eight hours per week. Placement activities completed during prep or break time will not be accepted.
- You are required to present with utmost professionalism in dressing, conduct, and punctuality.
- You should present yourself for and receive one hour of direct debrief with your supervisor every week.
- You should ensure that you present your weekly timesheet/log for your supervisor's signature during your one-on-one supervision time with him/her.
- You should consult your supervisor for guidance and insight to develop your case summaries.

- Direct client hours (working one-on-one or in group with students/client) and indirect client hours (conducting other assignments that support clients, the services that are provided to them or the work that counselors do) are weighted equally for the Field Placement course. Therefore, you should be open to take on any learning opportunities that your supervisor may present to you.

**G. WHAT SHOULD I EXPECT FROM MY SUPERVISOR? Please share this #G information with the supervisors to help them determine if they would have time and logistics to fulfill the demands below:**

Your supervisor will support you in four significant ways: Clinical, Supportive, Evaluative, and Administrative. Supervisors are unique in their supervisory styles, depending on their theoretical and clinical orientations, practice experience, and organizational regulations.

- **Clinical:** You will learn by, and from watching, your supervisors do their counseling works. They are models for 'how-to' to perform counseling and guidance roles for you.
  1. Evaluate how you interact in all situations and capacities.
  2. Identify and give feedback to you when you play the counseling roles assigned by the supervisor.
  3. Teach and demonstrate counselling strategies.
  4. Explain the rationale of strategies and interventions.
  5. Debrief significant events in the counseling process with you.
  6. Constructively challenge you.
- **Supportive:** Help you grow professionally by offering support and encouragement to you.
  1. Assist you in recognizing your limitations in order to protect both your welfare and your clients' welfare.
  2. Provide a non-threatening atmosphere for you to self explore, and problem-solve to grow in confidence.
  3. Support your well-being by being aware of and helping you deal with stressful events, role ambiguity, career development, and skill use.
- **Evaluative:** Tell you how you are doing.
  1. Observe and provide feedback about skills and strategies in counselling and guidance during the discussion of weekly summaries.
  2. Hold you accountable for bringing in a well-written weekly summary to guide debriefing.
  3. Tell you the standards of work expected of you in your Field placement agency/community/school.
  4. Revise and reinforce the objectives of training during the discussion of weekly summaries.
  5. Utilize appropriate strategies to address areas that you need improvement during the discussion of weekly summaries.
  6. Teach and model for you how ethics apply across all that counselors do the appropriate appearance, punctuality, and attendance, keeping promises made to clients/students, confidentiality, practicing only within the limits of their knowledge and training, the right attitude to all supervision processes, teamwork and collaboration, and accountability to organizations.



- **Administrative:**

1. Assist you in developing a learning plan as soon as he/she agrees to supervise you. Guiding questions for this agreement are: What learning opportunities would my supervisor offer to me, and what do I plan to get out of this field placement experience?
2. Commit to be available at your field placement site and provide at least one full hour of one-on-one supervisory meeting with you every week.
3. Commit to being available to answer your questions when you need guidance or have questions about your role.
4. Notify me (Dr. Ukasoanya), the faculty supervisor, of any issues before reporting them to the university.
5. Review and sign your weekly timesheets during the weekly supervision time.
6. Ensure that you do not adjust your weekly time at your placement beyond two straight blocks of four hours for a total of eight hours per week.

## **H. WHAT SITES ARE AVAILABLE TO ACCEPT STUDENTS?**

**Please note that the list below is sites that have previously supervised our students. Counselling Psychology has no permanent placement agreement with sites. You are responsible for searching for other sites if the sites listed below are unavailable or decline your request.**

- **SCHOOL-BASED FIELD-PLACEMENT SITES**

#	NAME OF SUPERVISOR	SCHOOL	CONTACT INFORMATION
1.	Paula Neill	Ecole Crescent View	<a href="mailto:pneill@plpsd.mb.ca">pneill@plpsd.mb.ca</a> 1-204-857-3475
2.	Katherine Barclay Principal	Pembina Trails Alternative High School 315 Chancellor Matheson Rd., Winnipeg, MB R3T 1Z2	kbarclay@pembinatrails.ca  204.488.7357
3.	Tracey Kinkead Social Worker	Ashern Central School/ Student Services   Lakeshore School Division	kinkeat@lakeshoresd.mb.ca 12047682571
4.	Michelle Bevan Guidance Counsellor	Ecole Waterford Springs School VOIP 112-516	<a href="mailto:mbevan@wsd1.org">mbevan@wsd1.org</a> (204) 694-9690
5.	Dr. Maria Phelps Psychologist,	Educational Support Services St. James-Assiniboia School Division	<a href="mailto:maria.phelps@sjasd.ca">maria.phelps@sjasd.ca</a> Ph. 885-1334 ext. #2335

6.	Jill Thordarson School Social Worker	Educational Support Services St.James-Assiniboia School Division 1 Braintree Crescent Winnipeg, Manitoba R3J 1C7	<a href="mailto:jill.thordarson@sjasd.ca">jill.thordarson@sjasd.ca</a> (204) 885-1334 ext # 2322
7.	Susan Hocken-Attwell Department Head Counselling, Career Development & EAL	Kildonan East Collegiate	<a href="mailto:shockenattwell@retsd.mb.ca">shockenattwell@retsd.mb.ca</a> 204.667.2960 ext. 2415
8.	Anna-Maria Coniglio- Paolucci Guidance Counsellor	Argyle Alternative High School	Phone: 204-942-4326  Fax: 204-943-1759 Email: <a href="mailto:aconiglio@wsd1.org">aconiglio@wsd1.org</a>
9.	Tony Paukovic Guidance Counselor	Acadia Junior High, Pembina Trail Division	<a href="mailto:tpaukovic@pembinatrails.ca">tpaukovic@pembinatrails.ca</a> 2044532474

• **COMMUNITY- BASED FIELD-PLACEMENT SITES**

#	NAME OF SUPERVISOR	AGENCY	CONTACT INFORMATION
1.	Lori Rudniski M.Ed. (Psych), CCC, CCC-S Executive Director	Bravestone Centre	204-275-2600 <a href="http://www.bravestonecentre.ca">www.bravestonecentre.ca</a>
2.	Al Benarroch, BA (Hons), MA (Psych.)  Executive Director	Jewish Child and Family Service	C-200 123 Doncaster Street, Winnipeg, MB R3N 2B2  204-477-7430 I
3.	Jane Marion Interim Executive Director Director of Service Delivery and Community Connections	Big Brothers Big Sisters of Winnipeg	<a href="mailto:jane.marion@bigbrothersbigsisters.ca">jane.marion@bigbrothersbigsisters.ca</a> 204-988-9213 I 204-795-6466 (cell)

4	Kara Abrahams Divisional Social Worker WSD Winnipeg	Growing Roots Therapy	<a href="mailto:kara.abraham@gmail.com">kara.abraham@gmail.com</a> <a href="mailto:Kara@growingrootstherapy.ca">Kara@growingrootstherapy.ca</a> 204479-2199
5	Jahna Hardy MSW, RSW, RPT Therapist/Clinical Supervisor	Elements CTS LTD. Box 38 Riverton, MB R0C 2R0 <a href="http://www.elementscts.com">www.elementscts.com</a>	P: 204-641-4494 F: 204-378-2852 <a href="mailto:jhardy@elementscts.com">jhardy@elementscts.com</a>
6	Clinical Coordinator, MSc, BA	Macdonald Youth Services 175 Mayfair Avenue, Winnipeg, MB. R3L 0A1	Office 204-949-4772 Mobile 204-794-7058 Fax 204-949-4776
5.	Angela Taylor, BA, PBED, MA, PhD Candidate CEO (Founder) Director of Clinical Services Mental Health and Accessibility Expert, Trainer, Public	Inspire Community Outreach	<a href="mailto:angela.taylor.inspire@gmail.com">angela.taylor.inspire@gmail.com</a>  Phone: 204-996-1547 175 Mayfair Ave, Winnipeg, MB R3L 0A1

**EVERY COURSE REQUIREMENT BELOW MUST BE MET FOR A STUDENT TO HAVE A PASSING GRADE. THE ASSIGNMENTS WILL NOT BE ALTERED. PLEASE CONSIDER YOUR AVAILABILITY AND LIFE CIRCUMSTANCE TO SEE IF THIS COURSE WILL BE A FIT FOR THE WINTER OF 2024. THANKS**

University of Manitoba

Faculty of Education

EDUA 5490 Field Placement in Counseling

Winter 2024 Course Syllabus

## **CLASS INFORMATION**

Instructor: Dr. Grace Ukasoanya

Time: XXXX 5:30-8:15

Location: TBA

Office: Room 232

Office Hours: By appointment

Phone: 204 474 9010

Email: Grace.Ukasoanya@umanitoba.ca

## **Course Description**

Provides for continued development and practice of skills learned in Counseling Skills and other foundational counselling courses at the PBDE level. Students develop conceptual and professional skills related to their practice at a field site. They practice various specified counselling and related activities during a minimum of 100 hours at an agency or educational setting under a supervisor. Satisfactory performance at the field placement and during on-campus class meetings must be demonstrated before students can receive a Pass grade.

## **Course Rationale**

This course is designed to provide a supportive, structured learning environment for acquiring counselling experience and on-the-job training. Field Placement builds on the foundation provided by academic and experiential coursework in counselling, life experiences, and personal values. It allows students to develop a meaningful framework for applying counselling skills required for practice in schools and community mental health settings.

**METHOD OF INSTRUCTION:** Lecture, discussion, supervised application, guided practice, self-evaluation, evaluation by a field supervisor, individual and group supervision, peer evaluation, case conceptualization, and case review using case reports.

REQUIRED TEXT(S)

**J.E.& Fall,K.A. (2019). Becoming an Effective Counselor : A Guide for Advanced Clinical Courses. New York, NY: Routledge.**

<https://web-p-ebSCOhost-com.uml.idm.oclc.org/ehost/detail/detail?vid=0&sid=06e002b2-87a6-4b95-8193-d699db4c976c%40redis&bdata=JnNpdGU9ZWVhc3QtbGl2ZQ%3d%3d#db=nlebk&AN=2154400>

[https://web-p-ebSCOhost-com.uml.idm.oclc.org/ehost/ebookviewer/ebook/bmxlYmtfXzIxNTQ0MDBfX0FO0?sid=06e002b2-87a6-4b95-8193-d699db4c976c@redis&vid=0&format=EB&lpid=lp\\_i&rid=0](https://web-p-ebSCOhost-com.uml.idm.oclc.org/ehost/ebookviewer/ebook/bmxlYmtfXzIxNTQ0MDBfX0FO0?sid=06e002b2-87a6-4b95-8193-d699db4c976c@redis&vid=0&format=EB&lpid=lp_i&rid=0)

#### RECOMMENDED

**Hutchinson, R. (2012). The Counseling Skills Practice Manual. Thousand Oaks, Calif: SAGE Publications, Inc.**

<https://web-p-ebSCOhost-com.uml.idm.oclc.org/ehost/detail/detail?vid=0&sid=ed4c0ef3-ce38-4311-b743-a9f40ec80315%40redis&bdata=JnNpdGU9ZWVhc3QtbGl2ZQ%3d%3d#AN=474661&db=e000xna>

[https://web-p-ebSCOhost-com.uml.idm.oclc.org/ehost/ebookviewer/ebook/ZTAwMHhuYV9fNDc0NjYxX19BTg2?sid=ed4c0ef3-ce38-4311-b743-a9f40ec80315@redis&vid=0&format=EB&lpid=lp\\_1&rid=0](https://web-p-ebSCOhost-com.uml.idm.oclc.org/ehost/ebookviewer/ebook/ZTAwMHhuYV9fNDc0NjYxX19BTg2?sid=ed4c0ef3-ce38-4311-b743-a9f40ec80315@redis&vid=0&format=EB&lpid=lp_1&rid=0)

**COURSE OBJECTIVES** include, but are not limited to, the following: Students will demonstrate understanding and appropriate application of:

1. Essential interviewing and counselling skills so that the student can develop, maintain, and successfully terminate a therapeutic relationship,
2. counselling theories that provide the student with a consistent model(s) to conceptualize client presentation and select appropriate counselling interventions.
3. strategies of counselling that are consistent with current professional research and practice in school and community-based helping practice so that they can begin to develop a personal model of counselling
4. self-awareness so that the counsellor-client relationship is therapeutic and the counsellor maintains appropriate professional boundaries
5. four significant areas of competence (Process and Communications skills, Conceptualization skills, Personalization skills, and Professional Skills) SEE AT THE END OF THE SYLLABUS
6. CCPA ethical standards and related entities and applications of ethical and legal considerations in professional counselling

**COURSE REQUIREMENTS:**

**1. THE STUDENT WILL NEGOTIATE A LEARNING CONTRACT (Attendance/class participation)** with their onsite supervisor within the first two-week period of placement. This contract constitutes an agreement between the student, field supervisor and instructor of record and specifies the student's activities, hours, and supervision arrangements. The student shall submit this learning contract to the university instructor on or before the 3<sup>rd</sup> class.

**2. THE STUDENT WILL COMPLETE 100 CLOCK HOURS OF SUPERVISED FIELD PRACTICE (Attendance/class participation).** While students and their field supervisors should ensure that at least 40 of these hours will be direct service work with clientele appropriate to the student's field setting, there is no penalty for students who do not complete up to 40 direct service hours with clients. Hours are to be recorded on the Field Placement Log and signed by the supervisor during weekly supervision. Make a copy of your “working copy” Log to turn in at each class meeting. Include the totals you have accumulated thus far in the semester. For example, you will turn in the Log that ends on the Friday/Saturday of the previous week. This will help you and your instructor keep track of your hour accumulation over the semester.

**3. THE STUDENT WILL COMPLETE AT LEAST ONE HOUR PER WEEK OF INDIVIDUAL SUPERVISION WITH THEIR SITE SUPERVISOR (Attendance/class participation).** The student will attend all individual supervision sessions. You must keep your appointments with your field supervisor. You will not pass the course if you miss more than one appointment with your supervisor.

**4. GROUP SUPERVISION (Attendance/class participation).** The student will complete at least 1½ hours per week (21 total) of group supervision with other Field Placement students in class. Students must bring a written case summary to class on the assigned days during the semester beginning the first week in February and ending the first week in April. The class and a small group will listen to/review each case and use it as a stimulus for group discussion and supervision.

**5. Group supervision with instructor:** Students will participate in 3 group supervision sessions. This will take place on the day the students present their case analysis. For this supervision, the student will: (a) receive feedback on their case analysis; (b) share their progress and growth needs with the instructor, (c) share their weekly summaries for the month with the instructor, and (d) interact with peers as they learn together. Therefore, case analysis and weekly summary documents must be submitted 24 hours before this meeting.

#### GUIDELINE FOR CASE SUMMARY/ANALYSIS

Students are REQUIRED to write and read out ALL their cases strictly using the format below. Students are REQUIRED to select one case of their choice from their experience over two weeks for presentation during the Monday class. A copy of the case report is handed to the instructor at the end of the presentation. Case summaries should not be less than two double-spaced pages and not more than 2.5 double-spaced pages.

Client: (“name”; use a pseudonym)

Age:

Gender:

**Presenting Problem:** Describe why the client/student is seeking or referred for counselling. Briefly describe your initial assessment (or your narrative of how you have understood the client/student's presenting concerns), including their presentation (affect, mood, level of functioning, etc.) and complaints. This should include symptoms or behavioural issues (what they are, frequency, and duration). Be sure to include information about the client/student's level (s) of developmental functioning (e.g. intellectual functioning and self-awareness).

**Family History:** Describe family background (where appropriate), including current living situation. Describe client resources and support systems.

**Counselling Focus:** Describe your focus of counselling, what you will address first or next, including specific support activities and rationale. What are your counselling goals?

**Professional Consultation:** Describe how you consulted with your supervisor and how these consults have affected your counselling plan and approach. What were the suggestions, and how are you choosing to implement them?

**Anticipated Results:** Describe what you expect from your support activity with this child/adolescent (How would you know if the child/adolescent is improving? What would improving look or feel like?)

5. **READINGS:** Complete assigned readings on time, post your clinical metacognitive reflections on time, be prepared to ask questions, and apply the material to the discussion of your experience in the field. One chapter of Levitov & Fall (2019) texts will be assigned weekly. Each student is required to post their reflections about the assigned chapter on UMLearn by noon on Sunday every week.

6. The student will complete a MID-TERM SELF EVALUATION, AND A FINAL EVALUATION OF FIELD SITE EXPERIENCES WITH THE SUPERVISOR during the last week of the semester. These evaluations will be submitted on UMLearn between April 10<sup>th</sup> and 30<sup>th</sup>.

## **GRADING**

This class is pass/fail. You must have a minimum of 80 points to pass the course.

**Attendance/class participation 20**

**3 case analysis 40**

**Reading and reflection 40**

**Total possible points 100 points**

## **University, Departmental, and Classroom Policies**

It is your responsibility to abide by all University of Manitoba professional conduct guidelines.

**ATTENDANCE AND LATE POLICY:** Students must attend all classes and arrive on time. Attendance in this class is critical. In the instance of an emergency, notify the instructor as soon as possible. More than one absence will result in being dropped from the class. Attendance at all supervision sessions is required. Make every attempt to be on time. Tardiness will result in a point deduction from your final grade. **Digital devices:** It is inappropriate to text, email, check email or texts, use a laptop or go online during class time. Your full attention and participation in course activities are expected.

***Student Standards of Academic Conduct***

It is your responsibility to access, review, understand and abide by all University of Manitoba Academic Honesty guidelines.

***Diversity***

This course examines many sensitive areas. Because our student population is very diverse, sensitivity to gender/race/age/ethnicity/ability/sexuality is expected, and disrespectful language and behaviour are considered unprofessional. Multiple worldviews are embraced in this course.

**COURSE SCHEDULE:**

#	date	learning schedule	responsibilities/due dates
1	Class 1	review of syllabus and course overview	Discussions
2	Class 2	Nuts and bolts for beginning	Levitov & Fall CHP 1 the challenge of starting field experience Levitov & Fall three supervisor-supervisee relationship
3	Class 3	Skills for developing a therapeutic relationship	Levitov & Fall CHP 5 first steps in forming the alliance Levitov & Fall CHP 2 ethics of practice*
4	Class 4	Understanding clients'/students' issues and working with goals  Large group Case reviews Skills	Levitov & Fall CHP 6 identify problems, issues, resources and patterns (a)
5	Class 5	Understanding clients'/students' issues and working with goals  Large group Case reviews Skills	Levitov & Fall CHP 6 identify problems, issues, resources and patterns (b)



6	Class 6	Understanding clients'/students' issues and working with goals  Case reviews Skills	Levitov & Fall CHP 7 helping clients change (a)  <b>Case analysis one</b> group a 1 (X, X) group b1 (X, X, X) group c 1 (X, X)
7	Class 7		Levitov & Fall CHP seven helping clients change (b)  <b>Case analysis one</b> group a2 (X, X) group b 2 (X, X, X) group c2 (X, X, X)
8	<b>Class 8</b>	Case reviews Skills	Levitov & Fall CHP seven helping clients change (b)  <b>Case analysis two</b> group a 1 (X, X) group b 1 (X, X ) group c1(X, X)
9	Class 9	Mid-term self-evaluation with the instructor Case reviews Skills	Levitov & Fall chp 8 termination  <b>Case analysis two</b> group a2 (X, X) group b 2 (X,X,X) group c 2 (X,X,X)
10	Class 10	Case reviews Skills	<b>Case analysis three</b> group a1 (X,X.) group b 1 (X,X) group c1 (X,X)
11	Class 11	Case reviews skills	<b>Case analysis three</b> group a2 (X,X) group b2 (X,X,X) group c2 (X,X,X)
12	Class 12	Individual conferences	
13	Class 13	Individual conferences	
14	April 10	Large Group Case reviews	<b>Final evaluations</b>

			Final paperwork due *field placement log *semester field site supervisor's evaluation *trainee evaluation of field placement site
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SMALL GROUPS FOR CASE ANALYSIS	
Group A	X,X,X,X
Group B	X,X,X,X,X
Group C	X,X,X,X