MACP Practicum Guide
For Students

Department of Field Training
Yorkville University

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Table of Contents

INTRODUCTION 6
MACP PRACTICUM PORTAL 6
PRACTICUM START DATE and ALLOCATION OF HOURS 6
REQUIRED PRACTICUM HOURS and ACTIVITIES 7
  Required Total Practicum Direct Hours 7
  Required Direct Client Contact Hours 8
  Required Indirect Contact Hours 9
  Required Supervision Hours 9
  Practicum Course 10
PLACEMENT HOLD REQUEST 10
PRE-PRACTICUM 10
  Student Requirements 10
    • Pre-Practicum Timeline 10
    • Setting the Stage for Practicum 13
    • Student’s Eligibility for Practicum 14
  Practicum Site Requirements 15
    • Avoiding Dual Relationships 15
    • Alternative Therapies 15
    • Consent Forms 15
    • General Practice Expectations 15
    • Home and/or Community Visits 17
    • Language Requirement 17
    • Other Off-site Client Visits 17
    • Student and Client Safety 17
    • Tele-mental Health Counselling 18
  Site Supervisor Requirements 19
    • Eligibility of Site Supervisors 19
    • Supervisor Requirements 19
    • Onsite Problem Solving and Conflict Resolution 20
    • Vacation and Other Absences 20
PRACTICUM SITE AND SUPERVISOR SEARCH 21

- Practicum Search Tips 21
- Potential Practicum Sites 22
  - Agencies or Organizations Requiring Yorkville University to Apply on Student’s Behalf 22
  - Appropriate Practicum Settings 22
  - International Practicums 24
  - MACP Practicum Site Locator 24
  - Practicums in Student’s Place of Employment 25
  - Practicums in School Settings 26
- Agencies / Health Authorities 26
- Regulatory Colleges & Professional Associations 26

PRACTICUM APPLICATION and PROCESS 27

- MACP Practicum Application Deadlines 27
- Application Forms & Submission 27
- MACP Practicum Application Process 27
  - How to Apply with a Site Listed on the Practicum Portal Site Locator 27
  - How to Apply with a Site NOT Listed on the Practicum Portal Site Locator 28
  - Student Finds New Site/Supervisor Not on MACP Practicum Portal 28
- Secondary Practicum Site 28
- External or Secondary Supervisor 29
- Potential Additional Documents, if Required by Site 29
  - Criminal Records Check (CRC) 30
  - Proof of Immunization Records 30
  - Mask Fitting (Hospital Settings) 30
- Common Application Mistakes 30

THE ONSITE PRACTICUM 32

- The Practicum Student 32
- The Practicum Student’s Roles & Responsibilities 32
  - Avoiding Dual Relationships 32
    - Avoiding Dual Relationships with Clients 32
    - Avoiding Dual Relationships with Practicum Supervisor 33
    - Dual Relationships and Practicum in Place of Employment 33
  - Accessing Zoom Outside of Canada 34
THE PRACTICUM COURSE

• Course Description
• Course Outcomes
• Grading Components
• 7113 Onsite & Academic Components to be Evaluated
• 7203 Onsite & Academic Components to be Evaluated
• Registration
• Practicum Course Section Sign-Up

ONSITE PROBLEM SOLVING and CONFLICT RESOLUTION

STUDENT RESOURCES

• Accommodations for Students with Disabilities
• Mental Health and Wellness Services

CONCLUSION

APPENDICES

• Site Supervisor Formative Evaluation Form
• Site Supervisor Summative Evaluation Form  56
• Faculty Instructor Evaluation Form  60
• Chart: Yorkville University’s MACP Practicum Requirements  68
INTRODUCTION

Congratulations on reaching this important milestone in your professional development and embarking on the journey to complete the Master of Arts in Counselling Psychology (MACP) degree at Yorkville University. To fulfill the requirements for the MACP program, all students must complete an in-person onsite counselling practicum, which will occur at the end of the program after you have completed all academic courses.

Although the practicum begins after the completion of coursework, it is very important that students start thinking about their practicum experience early in the academic program. To help begin this process, we have developed the MACP Practicum Portal and the Practicum Manual as resources to access as you progress through the MACP program.

The Practicum Manual will provide you with the information needed to become familiar with the practicum preparation process, the onsite counselling practicum requirements and practicum academic components.

MACP PRACTICUM PORTAL

The MACP Practicum Portal provides students and site supervisors online access to information, and guidelines for Pre-Practicum, the Practicum Application process and the Onsite Practicum experience. The MACP Practicum Portal has been organized in the order in which both the student and site supervisor will engage in the practicum process. The MACP Practicum Portal is located on the Yorkville University MyYU webpage.

Yorkville University’s Department of Field Training Staff hopes the MACP Practicum Portal is helpful and informative. If there is only one important message we want to communicate, it is this: Do not put off looking for a practicum site until the last minute. Take personal responsibility for every detail of your Field Training experience. We are here to help you be successful, but it is up to you to manage the entire process through to completion! Plan ahead and take action now.

We wish you all a very positive and successful learning experience during your practicum!

PRACTICUM START DATE AND ALLOCATION OF HOURS

Students must start their practicum at the beginning of the trimester: the first week of January, May or September. To maximize integration of course activities with the practicum placement, we expect practicum site activities to start no later than week two of the first trimester. The practicum is two trimesters (15 weeks each) long, spanning 7.5 months. We expect students will remain at their practicum site until the end of the second trimester, which is generally the second full week of August, December, or April. There is typically a two-week break at the midpoint between each academic trimester; however, the site may determine if this is an appropriate time for the student to take a break from the practicum site or not.
Please refer to the *Chart of MACP Practicum Requirements* at the end of this document for an overview of how hours should be allocated for students to successfully meet the MACP practicum requirements.

While it is expected and encouraged that students will be assigned clients and other duties at the discretion of the site supervisor (based on the supervisor’s assessment of the student’s abilities), please keep in mind the following guidelines:

- Students are to complete a minimum of 13.5 hours per week on site for the duration of their practicum;
- Students are not encouraged to complete more than 20 hours per week on-site, especially those who are new to the profession, due the challenging nature of the work;
- Clients should be assigned gradually, after students are fully oriented to the site, usually around week five (sooner for those students with previous experience and possibly longer for students with no previous experience). *Please note: we encourage supervisors to provide student(s) with ample opportunities to observe other professionals in the early stages of the practicum;*
- It is our experience students will need to see an average of four to six clients per weeks in order to meet their hourly requirements by the end of trimester two, and;
- Students should acquire 60 hours of the required 200 direct client contact hours in the first 15 weeks of practicum (trimester one) for the student to receive a passing grade for trimester one and to proceed to trimester two of the Practicum course. Additionally, the 60 hours will ensure their site supervisor and the faculty instructor can properly evaluate their performance at the formative evaluation stage.

Please see the section on *Requirements Regarding Practicum Activities* for more detailed information about the division of practicum hours and practicum activities.

**REQUIRED PRACTICUM HOURS and ACTIVITIES**

It is expected that all students will conduct themselves in a professional manner at all times while at the practicum site. In addition to this general rule, there are a number of expectations and requirements that must be met while in practicum. These include the following guidelines:

**Required Total Practicum Hours**

- Students are required to successfully complete a practicum of a minimum of *400 hours over two full trimesters* (e.g., January to August, May to December, and/or September to April).
• Students are expected to spend approximately 13.5 hours per week at their practicum site. These hours may fluctuate a bit from week to week depending on the needs of your clients, the site requirements, and the student’s personal schedule.

• In order for the site supervisor and faculty instructor to adequately assess a student’s counselling competencies at the formative evaluation stage at the end of Trimester One, students must have completed approximately 60 hours of the required 200 direct client contact hours to receive a passing grade and proceed to trimester two of the Practicum course. Failure to meet this target may result in the student being required to repeat trimester one.

Required Direct Client Contact Hours

While the division of practicum time depends to some extent on the policies and practices of the placement site, it is expected that 200 hours of the practicum will involve dealing with clients directly. This includes activities such as:

• Intake;
• Screening;
• Testing and assessments;
• Direct client contact counselling
  o Individual counselling
  o Family or couples counselling
  o Group counselling (co-facilitating with other qualified professional at all times);
• Case conferences with the client present, and
• Co-facilitating or co-counselling (one of the above activities) as long as the student is leading at least 50% of the session and not simply observing;
• Conducting 50 percent of the student’s counselling sessions with clients in English.

Individual Counselling:

It is expected that 120 hours of direct client contact hours will be mental health counselling hours in the form of individual counselling. Family and/or couples counselling may also be included at the discretion of the supervisor depending on the site’s service offerings and the experience of the student, but the primary focus must be individual mental health counselling sessions.

Group Counselling:

It recommended (not required) by some professional associations, such as CCPA, that students acquire some group counselling experience during their practicum. If students choose to gain group counselling experience during practicum, the following guidelines must be adhered to in order for credit to be given toward direct practice hours:
• Students are not allowed to facilitate any counselling groups on their own, but should have the opportunity to be the lead facilitator for at least half of any and all group counselling hours.

• Mental health group counselling is based on theory, techniques, research and treatment approaches that support effective therapeutic outcomes. Facilitating interpersonal communication and relationships between group members should be highlighted. Often group members go through a selection process to ensure fit and readiness for group work. The facilitator should work with the group members to develop self-knowledge, emotional acceptance and growth during the therapeutic change process. The group members should feel that the group is a safe environment in which to talk about their problems and work out their emotional issues. They can also offer suggestions and support to the other members. Each member should be actively engaged and participate in the group throughout the session.

• Psycho-educational groups, self-help groups, and/or psycho-social support groups do not meet the mental health group counselling requirements of the MACP practicum.

**Required Indirect Client Contact Hours**

While the division of practicum time depends to some extent on dealing with clients directly, it is expected that at least 200 hours of the practicum will involve indirect hours engaging in onsite activities such as:

- Case management (e.g., preparing for sessions, writing case notes, maintaining clinical files, formal report writing, case conferences without the client present) time is counted as indirect client contact.
- All practicum course work directly related to work with clients can also be counted as indirect client contact hours.

**Required Supervision Hours**

Only the clinical supervision that is provided by the student’s approved practicum site supervisor can be counted as official supervision hours. Students are required to have a minimum of at least one hour per week of direct face-to-face individual supervision throughout the practicum (for a 13.5-hour week, this would be an average of one hour of supervision per every 5 to 6 hours of direct client contact).

In the case of external site supervision, additional time will be required by the supervisor in order to maintain meaningful contact with the practicum site. For more details, please review the section entitled Supervisor Roles and Responsibilities regarding the site supervisor’s roles and responsibilities.

**IMPORTANT TO NOTE:** While the Yorkville University MACP degree is recognized by a number of professional associations across the country, they all have slightly different
criteria for membership. The Field Training Department recommends that all students make themselves aware of the membership requirements of the professional association that they wish to join upon graduation, as these requirements may be different than the YU practicum requirements.

**Practicum Course**

Concurrent with the onsite practicum, students will be required to participate in the PSYC7113 Practicum course and PSYC7203 Practicum course. The Practicum course is designed to support students during their practicum placement and enrich their learning experience. It also provides an opportunity to more formally evaluate students’ counselling competencies, ensuring that graduation from the MACP program signifies readiness to work effectively as a counsellor. The practicum course overall includes mandatory attendance at twelve (12) 1.5-hour live seminars, 2 self-assessments and three (3) 2.5- to 3-hour faculty instruction sessions, plus the completion of one Narrated PowerPoint case presentation, five reflective journals and one final capstone project. Students should be aware that the academic components of the PSYC7113 and PSYC7203 Practicum courses will require approximately 10 to 15 hours per week in addition to the time they spend onsite.

**PLACEMENT HOLD REQUEST**

All students eligible to start practicum but who are not submitting a Practicum Placement Application must complete and submit the Placement Hold Request form located on the MACP Practicum Portal, Students Section, located in Practicum Application webpage. You are eligible for practicum when you have successfully completed all academic courses.

**Note: This form is valid for one term only.** Students must submit a new form for each subsequent term in which they are eligible for practicum and do not submit a Practicum Placement Application.
PRE-PRACTICUM – STUDENT REQUIREMENTS

Pre-Practicum Timeline

This timeline will provide you with a step-by-step explanation for the process you should follow leading up to your actual Practicum. By adhering to these steps, you guarantee the best possible outcome for both obtaining your Practicum site and performing well during your Practicum.

12 Months Before

Complete these activities at least 12 months prior to practicum (trimester 2-3, courses 6104, 6213, 6203, 6153, 6163, 6246, 6233):

1. **Review all materials in the portal**: Including the FAQ, and Supervisor Information located in the Supervisor Section.

2. **Review the practicum requirements**: It is your responsibility to understand the practicum requirements, this includes appropriate sites, types of activities you will need to engage in and the number of hours you will need. You should also be familiar with the qualifications your site supervisor will need to meet. If you have any questions please contact your Practicum Advisor.

3. **Review your provincial regulatory body / professional association**: If none exists review the national association website, become familiar with the regulations and requirements related to completing your practicum during your MACP. It might be helpful for you to download the registration application for your provincial / national regulatory body or professional association.

9 Months Before

Complete these activities at least 9 months prior to practicum (trimester 4, courses 6273, 6256)

1. **Consider joining your national professional counselling organization as a student member**. This will provide you with access to conferences, newsletters, committees and other activities that will allow you as a student to interact with other students as well as professionals in the community. This professional network becomes valuable when you are beginning to locate possible practicum sites as well as supports overall career development.

2. **Begin to create a list of sites in your area and begin contact these sites** to determine if they provide opportunities for practicum and when the anticipate openings for practicum students in the upcoming year.

3. **Consider which agencies or organizations require YU to apply on the student’s behalf and what deadlines they have for those applications**. Review the provided content on
this Portal for specific material you should send to potential practicum sites when you first are reaching out. Remember you should write a cover letter specific to each site. Review resources on the MACP Practicum Portal.

4. **Begin to think about the time commitment needed to complete your practicum as well as other work and life responsibilities you have.** You will need to commit about 2 days a week to your practicum in order to meet all of your required hours. You will also have Practicum Course 7113 & 7203 where you will have a set schedule that includes live seminars and faculty instruction sessions in an online meeting room facilitated by your faculty instructor. Review Resources on the MACP Practicum Portal.

5. **Reach out to the sites you are interested in, and which you have identified as being appropriate for your practicum experience.** Discuss the process each site uses for initiating practicum placements and the steps you will need to complete to apply to the site.

6. **Review Practicum Interview video and Effective Cover Letter & Resumes videos located on the MACP Practicum Portal.**

7. If you are offered a practicum, **determine if there is a site supervisor that meets YU supervisor qualifications.** Review the resources located on the MACP Practicum Portal.

8. **Review the instructions for completing a practicum placement application,** become familiar with all of the information you and your proposed site supervisor will be responsible for and the deadline to provide this to the Field Training team. Go to the Practicum Placement Application on the MACP Practicum Portal.

9. **Schedule a meeting with your potential site supervisor to review all of the requirements** to be sure that the site can meet this. It will be helpful for you to bring the application with you as well as the link to the Practicum Portal. Review the resources located on the MACP Practicum Portal.

**4 Months Before**

Complete these activities at least 4 months prior to practicum (trimester 5, courses 6223, 6263, E1)

1. **Confirm a start date with your site,** remember to review the academic calendar so that you know the first date of the course. You should not be starting more than 2 weeks before the first date of the course.

2. **Review Submitting a Successful Practicum Placement Application (Coming Soon).**
3. **Inform your site supervisor of their responsibilities related to the application process** and the deadline for submitting all of the materials.

Applications submitted past the deadline will **not** be reviewed. It is very important that you and your supervisor are aware of the application process and deadlines for submitting all documentation.

**Setting the Stage for Your Practicum**

Below is a quick summary of some very critical information all students should be aware of from the beginning of the Master of Arts in Counselling Psychology (MACP) program. These are important summary points; more detailed information is provided in the body of this guide.

- Securing a practicum placement is the responsibility of the student, not the university.
- Students who live in large urban areas should not assume it will be easy to find a practicum site because, though there are many opportunities, there is also considerable competition from students in other university graduate programs.
- The aim of the MACP practicum is to develop basic entry-level counselling skills within the traditional counselling session, while also learning to apply appropriate theory.
- The MACP does not prepare students to practice alternative therapies, and practicum plans which involve such therapies cannot count towards the MACP.
- Students are prohibited from securing practicums:
  - Where the focus is on highly specialized mental health services.
  - At facilities where the focus is predominantly on psychological research.
- Students who plan to complete their practicum in a school setting must be in a middle or high school and must start practicum in September.
- It is recommended that students not work with clients where there is a strong possibility that the case may result in the practicum student having to engage with the legal system or provide testimony in court.
- Students are expected to honour their commitment to a potential practicum site once they have accepted a practicum offer, either verbally or in writing.
- Completing practicum and working full-time is **NOT** recommended. It is recommended that students do not work more than 20 hours per week.
- Completing a practicum in the student’s placement of employment is not recommended. Workplace practicum proposals require approval and additional practicum application forms.
- The 7113/7203 Practicum Course is two trimesters long and consists of onsite and coursework components. Each course must be registered and paid for independently but students are expected to take the courses consecutively.
  - For information on registration, please contact Student Services via AskYU.
  - For questions about fees, please contact the Bursar’s Office at bursar@yorkvilleu.ca.
- It is recommended that students who have less than two years of counselling-related experience immediately begin seeking out volunteer opportunities with distress centers, crisis lines, or other such services that offer well-recognized and structured volunteer training.
- The Department of Field Training has the MACP Practicum Portal, which contains the Practicum Site Locator that is available to all students. Please note this list is not inclusive of all potential
practicum sites in a given area, and that not all sites on the list are available to take students at this time.

- There are several organizations – in particular, health authorities – which require the university to apply on the student’s behalf. Information on some of these authorities can be found on the Practicum Information section. Should you encounter this outside of the organizations listed, please contact the Department of Field Training at practicum@yorkvilleu.ca

**Important:** For students planning to become a member of a professional association and/or regulatory body after graduation, it is recommended that you inquire directly with them about the potential benefits of obtaining a student membership (where applicable) while you are in the MACP program. While the Yorkville University MACP degree is recognized by a number of professional associations across the country, they all have slightly different criteria for membership. The Field Training Department recommends that all students make themselves aware of the membership requirements of the professional association that they wish to join upon graduation, as these requirements may be different than the YU practicum requirements. It is the responsibility of students to inform themselves of the necessary requirements and to arrange with the practicum site/supervisor and the practicum coordinator for the necessary practicum accommodation.

**Student’s Eligibility for Practicum**

Students are eligible to begin practicum after successfully completing all program courses with a minimum GPA of 3.0. Students must also be in good financial standing with the Bursar’s Office: all outstanding fees owing to the university and the 7113/7203 Practicum Course fees are paid in full. Failure to meet these obligations prior to the practicum start date may result in the practicum having to be deferred to the next trimester. Students should contact the Registrar’s Office if they have any questions about their academic standing and the Bursar’s Office regarding their financial status.
PRACTICUM SITE REQUIREMENTS

The MACP program is a counselling (not psychology) degree, which focuses on traditional “talk therapy.” The focus of the MACP practicum is to develop basic entry-level counselling skills within the traditional 50-minute counselling session, while also learning to apply appropriate psychological theory.

YU expects the students will be provided with:
- a full orientation to the site and its policies and procedures;
- a safe and healthy work environment;
- a private meeting space in which to counsel clients;
- adequate workspace for completing progress notes, reports, and other related activities;
- an appropriate storage space for all client files.

Additionally, YU expects that students will be assigned existing or new clients of the site/agency and students should not be expected to market and/or recruit their own clients during their practicum and will instead be assigned appropriate clients for their level of experience and competence.

Avoiding Dual Relationships

A dual relationship or conflict of interest between the approved supervisor and practicum student must be avoided. There must be professional boundaries in the relationship between supervisor and student in order to ensure a healthy practicum experience for the student.

Students cannot be supervised by their former or current therapist or by anyone who has served, or currently serves, as an employment manager or supervisor, coworker, educator, mentor or anyone who has any direct reporting alignment at the student’s place of employment. Students are not to enter a supervisor relationship with a family member and/or a friend.

During supervision, a student may disclose to a site supervisor that he or she is experiencing some significant personal issues as a result of his or her experiences with clients. While this may be a normal and important part of supervision to disclose such personal issues to the site supervisor, it is important that the student and the supervisor not engage in a therapeutic relationship. In cases where significant personal issues do arise for students, it is appropriate and necessary for the site supervisor to refer the student to another independent counselling sources.
If a dual relationship cannot be avoided (isolated or smaller communities), it must be managed in a way that will ensure there are professional boundaries between supervisor and practicum student.

**Alternative Therapies**

The MACP program does not prepare students to practice such therapies as Play Therapy, Art Therapy, Music Therapy, Animal Assisted Therapy, EMDR or other forms of alternative therapies. Therefore, it is important for students and supervisors to be mindful of the fact that practicum plans which may involve such therapies cannot count towards the MACP practicum direct client contact hours, even if the student or supervisor has previous training in these areas of practice.

**Consent Forms**

Students will be responsible to conduct a discussion with their site supervisors to confirm that any necessary consent forms have been obtained from all clients seen by the practicum student and have been placed in the client’s case file. If the site has its own consent forms, these may be used in place of the forms provided by Yorkville University on the 7113 & 7302 Practicum course site.

**General Practice Expectations**

The Department of Field Training recognizes the physical facilities and counselling opportunities at practicum sites will vary depending upon the site. However, some general practice expectations are:

- orientation to the practicum site, policies and procedures (including safety plan), and client file maintenance system;
- approximately 13.5 onsite practicum hours per week for two full trimesters;
- opportunities for the student to observe some sessions conducted by the site supervisor or another qualified site professional, with permission of client;
- opportunities for the student to co-facilitate some sessions with supervisor, or another qualified site professional;
- opportunities for the student to carry a small caseload of their own (minimum of 4 clients). Students need the opportunity to work with clients throughout the therapeutic process. A strictly single session model would not be sufficient;
- opportunities to have the supervisor observe sessions conducted by the student (within the counselling room, through a viewing window or by reviewing video recordings or audio recordings);
- opportunities for the student to observe and, co-facilitate group counselling if this is a service that the site normally provides or would like to provide. **Psycho-educational groups and psycho-social support groups will not be accepted for group counselling hour requirements;**
• exposure to and experience in areas of mental health counselling such as; intake, screening, testing or assessment, case conceptualization, client treatment plan and intervention progress, and case termination. Career or vocational counselling, academic or educational counselling, and psycho-educational services and psycho-social support services will not be accepted for direct counselling hour requirements; and
• opportunities for professional development workshops or seminars if available (internally and or externally).

Home and/or Community Visits

Yorkville University practicum students are not permitted to provide counselling services to clients via home visits or in public community spaces, such as coffee shops, parks, etc. However, under exceptional circumstances, home visits may take place from time to time (e.g., with a client who is unable to leave their home), and only if the appropriate safety precautions are in place and the practicum student is in the company of their approved supervisor. If the site supervisor would like to assign the student a client who requires home visits, they must contact the assigned practicum coordinator to discuss what safety precautions are required to be in place. Offering services through home visits must be an exception, not a regular part of the student’s practicum experience.

Language Requirement

Yorkville University offers its programs in the English language, and faculty must be able to evaluate students’ counselling competencies in the English language. For students who will be completing a practicum at a site where English is not the first language:
• the site supervisor must be able to speak English in order to engage in both the formative and summative evaluation processes;
• 50% of the counselling sessions with clients must be conducted in the English language; and,
• all recordings required for faculty group instructor must be conducted in the English language, with both the student and client speaking English.

Other Off-site Client Visits

It is the expectation of the university that students will see clients at their practicum site or via tele-mental health counselling, and not in other locations not approved by the University. If the site supervisor wants to assign the student a client who requires off-site visits, he or she must contact the assigned practicum coordinator to discuss the circumstances and the necessary safety precautions required. Offering services off site must be an exception, not a regular part of the student’s practicum experience.

Student and Client Safety

Prior to the practicum student being assigned any clients, the student must be fully informed of the practicum agency’s safety plan, including all safety procedures and or protocols at all
locations where the student will be engaging in practicum activities. There must be a professional or support staff employee of the agency present onsite at all times when the student is providing services to clients, if they are onsite. This individual must be someone who understands how to activate the safety plan, if needed. This includes during evening and weekend onsite hours, and any time that involves the student being in satellite offices or on the premises of sister or cooperating agencies. When the student is engaging in tele-mental health counselling, the approved site supervisor should be available to the student via phone.

**Tele-mental Health Counselling**

Tele-mental health counselling is now an acceptable and approved delivery model for students to engage their clients. Students will be required to have their site supervisor complete a specific form before they can engage in these activities. We are asking each site to respond to a checklist of items to make sure students have all they need to be successful. That list includes training, technology, supervision, and client and student safety.

Students cannot engage in tele-mental health counselling until their site supervisor has returned the checklist to the Field Training Department (practicum@yorkvilleu.ca). If students are practicing tele-mental health counselling, students should be assigned clients who are appropriate to receive counselling through that medium.
SITE SUPERVISOR REQUIREMENTS

Eligibility of Site Supervisors

All supervisors and practicum sites must be officially approved by the Department of Field Training prior to students beginning the practicum. During the practicum, students may work with a number of different people within an agency, but the approved (onsite or external) supervisor is primarily responsible for the professional development of the student. While students may observe and/or work with other professionals at the practicum site, it is the Yorkville University approved supervisor who is responsible for providing clinical supervision, assigning appropriate practicum clients and appropriate practicum activities, completing evaluations, and signing off on the student’s Confirmation of Hours Summary.

The student is responsible for paying any stipends and/or fees that may be required by the supervisor or the practicum site.

Supervisor Requirements

Site Supervisors Must Possess:

- A minimum of a master’s degree in a mental health counselling-related field. Supervisor educational requirements could include a master’s degree in Social Work, Psychology, Education, Divinity or Psychiatric Nursing (and a variety of others) as long as the degree has a focus in clinical counselling. For example, a Master’s degree in Education (Med) would need to be in Counselling Psychology, or something similarly specified.

- At least one full year of post-graduate supervised counselling experience in one of the counselling professions.

- Professional licensure or registration. In cases where licensure doesn’t apply, the practitioner’s Curriculum Vitae (CV) or resume would be expected to show relevant experience and membership in appropriate professional associations. In cases where the university is unable to verify academic credentials, the potential supervisor will be asked to submit to the Department of Field Training a copy of his or her academic transcripts.

- In regulated provinces, we required proof of supervisor registration. In unregulated provinces we require proof of registration with either provincial or national association.

All potential supervisors are required to provide a CV or resume to be reviewed and approved by the Department of Field Training, even if they have provided it previously.
Onsite Problem Solving and Conflict Resolution

The MACP program seeks to ensure the appropriate provision of consultation services with practicum students and onsite (and external) supervisors for matters pertaining to students in practicum placements across Canada and internationally. The MACP program prefers to address concerns and/or issues that may arise in a proactive manner.

Concerns that may arise during the practicum may include:

- Student may fail course work or miss mandatory sessions.
- Student experiences a rupture in the alliance with their site supervisor(s).
- Site supervisor(s) may have concerns about a student’s professionalism, behavior, or lack of adequate counselling skills.

If at any time the site supervisor has any concerns about the student’s performance or behaviour, the site supervisor is requested to contact the student’s practicum coordinator and faculty instructor immediately to notify of the concerns about the student’s performance or behaviour.

If at any time the student has concerns about the site or site supervisor, they are required to reach out to their practicum coordinator and faculty instructor immediately and submit a letter of concern to be reviewed by the Field Training Department.

Vacation and Other Absences

When an onsite or external supervisor takes vacation time or is not available for up to two weeks during the student’s practicum, the supervisor and/or site must determine if the student will be allowed to engage in practicum activities in the supervisor’s absence. If not, the student will also take a break from the practicum.

If it is determined the student can engage in practicum activities while the supervisor is away or unavailable, the supervisor must appoint another qualified professional to act on the supervisor’s behalf and provide the student with the necessary support and supervision during the supervisor’s absence. It is expected the alternate supervisor will report on the supervision activities to the approved supervisor upon the supervisor’s return.
PRACTICUM SITE AND SUPERVISOR SEARCH

Practicum Search Tips

The search for a practicum opportunity can at times be anxiety-inducing. It is important to realize that it is not uncommon, depending on your area, to have to apply to upwards of 30+ sites to secure one spot. It takes hard work. Not securing a spot does not necessarily mean that you are doing anything wrong. It is also a matter of fit, availability and timing.

For this reason, the way you approach your search is critical. You should absolutely be tracking your search with dates, notes, and other important details. This will allow you to reflect on what you have accomplished so far, provide direction and focus, and help you to time your follow up.

Try hard not to feel discouraged if your initial attempts are not successful. Remind yourself this is a process that requires persistence and a positive attitude. However, if you find that after contacting 30+ sites you have no success, it may be time to check in with your Practicum Advisor to review your situation. Please be aware, one of the first things your Practicum Advisor will ask for is a copy of your up-to-date cover letter and resume. This will be important information for them to have in order to assist you.

- **An Internet search is the best place to start.** Most potential practicum sites have websites that will give you a very good sense of the type of agency they are. You will be able to answer some of your YU requirement questions here (such as whether they work with young children, for example). Make notes on your tracking sheet of important details, perhaps even include a specific fact that you can use to personalize your cover letter when applying to the site.

- **Networking is very beneficial in a practicum search.** Consider joining professional and student groups to find connections to sites that may be looking for practicum students but not advertising the opportunity, or sites where current practicum students are finishing up their trimester. You never know what connections and knowledge others have that may inform your search.

- **Follow-up is important.** This will show your intent and professionalism, as well as offer you another opportunity to connect with placement staff. Please respect requests that sites may have communicated regarding appropriate follow up. You do not want to leave a bad impression by ignoring direction.

- **You may also want to review your resume and cover letter.** If you are using these tools from a previous job search, then you are missing the opportunity to tailor them to best show what you have to offer. It is recommended that you watch the self-directed module on Effective Cover Letters and Resumes to maximize your first impression.
Potential Practicum Sites

Agencies or Organizations Requiring Yorkville University to Apply on Student’s Behalf

There are several organizations—in particular, health authorities—which require the university to apply on the student’s behalf. Generally, they will identify this on their website. Should you encounter this, please contact the Department of Field Training at practicum@yorkvilleu.ca.

You will also find information about some of the more common umbrella sites we currently work with (such as Alberta Health Services, Island Health Authority, Interior Health Authority, Ministry of Child and Family Development, Vancouver Coastal Health) under the Agencies and Organizations Requiring YU to Apply on Student’s Behalf section on any of the PSYC7100 Orientation to Practicum course sites.

It is extremely important students not circumvent the application process established by the organization by making their own practicum arrangements with an individual employee of the organization. Even if a student is an employee of the organization, or has contacts with individuals who work for the organization and the contact offers the student a practicum placement, students must still follow the organization’s application procedures and contact Field Training at practicum@yorkvilleu.ca to apply on their behalf. At that time, students can provide Field Training staff with any information or contacts they may have related to their preferred placement site(s) within the organization and we will do our best to advocate on the student’s behalf.

It is very important for students to understand these organizations have a formal affiliation agreement with YU that requires us to follow their application process. This ensures the organization is fully aware of all students completing a practicum within their organization and that Yorkville’s liability and workplace accident insurance coverage is not compromised. If a student does not follow the appropriate application process, the Associate Dean of Field Training will not be able to approve the student’s Practicum Application Package. The student will have to defer their practicum until the following trimester in order to give Field Training the opportunity to officially submit the application to the organization in the appropriate manner.

Appropriate Practicum Settings

The Director of Field Training must officially approve all practicum sites and all students’ practicum plans before a student can begin the practicum. In general, appropriate practicum settings include any established venue in which general mental health counselling services are professionally delivered. Organizations specifically identified as providing mental health services are acceptable, whether public, private, culturally or religiously affiliated. Other acceptable settings are mental health services embedded within a larger context, such as the psychology or clinical social work department of a general hospital. Organizations not specifically identified as mental health services, but in which mental health issues figure
prominently, such as minimum-security prisons, special schools, and eldercare organizations, may also be judged acceptable by the Associate Dean of Field Training.

It is vitally important students understand the MACP program is first and foremost a counselling degree and not a psychology degree. As such, the focus of the MACP practicum is to develop **basic entry-level counselling skills** within the traditional 50-minute counselling session while also learning to appropriately apply psychological theory. It is important students seek out a potential practicum site that has an established and structured mental health counselling delivery model where general mental health issues, such as stress, depression, anxiety, grief, etc. are addressed. Entry-level counselling students are strongly cautioned away from securing practicums at agencies or organizations where the focus is on highly specialized mental health services, such as working with very young children (preschool and elementary school ages), individuals with cognitive impairments (clients with IQs less than 70 and serious brain trauma) severe emotional trauma, eating disorders, forensics, and severe psychiatric disorders, or where the focus is predominantly on psychological research. Students are advised to make sure they fully understand what type of practicum experience they will be able to acquire at potential practicum sites that provide mental health services in the form of summer camps, semi-structured day programs, and residential treatment programs as these also may not be an appropriate fit for a MACP practicum.

Agencies that exclusively provide services such as assessments, Applied Behavioural Analysis (ABA), life coaching, career or vocational counselling, academic or educational counselling, and work rehabilitation counselling are not appropriate for the MACP practicum. Also, sites that focus predominantly on psychological research may not be the best option for a MACP practicum. These may be more suited for students in clinical psychology programs or doing a PhD.

Agencies or private practice settings where students are responsible for generating their own client base (or sites that in any way expect students to market their own services or run their own private practices) are not appropriate practicum sites for students in the MACP program and the Associate Dean of Field Training will not approve them.

**Having two consecutive practicum sites will only be permitted if one site is not able to provide all the required direct client contact hours.** If the student is considering this arrangement, the student must discuss this with a Pre-Practicum Advisor in advance of submitting their YU-PPA. If it is determined by the Associate Director of Field Training that the arrangement meets the above stated requirements, the student will be allowed to move forward with submitting their application.

Starting in trimester two of the MACP program, it is important for students to begin reflecting on the type of practicum that is suitable for them. In doing so, it is equally important for students to understand that by the time they have completed their academic coursework, the majority of MACP students are just beginning their counselling careers and, therefore, are
novices to the profession. As such, it is important for students to recognize their level of competence and look for practicum sites that will provide them with entry-level counselling experience in general mental health.

**International Practicums**

- Students outside of Canada must consider the following in addition to all other YU requirements:
  - Insurance does not cover students completing a placement outside of Canada. It will be important to speak with potential supervisors about possible insurance coverage at the site. It may be that the student will be required to obtain their own insurance for the duration of the practicum.
  - At least 50% of client’s sessions must be in English, and the supervisor must be able to communicate in English with YU staff and faculty as they will be part of your practicum learning and support team.
  - When completing your Practicum Application Package, you will be required to complete and add to your file the appendix document Appendix C: International Pages (for practicums outside of Canada).

**MACP Practicum Site Locator**

The Department of Field Training has a database of potential practicum sites available to all MACP students in the Site Locator on the MACP Practicum Portal website. The online database contains information about currently active practicum sites and sites that have previously hosted YU practicum students and have indicated they are willing to have their agency or organization be approached by future students seeking placement. While the MACP program seeks to maintain up-to-date information on the MACP Practicum Portal – Site Locator, it is possible that some of these sites no longer meet YU current practicum site requirements, or, are not able to offer Yorkville students placements at a particular time. Having their agency or organization included on the MACP Practicum Portal - Site Locator does not obligate them to accept Yorkville students. It simply means that they have hosted one of our students in the past and they may be willing to do so again if the conditions are right.

All proposed practicum sites and supervisors presented to the Department of Field Training in a student’s YU Practicum Application Package, whether they are on the MACP Practicum Portal – Site Locator or not, must undergo the same review process to determine appropriate fit for student. **It is very important for students not to assume that any site on the MACP Practicum Portal – Site Locator will be suitable for them.** Students must do their due diligence by conducting informational interviews with the site and potential supervisor to ensure that the match is a good fit for them.

While we work hard to provide students with the most recent and up-to-date contact information for the sites on the MACP Practicum Portal – Site Locator, we also recognize that site information and the site’s ability to accept a student does change from time to time.
without our knowledge. **If you encounter evidence of this, please send an email to practicum@yorkvilleu.ca as soon as possible so that we can update the contact information immediately.**

The MACP Practicum Portal – Site Locator is very easy to use. Students will be able to filter their search by city, province and country. The search results will provide a list of sites in the defined area, including a direct link to the site’s website (if available), the site address, and contact information. In some cases, the contact person identified is a supervisor and in other cases it is the person or department responsible for receiving the practicum site’s applications.

We encourage students to do their own research beyond the sites that are included on the MACP Practicum Portal – Site Locator, as this is **not** an exhaustive list of potential practicum sites.

Access to the **Site Locator** can be found on the MACP Practicum Portal webpage.

**Practicums in Student’s Place of Employment**

Completing a practicum in a student’s place of employment is considered a last resort, when there is no other option. Therefore, a student must have a valid reason for applying to complete a practicum in his/her/their place of employment, for example, the student has exhausted all other possibilities in trying to secure a practicum placement elsewhere, or it is required by employer, or it will cause the student extreme hardship. It is possible to apply to complete the practicum in a student’s place of employment as long as both the agency or organization and proposed practicum supervisor meet the necessary YU eligibility criteria, and the employer is agreeable.

**All workplace practicums must receive special approval.** To obtain this approval, the student must complete the YU Practicum Application Package and any additional documentation.

MACP students who are teachers and who want to do their practicum in a **middle or high school must** begin practicum in the **September trimester** to ensure that they will have sufficient time to complete the practicum of two full trimesters.

In addition, a MACP student interested in doing practicum in his/her/their place of employment must adhere to the following guidelines:

- **The practicum must be completed in a different unit, department or program.**
  Teachers wanting to complete a practicum in a school setting (middle and high schools) would complete their practicum ideally at a school different from where the student is employed, but within the same school district;

- **The practicum student must be performing substantially different activities during practicum than the student performs as a paid employee** (i.e., practicum activities and responsibilities must be distinct and different from employment activities and responsibilities);
• The proposed practicum supervisor must be a different person from the practicum student’s employment supervisor. The practicum supervisor cannot have served or be currently serving as an employment supervisor to the practicum student, or be a coworker, educator, mentor or someone to whom the student has direct reporting alignment at his/her/their place of employment. In addition, the supervisor should not have a personal relationship, such as familial or friendship, with the practicum student; and

• Dual relationships or conflicts of interest between the practicum student and practicum supervisor, or between the practicum student and any potential practicum clients must be prevented or managed.

Practicums in School Settings

Students who plan to complete their practicum in a school setting must do so in a middle or high school and must start in September; this ensures students have enough time to complete the practicum hour requirements over a continuous 7.5-month period. Note: This restriction does not apply to post-secondary institutions (universities, colleges, etc.) where counselling services may be delivered year-round.

Agencies / Health Authorities

Agencies or Organizations requiring Yorkville University to apply on the student’s behalf

There are several organizations — in particular, health authorities — which require the university to apply on the student’s behalf. Generally, they will identify this on their website. Should you encounter this, please contact the Department of Field Training at practicum@yorkvilleu.ca. You will also find information about some of the more common umbrella sites we currently work with (such as Alberta Health Services, Island Health Authority, Interior Health Authority, Ministry of Child and Family Development, Vancouver Coastal Health) on the Practicum webpage located on the MACP Practicum Portal.

Please Note: Yorkville University does not currently have affiliation agreements with Fraser Health Authority OR with Nova Scotia Health Authority. These health authorities do not want students contacting any of their sites. Students are advised to seek practicum opportunities elsewhere.

Regulatory Colleges & Professional Associations

Yorkville University’s MACP degree program is officially recognized by a number of regulatory bodies and professional associations across the country and outside of Canada. For more information visit the Practicum webpage located on the MACP Practicum Portal.
PRACTICUM APPLICATION

MACP Practicum Application Deadlines

Each trimester has its own practicum application deadlines ending at 11:55 pm Atlantic Time (AT) on their respective day. These deadlines are specified below.

<table>
<thead>
<tr>
<th>For Practicums in Place of Employment</th>
<th>For All Other Practicums</th>
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<tbody>
<tr>
<td>January Start: Deadline is October 1</td>
<td>January Start: Deadline is November 1</td>
</tr>
<tr>
<td>May Start: Deadline is February 1</td>
<td>May Start: Deadline is March 1</td>
</tr>
<tr>
<td>September Start: Deadline is June 1</td>
<td>September Start: Deadline is July 1</td>
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Application Forms & Submission

The main Practicum Application form is provided as a downloadable form in the Students section on the MACP Practicum Portal website, under Practicum Application. The Practicum Application should be downloaded and read thoroughly to make sure the instructions are followed as indicated.

Submission instructions and guidelines for the practicum application are clearly outlined on the first pages of the application and must be adhered to. The practicum application contains several documents which are to be submitted in one complete PDF document. We refer to this document as the Practicum Placement Application (PPA or YU-PPA) and it must be submitted the term before the student wishes to start practicum. Submission deadlines were specified earlier in this section.

All MACP students must submit a high-quality practicum application which meets the level of professionalism that is expected of entry-level counsellors. It is recommended students start preparing their application early in the trimester prior to starting practicum, because completing and compiling all the necessary forms can take considerable time.

MACP Practicum Application Process

How to Apply with a Site listed on the Practicum Portal Site Locator

1. Browse and select a site on the Site Locator.
2. Make contact with the Site and complete their process for acceptance as a Practicum Student.
3. Obtain the start date with your site (remember the start date must be the first date of the term you begin Practicum).
4. Once accepted, ask the Site Supervisor to complete the Supervisor Application forms on the MACP Practicum Portal.
   a. Send the Site Supervisor link to the MACP Practicum Portal
b. If the Site Supervisor has previously completed this form, then you can confirm completion through our Practicum Liaison:
c. If Ontario Site Supervisor, there is a specific form to be completed.
5. Send Site and Supervisor an email to confirm acceptance.
   a. Use this email template: [EMAIL TO SITE AND SUPERVISOR]
   b. Save a copy of the confirmation email to submit as part of your Practicum Application.
6. Complete Practicum Application.

How to Apply with a Site NOT listed on the Practicum Portal Site Locator
1. Connect with new site and share information about the Practicum Experience – Use the Practicum Portal information
2. If Site expresses interest in a Practicum Placement, then request that the Site completes NEW SITE forms
   a. Our MACP Practicum Liaison will be automatically notified of a new practicum site once the forms have been completed by the site
   b. Our Practicum Liaison will connect with Site to start the approval process
   c. If approved, the Site will be added to the Site on Locator webpage on MACP Practicum Portal.
   d. This process can take approximately 5-10 business days to complete.
3. Once the site has been added to the Locator, please follow the application steps under “How to Apply with a Site on the Practicum Portal Site Locator”

Review Process for Submitted Applications
   • Field Training Team reviews Practicum Applications for complete information.
   • This process will take a minimum of 10-15 business days.
     o Our database is checked to ensure Supervisor forms are complete.
       ▪ If Supervisor is not in the database, then student must re-initiate Supervisor contact.
     o If Site is your Place of Employment and/or Dual Relationships, this triggers additional review.
       ▪ Application undergoes additional review by Field Training Team
       ▪ May or may not need consultation with Student and/or Supervisor
   • If all required information and documentation is complete, an approval email is sent to Student, with copy to Site and Supervisor.

Secondary Practicum Site
There are situations where a secondary site will be approved for Practicum Students. It is not recommended. These situations are evaluated on a case-by-case basis prior to the submission of the YU-PPA and additional permission from the Associate Director of Field Training is needed before a student can apply with two sites. Each Site must be listed on the Site Locator (i.e., an approved site) and complete the same process in for documentation and approval.
External or Secondary Supervisor
Similar to the process of secondary sites, there are times when a site requests an external or additional supervisor. Permission from the Associate Director of Field Training is needed before a student can apply for two supervisors. If you will have more than one supervisor at your proposed practicum, each supervisor will undergo the same process in completing required application, documentation, and approval process.

Potential Additional Documents, if Required by Site
It is very important that all students confirm with their proposed practicum site whether additional documents are required for their placement; generally, these will be:

- Criminal Records Check (CRC) (possibly with vulnerable sector check).
- Proof of Immunization records
- Mask fitting (for Hospital Settings)

Because it is the University’s responsibility to ensure students have acquired the document(s), students must submit proof of the required document(s) as the last section of their Practicum Application PDF. Failure to submit required documentation will delay the processing of a student’s application and may impact whether the student will be able to begin practicum on time. It is important that you find out early on if any/all of these are required by your site, to give yourself enough time to secure them for timely submission with your Practicum Application.

Criminal Record Check (CRC)
Students must confirm with their proposed practicum site whether they must acquire a Criminal Record Check and potentially also a Vulnerable Sector Check. Please ensure that you begin this process early so you will obtain all of the necessary documents prior to submitting your practicum application. Failure to submit this required documentation will delay the processing of your YU-PPA and may affect whether you will be able to begin practicum on time.

CRC procedures vary, depending on geographical location, which can affect the length of time it takes to obtain a CRC, i.e. wait time can be much longer in a large, urban center than in a rural area. Students must be aware of the process for their area and plan accordingly. It is important that the CRC is obtained from a reputable site (such as the local police station).

Here are some common scenarios we have encountered, which you may find helpful:

- **Scenario 1: You already have a CRC.** All CRCs should be up-to-date, usually not more than six months old. When hoping to use your existing CRC, it is important to ask the proposed practicum site whether or not this will be acceptable.
- **Scenario 2: You are planning to complete your practicum in your place of employment and your employer already has a CRC from you on file.** Please confirm with the site that...
this CRC will meet their practicum placement needs, and obtain an email/letter from them confirming this for your PPA submission.

- **Scenario 3:** The proposed practicum site requires you to have a CRC within 30 days of starting your practicum, which means you will have to obtain the CRC after the PPA submission deadline. If this is your circumstance, you must obtain an email or letter from the practicum site stating they require a CRC to be no older than 30 days. A copy must be included with your PPA in place of the CRC; once finalized, you must send a copy by email to practicum@yorkvilleu.ca to be added to your PPA file.

- **Scenario 4:** You have already initiated the CRC process but know that you will not receive it in time to meet the PPA submission deadline. In this case, include in your PPA a copy of the receipt showing that you have initiated the CRC process. Once you have received your CRC, you must send a copy of it by email to practicum@yorkvilleu.ca to be added to your PPA file.

### Proof of Immunization Records

Students who are planning to complete their practicum within a health authority, hospital, nursing home, rehabilitation center or other health facility, will be required to provide up-to-date records of immunizations and TB skin test results. It is recommended that students begin the process of acquiring these records as soon as they begin applying for a practicum placement in a health authority setting. If you have any questions about what immunizations you will require, please contact your practicum site directly.

### Mask Fittings for Hospital Settings

Students who are planning to complete their practicum within a hospital setting may be required to have a respiratory mask fitting prior to beginning practicum. It is recommended that students begin this process as soon as they know they will be completing a practicum placement in a hospital setting. If you have any questions about what the mask fitting will require, please contact your practicum site directly.

### COMMON APPLICATION MISTAKES

After processing thousands of applications in the past, trends became apparent regarding student errors that occur during their preparation. We ask that you pay very close attention to the following details before you submit your practicum application.

1. **Use the most recent version of the YU-PPA.**
2. **You can only submit your YU-PPA once,** so please do not submit it until you have all documentation prepared and your PPA is complete. Do not submit a portion of your YU-PPA expecting to submit accompanying documentation at a later date. You need to scan the entire document and save it as a PDF before uploading. Pictures of the PPA forms
will not be accepted. If your potential practicum site requires you to have a Criminal Record Check and you have not received the final document, please include in your PPA a copy of the receipt you received when you initiated the process. That way we know it is in progress and you will be able to submit the official CRC when you receive it.

3. **Please ensure all student form responses are typed.** Only typed forms will be accepted.

4. **It is important to use the Application Cover Sheet in the YU-PPA to ensure you have submitted all the required documents.** It is equally important to take the time to review your YU-PPA to ensure it is fully completed before you submit it.

5. **Ensure the M / D / Y format is fully completed for each entry on the Student’s Education / Professional Development / Employment / Volunteer History form.** This allows us to know whether it was a one-day workshop or a longer training session.

6. **On the Student’s Education / Professional Development / Employment / Volunteer History form,** under the section Employment History, if you worked in a job relevant to the counselling field and it is unclear as to the population you were working with, please **note these details in the duties** (e.g., youth aged 11-21 or adults, or seniors).

7. **If you have more than one proposed supervisor,** each supervisor must complete a Practicum Supervisor Information form and a Practicum Terms of Agreement (for Supervisor) form.

8. Please be aware that if you choose to sign your application using a digital signature, it must be official. It **cannot be typed.**

9. On the **Acknowledgement of Supervisor and Supervision Requirements** form, please indicate that you have contacted ALL associations / colleges that you wish to join.

10. **Read the YU-PPA instructions carefully.** Please check everything several times and, when submitting your YU-PPA on the course site.

**Please Note:** Students are not to contact the Department of Field Training to inquire about the status of their application, as this will slow down the approval process.
THE ONSITE PRACTICUM

The Practicum Student

It is expected that students will be involved in tasks that are typical of entry-level counsellors in addition to maintaining a counselling caseload with a minimum of 4 clients. This includes such activities as: observing, co-facilitating and/or facilitating individual, couples, family and or group counselling sessions (group counselling must always be co-facilitated); conducting intake, screening and testing or assessments as needed; completing related client paperwork (e.g., maintaining progress notes, case files and writing formal reports); attending agency meetings; participating in group supervision or team meetings; and completing other general tasks that counselling staff are expected to complete.

The Practicum Student’s Roles & Responsibilities

Students are responsible for securing their own practicum sites by adhering to the YU MACP guidelines and following the YU Practicum Application Package approval process set by the Department of Field Training.

Students should fully understand what type of practicum experience they will be able to acquire at potential practicum sites to ensure that the sites are an appropriate fit for a MACP practicum. If students are not clear about what type of practicum experience, they are expected to engage in, they should contact their Pre-Practicum Advisor by posting a question to the applicable AskYU Field Training forum.

While it is the student’s responsibility to secure a practicum placement, it is also the student’s responsibility to conduct themselves professionally while securing a placement. As such, students must be aware that making a verbal or written commitment to a practicum site is considered binding, and once that commitment has been made the student must not go back on the commitment, except in cases of personal emergencies. It is not acceptable for students to accept a practicum offer and then continue to search for an alternative practicum placement, or accept another placement offer and break the commitment to the first practicum site. To renege on an accepted offer in order to accept a different offer will be viewed by the university as unprofessional conduct on the part of the student.

It is expected that students will conduct themselves in a professional manner at all times when at the practicum site. In addition to this general rule, there are several expectations and requirements that must be met while in practicum. These include the following:

Avoiding Dual Relationships

Avoiding Dual Relationships with Clients

In the counselling profession, a dual relationship refers to any situation where multiple roles or conflict of interest exist between a counsellor and a client. Examples of dual relationships are
when the client is also a student, friend, family member, coworker, employee, business associate of the counsellor or the spouse, parent, or sibling of an existing client. Counsellors make every effort to avoid dual relationships with clients that could impair their professional judgment or increase the risk of harm or unethical treatment of clients.

When a dual relationship cannot be avoided (such as in a small remote community) and must be managed, counsellors take appropriate professional precautions such as role clarification, informed consent, consultation and documentation to ensure that judgment is not impaired, and no exploitation occurs. If the potential for a dual relationship arises, students must immediately discuss the situation with their site supervisor and/or faculty instructor.

**Avoiding Dual Relationships with Practicum Supervisor**

In addition, a dual relationship or conflict of interest between supervisor and practicum student must be avoided. There must be professional boundaries in the relationship between supervisor and student. Because supervision employs a form of authority over practicum students, this imbalance of power can potentially lead to exploitation or harm to the student and jeopardize a healthy practicum experience for the student.

Students cannot be supervised by their former or current therapist or by anyone who has served, or currently serves, as an employment manager or supervisor, coworker, educator, mentor or anyone who has any direct reporting alignment at the student’s place of employment. Students are not to enter a supervisory agreement with a family member and/or a friend.

During supervision, a student may disclose to a site supervisor that the student is experiencing some significant personal issues as a result of his/her/their experiences with clients. While this may be a normal and important part of supervision to disclose such personal issues to the site supervisor, it is important that the student and the supervisor not engage in a therapeutic relationship. In cases where significant personal issues do arise for students, it is appropriate and necessary for the site supervisor to refer the student to another independent counselling source.

In some isolated or smaller communities, avoiding a dual relationship between supervisor and student may be challenging, as both may be members of the same community organizations, such as service clubs, religious organizations, or be casual acquaintances. If a dual relationship cannot be avoided, it must be managed in a way that will ensure there are professional boundaries between supervisor and practicum student.

**Dual Relationships and Practicums in Place of Employment**

If a student has exhausted all other possibilities in trying to secure a practicum placement elsewhere, as a last resort it is possible to apply to complete the practicum in his/her/their place of employment as long as the agency or organization and proposed supervisor meet the necessary YU criteria, and the employer is agreeable. In such cases, it is required that all
potential dual relationships or conflict of interest be avoided or managed. To ensure this, the student must demonstrate on Appendix B: Workplace Practicum Pages that the practicum will be **distinct and different** from their current employment activities and responsibilities by completing the practicum **in a different unit, department or program** from where the student is currently employed and **with a different supervisor** than their current workplace supervisor. In addition, the student in practicum cannot be assigned counselling clients with whom they have a preexisting relationship (e.g., an individual they have worked with in their employment role).

**Accessing Zoom Outside of Canada**

Online meetings for PSYC7113 and PSYC7203 are conducted through a meeting software called Zoom that has been provisioned by the University for all staff, faculty and students to use where needed. Students preparing for practicum are responsible for ensuring they can access Zoom from the country in which they choose to do their placement, as online Zoom meetings are a mandatory part of the PSYC7113 and PSYC7203 Practicum course. To get more information on using Zoom and how to get training and help, access the article on Zoom in the MyYU Technology site: [https://technology.yorkvilleu.ca/onlinecollab-zoom](https://technology.yorkvilleu.ca/onlinecollab-zoom).

**Concurrent Academic Components**

All practicum students are required to engage in academic coursework associated with PSYC7113 and PSYC7203 concurrently with the onsite practicum.

**Consent Forms**

Students will be responsible to conduct a discussion with their site supervisors to confirm that any necessary consent forms have been obtained from all clients seen by the practicum student and have been placed in the client’s case file. If the site has its own consent forms, these may be used in place of the forms provided by Yorkville University on the 7113 & 7302 Practicum course site.

**Home and/or Community Visits**

Yorkville University practicum students are **not** permitted to provide counselling services to clients via home visits or in public community spaces, such as coffee shops, parks, etc. However, **under exceptional circumstances**, home visits may take place from time to time (e.g., with a client who is unable to leave their home), and only if the appropriate safety precautions are in place and the practicum student is in the company of their approved supervisor. If the site supervisor would like to assign the student a client who requires home visits, they **must** contact the assigned practicum coordinator to discuss what safety precautions are required to be in place. Offering services through home visits must be an exception, **not** a regular part of the student’s practicum experience.
Insurance

Professional liability insurance is required for all practicum students. Insurance coverage should cover the student’s work being performed while in the capacity of a practicum student. Proof of liability insurance documentation must be submitted with the student’s practicum application. Students’ must maintain a current professional liability insurance policy throughout the practicum.

Many professional associations (Canadian Counselling and Psychotherapy Association; Canadian Psychological Association; Career Professionals of Canada) offer liability insurance coverage as part of student membership. Students may also obtain insurance through private insurance agents.

Other Off-site Client Visits

It is the expectation of the university that students will see clients at their practicum site or via tele-mental health counselling, and not in other locations not approved by the University. If the site supervisor wants to assign the student a client who requires off-site visits, he or she must contact the assigned practicum coordinator to discuss the circumstances and the necessary safety precautions required. Offering services off site must be an exception, not a regular part of the student’s practicum experience.

Safety During Practicum

Orientation of Site Safety Procedures and Protocols

Prior to the practicum student being assigned any clients, the student must be fully informed of the practicum agency’s safety plan, including all safety procedures and or protocols at all locations where the student will be engaging in practicum activities. There must be a professional or support staff employee of the agency present onsite at all times when the student is providing services to clients, if they are onsite. This individual must be someone who understands how to activate the safety plan, if needed. This includes during evening and weekend onsite hours, and any time that involves the student being in satellite offices or on the premises of sister or cooperating agencies. When the student is engaging in telemental health counselling, the approved site supervisor should be available to the student via phone.

Onsite Safety for Students and Clients

Although incidents of assault and violence are rare, an emergency or serious clinical issue may arise during a session that a student may not be sure how to handle. Therefore, it is important to ensure that students have immediate supervision and support available to them at all times when providing counselling services. For this reason, the approved practicum supervisor must be fully aware of the student’s client session schedule in advance and must be available either onsite or by phone at all times when the student is working with clients. This applies to both onsite and external supervisors. If the approved practicum supervisor is not available,
he/she/they must ensure there is another fully qualified professional available to provide the support and supervision, if needed.

**Scheduling Onsite Practicum Hours**

When scheduling practicum hours, students must ensure they schedule their time onsite in significant blocks of time, no less than three to four hours at a time, to optimize their learning experience.

Students should also keep in mind the PSYC77113 and PSYC7203 Practicum course academic components will also take approximately 10 to 15 hours per week in addition to the time they will be onsite at the counselling agency.

**Student Conduct**

The student is expected to behave in a professional and ethical manner at all times by:

- following the **Student Conduct Policy** outlined in the *Yorkville University Academic Calendar*;
- following the **code of ethics** under which the agency operates, or the professional code of conduct set out by the Canadian Counselling and Psychotherapy Association (CCPA);
- following the policies of the **Professional Suitability of Students** in the Master of Arts in Counselling Psychology (the “Policy”), including but not limited to practicum placement, as outlined in the Yorkville University Academic Calendar;
- following all of the policies and procedures (including safety procedures and protocols) of the practicum agency;
- honouring the contract or agreement between the site, supervisor(s) and student;
- following directions given by the supervisor(s);
- treating clients, onsite staff and YU staff with respect;
- seeking support and advice from the approved site supervisor(s) when needed, especially when ethical practices such as duty to report are involved; and
- adhering to the agency’s dress code and other basic work requirements.

**Supervision**

Supervision is a learning process in which the supervisee (psychotherapist reporting for supervision) works with a more experienced specialist to enrich his own skills and professional experience, ultimately serving the client requesting help. Supervision work focuses on a better understanding of the diagnosis, contractual arrangements, and counselling process due to various therapy issues related to resistance, transference, countertransference, etc.

The word *supervision* in psychotherapy means a certain form of supervision and support provided to the therapist during consultations with the supervisor, i.e., an experienced psychotherapist. The psychotherapist needs supervision in the correct understanding and
guidance of the psychotherapy process. Supervision plays at least two roles. First, for the supervised psychotherapist it helps to maintain the appropriate quality of the psychotherapy process (e.g., it cares for the principle of the client’s good by monitoring ethical and professional aspects of the psychotherapy process). Secondly, it motivates the therapist to improve their therapeutic skills and develop their theoretical knowledge and self-awareness by reflecting on themselves. Supervision is also for the psychotherapist a mechanism to take care of their personal needs (i.e., protect him against stress, burnout and other issues concerning personal well-being). The therapist can increase self-awareness at work, which in turn affects the quality of professional services in the counselling process.

The student is responsible for:

- ensuring they receive the required amount of supervision by making arrangements with the supervisor for weekly individual face-to-face supervision meetings, and making themselves available for supervision at a time that is convenient for the supervisor;
- making sure that they arrive at supervision meetings with a prepared agenda that includes such things as a case(s) to present, issues that have arisen during or after client sessions, files to review, and questions about client treatment planning, as well as questions about the agency’s policies and procedures; and
- being willing to discuss and address any issues or concerns that the supervisor(s) may have regarding the student’s performance during the practicum.
SITE SUPERVISOR ROLES & RESPONSIBILITIES

By becoming a practicum supervisor for a Yorkville University MACP student, supervisors accept the following roles and responsibilities:

**Appropriate Clients**

It is the expectation of the university that students will be assigned appropriate clients for their level of competency. The majority of practicum students are novices to the counselling profession and, therefore, should be assigned clients who present with general mental health issues. It is very important the student **not** be assigned clients who require highly specialized treatment. This would include clients:

- under the age of 10 years (preschool and elementary school ages);
- who have intellectual disabilities, cognitive impairments and brain trauma;
- who have experienced severe emotional, physical or sexual trauma;
- who have eating disorders;
- who have been diagnosed with severe psychiatric disorders;
- that reside in medium and maximum-security forensics units; and
- where there is a strong possibility that the case may result in the practicum student having to engage with the legal system or provide testimony in court.

**Approval of Practicum Student Hours**

The approved supervisor will accept responsibility for the verification of the practicum student’s practicum hours. In doing so, the approved supervisor acknowledges practicum students in Yorkville University’s Master of Arts in Counselling Psychology (MACP) program track their practicum hours in a third-party online application called Time2Track.

At the end of each trimester site supervisors will be required to approve practicum hours in Time2Track. Practicum hours can be sent to site supervisors for approval at any point during practicum, however all hours must be approved at the end of each trimester. At the end of practicum both the student and site supervisor will be required to sign a summary form of all hours approved. Practicum supervisors may be requested to attest to a student’s hours completed during practicum for registration purposes.

The approved supervisor acknowledges that, upon being approved as a supervisor for a Yorkville University MACP practicum student, essential supervisor and site information (including contact information and supervisor credentials) will be entered in Time2Track by the Yorkville University Field Training administration. This action will prompt an invitation to Time2Track by email and further information about how to use the service will be available a week prior to the start of practicum. Upon receipt of the invitation to Time2Track, the approved supervisor commits to complete the registration process outlined by Time2Track. The approved supervisor completes the registration process outlined by Time2Track. Please note: The Time2Track application keeps supervisor and site information confidential and is completely free for supervisors to use.
Approved External Site Supervisor

This arrangement generally involves a site where there is no qualified supervisor onsite, but there is a qualified professional outside of the agency or organization who is willing to oversee the practicum and provide the necessary clinical supervision to the practicum student. In this case, the external supervisor must have a reliable contact person (e.g., executive director, or client services manager, etc.) onsite who can be available to oversee the day-to-day basic work activities of the student, and who is willing to work with the external supervisor to ensure the student is able to obtain the necessary counselling experiences the student requires.

The external supervisor must:

- Be responsible for ensuring all requirements of the practicum and the responsibilities of the practicum site are being met by working with the site contact;
- Be responsible for all clinical supervision, for completing the formative and summative evaluations, and for engaging in the formative and summative conference call meetings with the faculty instructor and practicum student;
- Be prepared to devote an average of 2-3 hours per week to overseeing the student’s practicum;
- Conduct at least three site visits over the duration of the practicum: once at the beginning of the practicum, and once at both the formative and the summative evaluation stages. These site visits may also include direct observation of the student conducting a counselling session with a client; and,
- Fulfill all the responsibilities as outlined in the Practicum Supervisor’s Roles and Responsibilities section.

To ensure this, in addition to providing one hour per week of face-to-face supervision with the student, the supervisor must take the time necessary to familiarize themselves with the practicum site. The supervisor must also ensure regularly weekly or biweekly with the site contact to review the student’s onsite performance. External supervisors will be required to sign a form indicating that they have read and agree to our terms for external supervision.

Consent Forms

Students will be responsible to conduct a discussion with their site supervisors to confirm that any necessary consent forms have been obtained from all clients seen by the practicum student and have been placed in the client’s case file. If the site has its own consent forms, these may be used in place of the forms provided by Yorkville University on the 7113 & 7302 Practicum course site.
Direct Observation of Practicum Student

Yorkville University requires supervisors to directly observe and provide feedback on a minimum of three one-hour individual counselling sessions in full and provide feedback and guidance as necessary, with at least one observation conducted during the first trimester of practicum.

The observation can be completed within the same room, through a viewing window, or by reviewing video and/or audio recordings.

Students are responsible for all necessary recording equipment if the practicum site does not own or have access to such equipment. Every necessary precaution must be taken to ensure the security of these recordings.

The site supervisor should use the YU Counselling Skills Scale PSYC7113/7203 to evaluate the student’s performance. The Counselling Skills Scale PSYC7113/7203 should be submitted along with the formative and summative evaluation forms to the student’s practicum coordinator and student’s faculty instructor, at a designated time during the practicum term.

Formative and Summative Evaluations

The approved site supervisor agrees to provide the student’s faculty instructor and practicum coordinator with a Formative Evaluation of the student’s progress at the end of the first trimester and a Summative Evaluation at the end of the second trimester. For each evaluation, the approved site supervisor will complete an evaluation form and complete the YU Counselling Skills Scale PSYC7113/7203. Both evaluations will be in English.

The approved site supervisor agrees to review the evaluation with the practicum student during an individual supervision conference; and, also participate in a conference call with the student and the student’s faculty instructor. The purpose of the conferences is to review with the student and the faculty instructor, the student’s strengths, potential areas for growth, and discuss any concerns the site supervisor may have regarding the student’s performance; as well as for the site supervisor and the faculty instructor to reach a consensus regarding the student’s level of competency at these stages of practicum.

Both the approved site supervisor and the practicum student must sign and date the evaluation form. Thereafter, the approved site supervisor will email the evaluation form and the completed YU Counselling Skills Scale 7113/7203 to the practicum student’s faculty instructor and the student’s practicum coordinator.

While it is our hope all of our students will either be ready to progress to the second half of practicum or graduate, we recognize this is not the case for all students. The feedback site supervisors provide will help the faculty instructor determine if the student is ready to proceed to the next stage, or if they will require some specialized remediation before proceeding. In cases where it is determined the student is not ready to proceed to the next
stage, the faculty instructor will consult with the Director of Field Training to determine what course of action will be taken.

More Than One Approved Site Supervisor

In some cases, students may apply to have two approved supervisors at the practicum site. Both fully qualified supervisors should agree to share the responsibility for clinical supervision and work as co-supervisors. In such cases, it is very important to the university and for the student, that the roles of each of the supervisors are clarified at the beginning of the practicum. The university asks that a joint meeting of the supervisors and the student be held either before the practicum begins, or during the first week of practicum, to outline and clarify the roles and responsibilities of each of the supervisors and the student.

In the case where there are two co-supervisors, both supervisors are expected to collaborate and work closely together to ensure the student is receiving consistent and compatible supervision.

Both supervisors are expected to:

- Collaborate and submit one joint evaluation for both the formative and the summative evaluations.
- To participate in the evaluation conference call meetings with the faculty instructor at the end of each trimester.
- One supervisor will be designated to approve all hours in Time2Track throughout practicum.

Required Supervision

Approved supervisors must provide at least one hour of direct, face-to-face, individual supervision per week. Once a student has been assigned a client caseload, the supervisor must be prepared to provide an average of one hour of supervision per every five to six hours of direct client contact.

In the case of an external supervisor, the supervisor must be prepared to devote two to three hours per week to oversee the student’s practicum. In addition to providing one hour per week of direct, face-to-face individual supervision to the student, the supervisor must take the time necessary to familiarize themselves with the practicum site and ensure regular weekly contact or biweekly contact with a designated person on site (e.g., executive director, client service manager, etc.) to review the student’s onsite performance. However, when this is not possible the external supervisor must conduct at least three site visits over the duration of the practicum: once at the beginning of the practicum, and once at both the formative and summative evaluation stages. These site visits may also include direct observation of the student conducting a counseling session with a client.

Supervision should include, but is not limited to:
• overseeing appropriate screening and assigning of suitable clients for the practicum student’s level of competence;
• arranging for the student to shadow and observe the supervisor or other appropriate onsite professionals in the early stages of the practicum;
• arranging for the student to co-facilitate with the supervisor or another appropriate onsite professional in the early stages of the practicum;
• discussing the student’s counselling performance observed by the supervisor live or through video or audio recordings;
• discussing client cases, the student orally presents to the supervisor for the purpose of case conceptualization;
• debriefing sessions and exploring the student’s reactions to client sessions; • reviewing client treatment plans;
• reviewing progress notes and or case files;
• discussing the student’s basic work performance;
• completing the formative and summative evaluation;
• reviewing the formative and summative evaluations with the student;
• participating in the formative and summative evaluation conference calls with both the student and their faculty instructor; and
• approving the student’s hours in Time2Track.

**Video Presentations for Faculty Instruction**

One of the requirements of the practicum is that all students must participate in three (3) live faculty instruction sessions during the practicum. These supervision sessions will involve the faculty instructor and 2-3 peers.

For all of these sessions, students must present a video recording of a client session. All of the recorded sessions must be conducted in English. Consent from the client(s) to video record the session will need to be obtained. All precautions will be taken to protect the identity of the client such as: focusing the camera solely on the therapist, and not identifying the client by name. Students are responsible for arranging for all necessary recording equipment if the practicum site does not own or have access to such equipment. The video recording will be presented through a secure internet platform provided by the University during the faculty instruction session and students will receive feedback from their faculty instructor and their peers. Students are expected to follow the site policies and procedures regarding the recording of client sessions, safekeeping and storage of recordings and the disposal of recordings.

If site policy or affiliation agreement with Yorkville University does not allow for video or audio recordings of client sessions, additional information will be provided to the student on best practices for conducting simulated client sessions for this assignment. In such cases, the site supervisor must assist the student with developing an appropriate scenario for a simulated client session, as well as finding an appropriate person to play the role of
the client for recording purposes. Therefore, all students must ensure they actively consult and collaborate with their site supervisor when producing a recording of a simulated client session.
The Practicum Course (7113/7203)

Course Description

After successful completion of all academic coursework - during the final two trimesters of the MACP program - students will be enrolled in the 7113 (first trimester) and 7203 (second trimester) Practicum course if they have an officially approved practicum site. The practicum course is designed to support students during their practicum placement and enrich their learning experience. It also provides an opportunity to formally evaluate counselling competencies of students, ensuring that graduation from the MACP program signifies readiness to work effectively as an entry-to-practice level counsellor.

In 7113 and 7203, there will be a focus on integrating theory with practice; resolving ethical dilemmas; case conceptualization and planning; developing competencies in dealing with cultural issues; embracing diversity; working collaboratively across disciplines; accessing and maximizing the benefits of site supervision and developing a professional identity as a counsellor. Topics and resources will be closely connected to those previously introduced throughout the program to provide opportunities to synthesize and apply students’ learning. This approach will facilitate a deeper level of experiential learning and retention.

Each section of the 7113 and 7203 Practicum course will be led by a faculty instructor and have an assigned practicum coordinator to support students through the practicum process.

Note: The PSYC7113 Practicum Course and PSYC 7203 Practicum course is non-appealable due to the skills-based nature of activities and assignments. Acceptable mastery of the skills and competencies demonstrated in select assignments are critical to effective counselling. As such, you must earn a grade of B- (70%) or greater on each of the following assignments to pass the course: Seminar Engagement, Narrated PowerPoint, Individual/Faculty Instruction, Reflective Journals and Capstone Project. Students must also receive a grade of pass on their Formative Evaluation. Opportunities for resubmission will be limited, as per the MACP Late Submission policy.

Course Outcomes

Upon successful completion of this course, students should be able to

- Integrate theory, research literature, and practice in case conceptualization, planning, and counselling interventions;
- Choose an appropriate course of action and apply sound ethical decision-making strategies to resolve ethical dilemmas;
- Demonstrate an acceptable level of proficiency in basic interviewing and counselling skills;
- Reconstruct the counselling process for one or more counselling clients using case notes and audio/video tapes;
• Self-evaluate level of counselling competency with various client populations within your scope of practice;
• Formulate self-directed learning goals and strategies for ongoing professional development, based on analysis of appropriate self-assessment;
• Summarize counselling process and client progress in the capstone project to demonstrate proficiency to function as an entry-level counsellor in the field;
• Engage in ongoing development of culturally and ethically sensitive competencies in clinical practices;
• Demonstrate professional relations with colleagues, faculty instructors, and site supervisors;
• Integrate constructive feedback into written work;
• Explain how experiences/feedback/readings contribute to changes in counselling interactions

**Grading Components**

The graded components of the Practicum course are outlined below.

**Onsite and Academic Course Components**

The student’s comprehensive practicum experience will encompass both the onsite practicum experience and all academic coursework. Both components of 7113 & 7203 are interconnected and the success of the student in the practicum course is dependent on both the student’s onsite and course-related performance. It is the faculty instructor who determines and assigns the final course grade of pass or fail during the formative and summative evaluation process.

**7113 Onsite & Academic Components to be Evaluated**

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Grade Weight</th>
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</thead>
<tbody>
<tr>
<td>Narrated PowerPoint</td>
<td>35%</td>
</tr>
<tr>
<td>Seminar Engagement for T1</td>
<td>25%</td>
</tr>
<tr>
<td>Student must submit self-assessment of participation</td>
<td></td>
</tr>
<tr>
<td>Journal 1 (T1)</td>
<td>5%</td>
</tr>
<tr>
<td>Journal 2 (T1)</td>
<td>5%</td>
</tr>
<tr>
<td>Journal 3 (T1)</td>
<td>5%</td>
</tr>
<tr>
<td>Faculty Instruction Video 1 (T1)</td>
<td>10%</td>
</tr>
<tr>
<td>Capstone Draft (outline submitted to show progress)</td>
<td>15%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

**7203 Onsite & Academic Components to be Evaluated**

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Grade Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capstone</td>
<td>35%</td>
</tr>
<tr>
<td>Seminar Engagement for T2</td>
<td>25%</td>
</tr>
<tr>
<td>Assignment</td>
<td>Percentage</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Journal 4 (T2)</td>
<td>5%</td>
</tr>
<tr>
<td>Journal 5 (T2)</td>
<td>5%</td>
</tr>
<tr>
<td>Seminar Presentation</td>
<td>10%</td>
</tr>
<tr>
<td>Students will submit their summary of presentation along with material and PowerPoint in T2 for grading. It does not matter if the student presented in T1 or T2, final grades are due in T2.</td>
<td></td>
</tr>
<tr>
<td>Faculty Instruction Video 2 (T2)</td>
<td>10%</td>
</tr>
<tr>
<td>Faculty Instruction Video 3 (T2)</td>
<td>10%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

This course is non-appealable due to the skills-based nature of activities and assignments. Acceptable mastery of the skills and competencies demonstrated in select assignments are critical to effective counselling. As such, you must earn a grade of B- (70%) or greater on each of the following assignments to pass the course: Seminar Engagement, Narrated PowerPoint, Individual/Faculty Instruction, Reflective Journals and Capstone Project. Students must also receive a grade of pass on their Formative Evaluation.

**Registration**

Currently, registration of a student in the 7113 and 7203 Practicum course is conducted by Student Services and is separate and unrelated to the practicum approval process conducted by the Department of Field Training. Typically, students receive their notice of course registration from Student Services four to six weeks prior to the official start date of each trimester. For trimester start dates, please refer to the Academic Calendar found under the Academic Info link on the Faculty of Behavioural Sciences page on the YU Campus homepage.

**Note:** The registration process is expected to be updated in 2021.

**Practicum Course Section Sign-Up**

When all required courses have been completed students will be sent a list of the available course sections which will include the name of the faculty instructor and the dates and times of the seminars and the faculty instruction sessions. Students will be able to sign up for the practicum section and faculty Instruction group that best fits their schedule on the Practicum Portal. Please note that this sign-up process is done on a first come, first served basis and many of the sections offered fill up very quickly, especially those sections which offer seminars and faculty Instruction during evening hours.

Students should identify their top three course section choices before gaining access to the sign-up sheet. Students must be aware that whatever sections are available at the time of accessing the sign-up sheet is what they will have to choose from, and the Field Training Staff
will not be able to intervene on the student’s behalf to ensure their preferred course section schedule is accommodated.

For questions about fees or payments, please contact the Bursar’s Office via AskYU.
ONSITE PROBLEM SOLVING and CONFLICT RESOLUTION

Students are expected to do their utmost to ensure they develop a collegial and respectful relationship with their faculty instructor, site supervisor, assigned practicum coordinator, and their site coworkers. The MACP program seeks to ensure the appropriate provision of consultation services with practicum students and onsite (and external) supervisors for matters pertaining to students in practicum placements across Canada and internationally. The MACP program prefers to address issues that may arise in a proactive manner.

Concerns that may arise during the practicum may include:

- Student may fail course work or miss mandatory sessions.
- Student experiences a rupture in the alliance with their site supervisor(s).
- Site supervisor(s) may have concerns about a student’s professionalism, behavior, or lack of adequate counselling skills.

Process for Dealing with Concerns

If the student has concerns:

- The student is to communicate with their practicum coordinator and obtain consultation on how best to raise an issue(s) with their supervisor(s) and discuss the matter. The practicum coordinator will normally act as a “sounding board” only and support the student in addressing the issue(s) directly with the supervisor(s).
- Following consultation with the practicum coordinator, the student may request a meeting and meet with their site supervisor to discuss their concerns.
- Once the student and site supervisor have met, the student should communicate with their practicum coordinator, and copy their faculty instructor, on how the concerns will be resolved.
- After meeting with the site supervisor, if the student still has concerns, then the student should contact their practicum coordinator and faculty instructor for consultation on possible next steps. The student may write up a summary of their concerns and provide a copy to the faculty instructor.
- The faculty instructor may arrange a meeting with the site supervisor, and possibly also the student, to address the exact concerns that have been raised.

STUDENT RESOURCES

Accommodations for Students with Disabilities

Each practicum site will vary in terms of facilities, computer systems, and procedural expectations. Learners with disabilities should consider whether they will need accommodations at the selected site.
Students may contact Accessibility@yorkvilleu.ca to discuss students’ specific needs and explore options in collaboration with site supervisors. Students should initiate discussions regarding their needs prior to the start of practicum, or as soon as possible after a need is identified. For more information, see Yorkville University’s Academic Calendar.

**Mental Health and Wellness Services**

Current Yorkville University students have access to the Mental Health and Wellness Services. In-person counselling is only available on campus in Ontario and British Columbia. Online counselling is available to all Yorkville University students and all services are free. Generally, current Yorkville University students can access three sessions per term; however, this may be modified on a case-by-case basis.

To learn more information please contact the Student Success Centre counselling link: Student Success Centre – Yorkville University (there are numbers for crisis lines for each province and other resources on the site).

**CONCLUSION**

Yorkville University’s Department of Field Training Staff hopes this Practicum Information Guide is helpful and informative. If there is only one important message we want to communicate, it is this: Do not put off looking for a practicum site until the last minute. Plan ahead and take action now.

If you have any further questions, please post them to the appropriate AskYU Field Training Forum.

We wish you all a very positive and successful learning experience during your practicum!
Master of Arts in Counselling Psychology

Formative Evaluation

<table>
<thead>
<tr>
<th>Practicum Student</th>
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<tbody>
<tr>
<td>Practicum Site</td>
</tr>
<tr>
<td>Site Supervisor</td>
</tr>
<tr>
<td>Faculty Instructor</td>
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<tr>
<td>Practicum Coordinator</td>
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<tr>
<td>Evaluation Period</td>
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<tr>
<td>Formative Evaluation Date</td>
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</table>

Introduction

We recognize that as a site supervisor you are busy, and we very much appreciate the time and commitment that you have already provided to ensure that our student has a valuable practicum experience. We want you to know in advance that your feedback on our student’s performance is very important and very much appreciated.

The feedback provided in this form is used to identify the student’s strengths and areas for growth as they relate to counselling competencies expected of masters’ level students.

Please use the following scale to rate the proficiency of a student in the competency areas identified below:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0=</td>
<td>Student avoids this task and or demonstrates very poor use of this skill</td>
</tr>
<tr>
<td>1=</td>
<td>Some demonstration of skill, but does not meet the minimum standard expected at this stage of training</td>
</tr>
<tr>
<td>2=</td>
<td>Meets minimum level of skill proficiency in this area</td>
</tr>
<tr>
<td>3=</td>
<td>Demonstrates a satisfactory level of skill proficiency in this area</td>
</tr>
<tr>
<td>4=</td>
<td>Demonstrates competency in an informed and consistent manner across context</td>
</tr>
</tbody>
</table>
Please note the expectation is that the site supervisor will evaluate the student using the above scale in all competency areas identified on this form.

Please email completed form to the student’s faculty instructor and practicum coordinator (see email addresses at the top of the form)

NOTE: Please ensure that both the site supervisor and the student sign at the bottom of the form before returning this form. Also, please type these names at the top of the form, including the actual date of the evaluation.
### 1) Basic Work Requirements
- Arrives on time consistently
- Uses time effectively
- Informs supervisor and makes arrangements for absences
- Reliably completes requested or assigned tasks on time
- Completes required total number of hours on site
- Is responsive to norms about clothing, language, etc., on site

### 2) Ethical Awareness and Conduct
- Knowledge of general ethical guidelines
- Knowledge of ethical guidelines of practicum site
- Demonstrates awareness and sensitivity to ethical issues.
- Personal behaviour is consistent with ethical guidelines
- Consults with others about ethical issues when necessary

### 3) Knowledge and Learning

#### A. Knowledge
- Knowledge of client population
- Knowledge of treatment approach
- Knowledge of treatment setting

#### B. Learning
- Receptive to learning when new information is offered
- Actively seeks new information from instructor
- Ability to learn and understand new information
- Understanding of concepts, theories, and information
- Ability to apply new information in clinical setting

### 4) Skill Development (Evaluate only those skill areas in this section that the student has engaged in.)
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<table>
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<tr>
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<tbody>
<tr>
<td>Intake</td>
<td><strong>Screening</strong></td>
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<td><strong>Assessment</strong></td>
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<td><strong>Treatment plan</strong></td>
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<td><strong>Individual therapy</strong></td>
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<td></td>
<td><strong>Couple Therapy</strong></td>
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<td></td>
<td><strong>Family Therapy</strong></td>
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<td></td>
<td><strong>Group therapy</strong></td>
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<tr>
<td></td>
<td><strong>Micro Skills (e.g., attending behaviour, active listening, open ended questions, observation)</strong></td>
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<tr>
<td></td>
<td><strong>Reflective practice</strong></td>
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<tr>
<td></td>
<td><strong>Other (Specify):</strong></td>
</tr>
</tbody>
</table>

### 5) Response to Supervision
- Actively seeks supervision when necessary
- Receptive to feedback and suggestions from supervisor
- Understands information communicated in supervision
- Successfully implements suggestions from supervisor
- Aware of areas that need improvement
- Willingness to explore personal strengths and weaknesses

### 6) Interactions with Clients
- Appears comfortable interacting with clients
- Initiates interactions with clients
- Communicates effectively with clients
- Builds rapport and respect with clients
- Is sensitive and responsive to clients’ needs
- Is sensitive to cultural differences
- Is sensitive to issues of gender and sexual orientation differences

### 7) Interactions with Coworkers
- Appears comfortable interacting with other staff members
<table>
<thead>
<tr>
<th>8)</th>
<th>Work Products</th>
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<tbody>
<tr>
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<td></td>
<td>Reliably and accurately keeps records</td>
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<td>Written or oral reports are accurate and factually correct</td>
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<td>Reports are clinically or administratively useful</td>
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<thead>
<tr>
<th>9)</th>
<th>Please identify the student’s areas of strength.</th>
</tr>
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</table>
10) Please identify areas in need of development.

<table>
<thead>
<tr>
<th>Site Supervisor Signature:</th>
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<th>Day</th>
<th>Year</th>
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<th>Student Signature:</th>
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</table>
Master of Arts in Counselling Psychology

Summative Evaluation

<table>
<thead>
<tr>
<th>Practicum Student</th>
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<tbody>
<tr>
<td>Practicum Site</td>
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<tr>
<td>Site Supervisor</td>
<td></td>
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<tr>
<td>Faculty Instructor</td>
<td></td>
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<tr>
<td>Practicum Coordinator</td>
<td></td>
</tr>
<tr>
<td>Evaluation Period</td>
<td></td>
</tr>
<tr>
<td>Summative Evaluation Date</td>
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</tbody>
</table>

Introduction

We recognize that as a site supervisor you are busy, and we very much appreciate the time and commitment that you have already provided to ensure that our student has a valuable practicum experience. We want you to know in advance that your feedback on our student’s performance is very important and very much appreciated.

The feedback provided in this form is used to identify the student’s strengths and areas for growth as they relate to counselling competencies expected of masters’ level students.

Please use the following scale to rate the proficiency of a student in the competency areas identified below:

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>Student avoids this task and or demonstrates very poor use of this skill</td>
</tr>
<tr>
<td>1</td>
<td>Some demonstration of skill, but does not meet the minimum standard expected at this stage of training</td>
</tr>
<tr>
<td>2</td>
<td>Meets minimum level of skill proficiency in this area</td>
</tr>
<tr>
<td>3</td>
<td>Demonstrates a satisfactory level of skill proficiency in this area</td>
</tr>
<tr>
<td>4</td>
<td>Demonstrates competency in an informed and consistent manner across context</td>
</tr>
</tbody>
</table>

Please note the expectation is that the site supervisor will evaluate the student using the above scale in all competency areas identified on this form.

Email completed form to the student’s faculty instructor and practicum coordinator.
1) **Basic Work Requirements**

- Arrives on time consistently
- Uses time effectively
- Informs supervisor and makes arrangements for absences
- Reliably completes requested or assigned tasks on time
- Completes required total number of hours on site
- Is responsive to norms about clothing, language, etc., on site

2) **Ethical Awareness and Conduct**

- Knowledge of general ethical guidelines
- Knowledge of ethical guidelines of practicum site
- Demonstrates awareness and sensitivity to ethical issues
- Personal behaviour is consistent with ethical guidelines
- Consults with others about ethical issues when necessary

3) **Knowledge and Learning**

   A. **Knowledge**
      - Knowledge of client population
      - Knowledge of treatment approach
      - Knowledge of treatment setting

   B. **Learning**
      - Receptive to learning when new information is offered
      - Actively seeks new information from instructor
      - Ability to learn and understand new information
      - Understanding of concepts, theories, and information
      - Ability to apply new information in clinical setting

4) **Skill Development** (Evaluate only those skill areas in this section that the student has engaged in.)

   - Intake
   - Screening
   - Assessment
   - Treatment plan
   - Individual therapy
   - Couple Therapy
   - Family Therapy
   - Group therapy
   - Micro Skills (e.g. attending behaviour, active listening, open ended questions, observation)
   - Reflective practice
   - Other (Specify):

5) **Response to Supervision**

- Actively seeks supervision when necessary
- Receptive to feedback and suggestions from supervisor
- Understands information communicated in supervision
- Successfully implements suggestions from supervisor
- Aware of areas that need improvement
- Willingness to explore personal strengths and weaknesses
<table>
<thead>
<tr>
<th>6)</th>
<th><strong>Interactions with Clients</strong></th>
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<tbody>
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<tr>
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<tr>
<td></td>
<td>Initiates interactions with staff</td>
</tr>
<tr>
<td></td>
<td>Communicates effectively with staff</td>
</tr>
<tr>
<td></td>
<td>Effectively conveys information and expresses own opinions</td>
</tr>
<tr>
<td></td>
<td>Effectively receives information and opinion from others</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>8)</th>
<th><strong>Work Products</strong></th>
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</tr>
<tr>
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<td>Reports are clinically or administratively useful</td>
</tr>
</tbody>
</table>

| 9) | **Please identify the student’s areas of strength.** |
**SUMMATIVE EVALUATION: Narrative Comments**

Please identify the areas in need of development as the student moves forward in his or her career.

---

**Would you recommend this practicum student for employment at his or her present level?**

<table>
<thead>
<tr>
<th>Site Supervisor Signature:</th>
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</table>
This Counselling Skills Scale (CSS-PAS4) is used to assess the quality of counselling skills performance during practical application sessions (PAS) in PSYC 6246 and Practicum Terms 1-2 in PSYC 7113 and PSYC 7203. Specific skills are divided into nine groupings (in caps following roman numerals). The specific skills within the grouping are often further broken down to reflect skills required per session and per course.

There are two rubrics for points assigned. The first rubric for points assigned is to be used for Practical Application Sessions 1-2 in PSYC 6246. The second rubric for points assigned is to be used for Practical Application Session 3 in PSYC 6246 and Practicums Terms 1-2 in PSYC 7113 and PSYC 7203.

Average the individual skill scores based on the rubric and appropriate rubric elements for a particular session to achieve a total score. Upload the total score to the student’s gradebook.

**CSS PAS Grading Criteria for First and Second Practical Session for PSYC 6246**

**First Practical Session in PSYC 6246:** The first practical session is understood to be the first time a student is practicing these skills and is taken into account during the session itself and during assessment. Some anxiety and inconsistency are expected. The goal of the first practical session is to try, to attempt skills, take risks that may or may not pay off, and to practice. The rubric is below.

**Second Practical Session in PSYC 6246:** The second practical session is understood under the consideration that this is the second time a student has performed these skills. Anxiety may still be present but with ample time to practice, study, and improve since the first session, students are expected to able to perform micro skills easily with other, more advanced skills being attempted for the first time. The goal of the second practical session is to engage in micro skills fully, attempt advanced skills, and demonstrate what they have read and studied up to this point in time. The rubric, the same one used for the first practical application, is below.

<table>
<thead>
<tr>
<th>Scale Score</th>
<th>Percentage Equivalent</th>
<th>Descriptors for First and Second Practical Session for PSYC 6246</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>100%</td>
<td>Expert level of skills demonstration and development: beyond what one may expect for current level of training; Risks were applied appropriately and consistently, and complete comprehension of skill is in place.</td>
</tr>
<tr>
<td>Level (%)</td>
<td>Grading Criteria</td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>9 90%</td>
<td>Highly developed level of skills demonstration and development: Very helpful, well-timed, and consistently well-performed for level of training; Risks were applied appropriately and good comprehension of skill in place.</td>
<td></td>
</tr>
<tr>
<td>8 80%</td>
<td>Well developed level of skills demonstration and development: Helpful, well-timed when performed, and mostly consistent in application for level of training; Risks were applied appropriately, and fairly good comprehension of skill in place.</td>
<td></td>
</tr>
<tr>
<td>7 70%</td>
<td>Developing level of skills demonstration and development: Somewhat helpful and appears to be intentionally timed to match client but may not meet this consistently in application for level of training. Risks may have been applied that may not have paid off but were attempted with recovery attempted. Awareness of comprehension of skill in place but may not be fully applied as needed. Some missed opportunities.</td>
<td></td>
</tr>
<tr>
<td>6 60%</td>
<td>Minimally developed skills demonstration and development: Minimally helpful, skills are inconsistently applied; development is rudimentary, with multiple missed opportunities for level of training. Risks not attempted or repeatedly failed with limited recovery.</td>
<td></td>
</tr>
<tr>
<td>5 50%</td>
<td>Working toward developing skills: Limited as far as help, skills are often not applied as needed, multiple missed opportunities for level of training. Risks not attempted and/or failed with no recovery attempted.</td>
<td></td>
</tr>
<tr>
<td>4 40%</td>
<td>Awareness of developing skills present; Mostly unhelpful, ill timed, and/or not performed when required for level of training.</td>
<td></td>
</tr>
<tr>
<td>3 30%</td>
<td>Awareness of developing skills barely present; Unable to apply, consistently unhelpful, and inappropriately timed.</td>
<td></td>
</tr>
<tr>
<td>2 20%</td>
<td>Recognition of developing skills: Unable to apply, mostly unhelpful and possibly harmful; vaguely understood for level of training</td>
<td></td>
</tr>
<tr>
<td>1 10%</td>
<td>Barely aware of developing skills: Unable to apply, unhelpful, and harmful; not understood for level of training</td>
<td></td>
</tr>
<tr>
<td>0 0%</td>
<td>No awareness of skills or training: Failure to demonstrate even trace unintentional skills</td>
<td></td>
</tr>
</tbody>
</table>

**CSS PAS Grading Criteria for Third Practical Session for 6246, 7113 and 7203**
Third Practical Session in PSYC 6246 and Practicum Terms in PSYC 7113 and PSYC 7203:

The third practical session as well as the assessment of Practicum Terms is understood to be a time in which there is a level of confidence in displaying skills due to previous practices. The goal is for students to practice all skills learned in 6246 with the understanding that these skills will also be utilized and further practiced and performed in 7113 and 7203. All skills studied in class are expected to be practiced and executed. The rubric, which is different than the one used for Practical Application 1-2, is below.

<table>
<thead>
<tr>
<th>Scale Score</th>
<th>Percentage Equivalent</th>
<th>Descriptors for Third Practical Session for 6246 and Practicum Terms 7113 and 7203</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>100%</td>
<td>Expert level of skills demonstration and development: beyond what one may expect for current level of training</td>
</tr>
<tr>
<td>9</td>
<td>90%</td>
<td>Highly developed level of skills demonstration and development: Very helpful, well-timed, and consistently well-performed for level of training</td>
</tr>
<tr>
<td>8</td>
<td>80%</td>
<td>Well-developed level of skills demonstration and development: Helpful, well-timed when performed, and mostly consistent in application for level of training</td>
</tr>
<tr>
<td>7</td>
<td>70%</td>
<td>Developed level of skills demonstration and development: Mostly helpful and often appears to be intentionally timed to match client but may not meet this consistently in application for level of training</td>
</tr>
<tr>
<td>6</td>
<td>60%</td>
<td>Minimally developed skills demonstration and development: Somewhat helpful but skills are inconsistently applied, development is rudimentary and not well-refined, some missed opportunities for level of training</td>
</tr>
<tr>
<td>5</td>
<td>50%</td>
<td>Working toward developing skills: Limited as far as help, skills are often not applied as needed, multiple missed opportunities for level of training. Risks not attempted and/or failed with no recovery attempted.</td>
</tr>
<tr>
<td>4</td>
<td>40%</td>
<td>Awareness of developing skills present; Mostly unhelpful, and ill timed, not performed when required for level of training</td>
</tr>
<tr>
<td>3</td>
<td>30%</td>
<td>Awareness of developing skills; Unable to apply, consistently unhelpful, sporadic effort overall for level of training</td>
</tr>
<tr>
<td>2</td>
<td>20%</td>
<td>Recognition of developing skills: Unable to apply, mostly unhelpful and possibly harmful; vaguely understood for level of training</td>
</tr>
<tr>
<td>1</td>
<td>10%</td>
<td>Barely aware of developing skills: Unable to apply, unhelpful, and harmful; not understood for level of training</td>
</tr>
<tr>
<td>0</td>
<td>0%</td>
<td>No awareness of skills or training: Failure to demonstrate even trace unintentional skill</td>
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</table>

For First, Second, and Third Practical Sessions for PSYC 6246 as well as Practicum Sessions in PSYC 7113 and PSYC 7203:

The rubrics above are to be used in conjunction with the assessment below. The assessment has been divided into skills required at specific session/course intervals. The purpose of the use of one assessment overall is to give students an overview of what to work toward, while also recognizing what they are being scored on for the current session. The purpose of two different scoring rubrics in conjunction with the assessment is to recognize the level of comfort, anxiety, and practice of abilities and how these will grow and change over the course. This helps to align expectations for PSYC 6246, PSYC 7113 and PSYC 7203.
### I. DEVELOPS THERAPEUTIC RELATIONSHIP

Consistently engages in caring manner with client, particularly by demonstrating such core conditions as genuineness and authenticity, warmth and acceptance, respect and positive regard, and empathy (Young, 2017, pp. 31-45).

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<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
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</tbody>
</table>

### II. SHOWS INTEREST AND APPRECIATION

**Body Language and Appearance** – Maintains open, relaxed, confident posture with appropriate eye contact. Forward lean, comfortable position shows interest. Uses head nods and body gestures to encourage client talk. Maintains professional dress.

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<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
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</table>

**Minimal Encouragers** – Repeats key words and phrases. Uses prompts (e.g., uh huh, okay, right, yes) to let client know s/he is heard. Uses attentive silence helpfully.

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<td>0 1 2 3 4 5 6 7 8 9 10</td>
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</table>

**Vocal Tone** – Uses vocal tone that matches the sense of the session and session goals. Vocal tone communicates caring and connection with the client. Volume and rate is appropriate and shows warmth and support (Young, 2017, pp. 62-74).

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<td>0 1 2 3 4 5 6 7 8 9 10</td>
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### III. ENCOURAGES EXPLORATION

**Open and Closed Questions** - Asks open-ended questions that encourage the client to continue talking and to provide information. Uses judiciously when needed and when theoretically consistent. Does not overuse questions (Example: “Could you tell me what has been going on?” [Young, 2017, pp. 74-76]) and/or asks for specific information that requires a short factual response or concrete and specific instances when clients provide vague generalities (Example: “Are you married now?” [Young, 2017, pp. 76-78]).

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</table>

**Paraphrasing (Reflection of content/thoughts)** - Engages in brief, accurate, nonjudgmental, and clear rephrasing of what the client has expressed. Paraphrasing assists the counsellor in understanding the facts of the client’s story. “What happened?” (Level of Disclosure 1). Example: “So, this week has been very difficult, at work and at home.” (Young, 2017, pp. 89-97).

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<tbody>
<tr>
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</table>

### IV. DEEPENS THE SESSION

**Reflecting Feeling** - Listening and expressing clearly and succinctly in one’s own words the emotions stated or implied by the client. Theses emotions may be hidden in the context of the story or in the nonverbal responses of the client. "How did you feel?" (Level of Disclosure 2). Example: “You feel very betrayed.” (Young, 2017, pp. 101-117).

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<tbody>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td><strong>Reflecting Meaning and Values</strong> - Reflects the unexpressed meaning or belief/value system that is behind the words the client is saying. Promotes deeper exploration and self-understanding in the client. “What did it mean?” (Level of Disclosure 3). Example: “For you this is another piece of evidence that trusting people is dangerous.” (Young, 2017, pp. 124-117).</td>
</tr>
<tr>
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</tr>
<tr>
<td><strong>Probing and Clarifying</strong> – Prompting the client to unfold their story or continue narrative (Tell me more, I’m wondering, Describe for me . . .) and/or attempting to understand a client’s meaning about situation, narrative and/or language used</td>
</tr>
<tr>
<td><strong>The total of scores added above = _______</strong></td>
</tr>
<tr>
<td><strong>To obtain the average (divide by 9 [items] in assessment)</strong></td>
</tr>
<tr>
<td><strong>Comments:</strong></td>
</tr>
<tr>
<td><strong>STOP ASSESSMENT HERE IF ONLY PRACTICAL APPLICATION SESSION 1</strong></td>
</tr>
<tr>
<td>* Refer to First Rubric above this form *</td>
</tr>
<tr>
<td><strong>V. SUMMARIZATION</strong></td>
</tr>
<tr>
<td><strong>Summarizing: Focusing and Signaling Summaries</strong> – Focusing the discussion on major issues and themes while spotlighting client responsibility (Example: In the last few sessions, it seems like we have been dealing with two major issues. The first is the way that you are trying to renew your social network and find some supportive friends since your breakup. The other is your mixed feelings about living back home with your parents.” [Young, 2017, pp. 134-97]) and or alerting the client to counselor’s understanding of the topic so client can move forward in narrative.</td>
</tr>
<tr>
<td><strong>VI. ENCOURAGES CHANGE</strong></td>
</tr>
<tr>
<td><strong>Challenging/Pointing out Discrepancies</strong> - Expresses observations of discrepancies between plans &amp; behaviors, between desires &amp; actions, etc. Example: &quot;You expect yourself to do _____ when facing the problem of _____, but you do _____ instead. What do you make of this?&quot; (Young, 2017, pp. 154-163).</td>
</tr>
<tr>
<td><strong>Determining Goals and Desired Outcomes</strong> - Collaboratively determines outcomes toward which the counselling process will aim. Helps client set goals. Miracle question or alternative (Young, 2017, pp. 188-200).</td>
</tr>
<tr>
<td><strong>The total of scores added above = _______</strong></td>
</tr>
<tr>
<td><strong>To obtain the average (divide by 12 [items] in assessment)</strong></td>
</tr>
</tbody>
</table>
### VII. ADVANCED SKILLS

<table>
<thead>
<tr>
<th>a. Planning and Thematic Summaries</th>
<th>0 1 2 3 4 5 6 7 8 9 10</th>
</tr>
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<tbody>
<tr>
<td>Review of the progress, plans, and agreements made during the session (Example: “Let’s recap what we have talked about so far. On the one hand, you have accomplished your financial goals, but you are far from satisfied with your relationships with friends and family. You stated that this is because you are not assertive. Perhaps we need to discuss this topic more in our next session. What do you think?”) and connecting themes that the client shares over time and/or through continued narrative (Example: “As you’ve been talking, I notice a pattern. You seem to want to end your relationships when they begin to lose their initial excitement and romance.”)</td>
<td></td>
</tr>
<tr>
<td>b. Using Strategies/Interventions to Facilitate Change</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Uses theoretically consistent and intentional interventions and strategies that flow from the case conceptualization to facilitate therapeutic changes (Young, 2017, pp. 208-269).</td>
<td></td>
</tr>
<tr>
<td>c. Case Conceptualization</td>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
</tr>
<tr>
<td>Develops a conceptualization with a coherent treatment strategy for planning and focusing treatment interventions (Sperry &amp; Sperry, 2012, p. 4).</td>
<td></td>
</tr>
</tbody>
</table>

The total of scores added above = PAS 3 or Practicum T1

**Grade:**

0/ 100 %

### VIII. MANAGES THE SESSION

| Opens session smoothly and warmly greets client. Begins work on counselling issues in a timely way. Structures session, directing client naturally through opening, exploration, deeper understanding, creating change, and closing; focuses client on essence of issues at a level deep enough to promote positive movement. Smoothly and warmly ends the session, in a timely way, planning for future sessions or for termination (Young, 2017, pp. 45-46; 283-287). | 0 1 2 3 4 5 6 7 8 9 10 |
### Use of Self with Management of Conflict in Therapy Relationship
Reflects on the here and now experience of the counselor as it relates to the therapy, the therapy relationship, and conflicts. Example: “As we talk about the alcohol problem, I sense a lot of tension between us right now. I’m feeling concerned about how you are viewing the problem right now.” (Young, 2017, pp. 163-164).

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<th>4</th>
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<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
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### Transference-Countertransference
A client may experience/express emotions toward the therapist or vice versa that are a residue of parental relationships and/or other significant person from own life (Young, 2017, p. 50).

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<th>3</th>
<th>4</th>
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The total of scores added above = _______
To obtain the average (divide by 18 [items] in assessment) = Total Score Percentage

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<th>Practicum T2</th>
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<td>Grade:</td>
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Comments:

STOP ASSESSMENT HERE IF ONLY PRACTICUM TERM 2
Yorkville University's MACP Practicum Requirements
Effective May 1, 2017

Practicum
400 Hours Minimum
Completed over two full 15-week trimesters
(An average of 13.5 hrs/wk.)

200 Direct Client Contact Hours

120 Direct Counselling Hours
- Includes individual, couples/marriage and or family therapy.
- The majority of these hours should be in individual counselling,
  with some exposure to couples and or family therapy if site offers these services
- Co-facilitation with Approved Supervisor (no more than 50% of total direct client contact hours)*

Balance of 80 Hours
- May include intake, screening, testing/assessment, more individual, couples/marriage, family and or group counselling.
- Group counselling hours must be traditional mental health group counselling.
- Credit will not be given for psycho-educational or social support groups.

Case Management Hours
- Includes reviewing assigned case files, client session preparation, progress or case notes, maintaining counselling files, formal report writing and case consultation with other professionals.

Supervision Hours*
- Individual face-to-face Supervision Meetings with Approved Supervisor - minimum one hour each week.
- Group Supervision Lead by Professional (no specific requirements)***
- Not all sites offer this.

200 Indirect Client Contact Hours

Education
- Observation of other professionals, attending workshops/training and research.

Direct Observation
- Direct Observation by Approved Supervisor - minimum of three 50-minute client sessions.

Other
- Attending staff meetings and other relevant activities designated by site.