



Adler University, Vancouver Campus

Clinical Practicum Handbook

MACP & MCP

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Counselling Clinical Practicum Training

Janice Stuart, Ph.D., R.Psych.

Director of Training

jstuart@adler.edu

236-521-2488

Honey Mokaram

Program Assistant

hmokaram@adler.edu

Table of Contents

INTRODUCTION.....	1
PART 1: RESPONSIBILITIES AND EXPECTATIONS.....	2
PART 2: TRAINING REQUIREMENTS FOR ALL STUDENTS.....	5
A. Regulatory Issues and Registration Eligibility	5
B. Eligibility to Begin Practicum	6
Fitness to Train	6
C. Practicum Search Process	8
D. Practicum Site Agreement	17
E. Practicum and Practicum Seminar Registration	18
F. Liability Insurance	19
PART 3: CLINICAL PRACTICUM TRAINING SITE STANDARDS	20
G. Practicum Requirements for Students.....	20
H. Clinical Practicum Training Site Standards	22
I. Supervision Requirements	24
PART 4: DOCUMENTATION FOR PRACTICUM AND PRACTICUM GRADES	26
J. Logging Practicum Hours	28
K. Site Supervisor's Student Evaluation.....	30
L. Technology	31
M. Student Evaluation of the Training Site.....	32
PART 5: ADDRESSING POTENTIAL PRACTICUM SITE CHALLENGES.....	33
N. What if a problem occurs?	33
O. Withdrawing from Practicum	33
P. Practicum Termination.....	33
PART 6: PRACTICUM AND MASTER'S CLINICAL QUALIFYING EXAM.....	34
PART 7: FREQUENTLY ASKED QUESTIONS	35
APPENDIX A - MASTER'S STUDENT PRACTICUM EVALUATION	37

Introduction

A clinical practicum experience involves students providing psychological services under the primary supervision of a qualified supervisor. A practicum complements classroom education, provides the opportunity to work with experienced clinicians, and helps students acquire a professional identity. The goal of this training placement for students is to acquire the knowledge, skills, attitudes, and values needed to become competent practitioners. Adler University is committed to developing quality training experiences for students and quality care for people receiving counselling services from our students. The University will continue to identify sites that have incorporated socially responsible practices into clinical practicum training. Adler University promotes the incorporation of social responsibility and social justice components into their clinical training programs.

Socially responsible training opportunities are not mutually exclusive from quality clinical training for Masters' students. Rather, socially responsible practices can be effectively incorporated into clinical services that students will provide while on practicum. The clinical practicum experience is an opportunity for the student to learn, practice, and demonstrate skills in empathetic attunement, rapport building, counselling intervention and treatment while considering the effect of social structures and barriers on clients' well-being. Students will build upon competencies and experiences acquired in their Social Justice Practicum, including knowledge regarding agency operations, awareness of social issues that affect communities, and professional collaboration for the benefit of those that are served.

The purpose of this handbook is to provide information on the clinical practicum training process for training site directors, supervisors, faculty, and students in the Master of Arts in Counselling Psychology (MACP) including School and Youth (MACPSY) and the Masters of Counselling Psychology (MCP), including School and Youth (MCPSY) programs at Adler University, Vancouver Campus. **Part 1** summarizes responsibilities and expectations of the University and of all students in the MACP/MCP programs. **Part 2** discusses training requirements for all MACP/MCP students. **Part 3** summarizes clinical practicum training site standards, including supervision requirements. **Part 4** discusses documentation for practicum and practicum grades. **Part 5** addresses potential problems that may arise during practicum. **Part 6** discusses the practicum and the Masters' Clinical Qualifying Exams. **Part 7** will cover frequently asked questions regarding issues that may arise during practicum.

To ensure the quality of care and training required by Adler University, it is expected that all Adler University students will comply with the training guidelines set forth in this Handbook.

The Director of Training works in collaboration with the students, faculty, and practicum sites in locating, developing, maintaining, and evaluating clinical experiences which are necessary to meet the standards and requirements of the program. If you have any questions, comments or concerns, you may contact the Director of Training at the contact provided above.

Part 1: Responsibilities and Expectations

What are the responsibilities of the University?

The University is primarily responsible for supporting the student in obtaining a clinical training experience, including the following:

1. Creating and maintaining clinical practicum training opportunities for our students.
2. Evaluating sites' resources and ability to help students fulfill requirements for practicum training as outlined in this Handbook.
3. Reviewing quality of practicum sites through consultation with sites and feedback from students' evaluations of sites.
4. Assessing sites' capabilities for allowing students to audio or video record clients (with full consent from clients) for purposes of the Master's Clinical Qualifying Exams.
5. Providing descriptions of the sites and their general characteristics by surveying practicum students during their seminars and at the end of the year and reading students' site evaluation comments.
6. Identifying sites that would be most suitable for students and their training goals and interests.
7. Supporting and mentoring students through the practicum application process.
8. Assessing practicum readiness in collaboration with MACP/MCP/S&Y Faculty as outlined in this Handbook. Adler University students are required to read and sign a "Student Conduct and Comprehensive Evaluation Statement" form prior to registering for courses. Readiness for practicum will be evaluated throughout the course of one's enrollment at Adler University.
9. Assisting students and sites, in collaboration with an Academic Advisor if needed, to address and resolve any problems that arise in the course of practicum training.
10. Identifying practicum sites that have demonstrated a commitment to socially responsible practices.

What are the student's responsibilities?

The student is primarily responsible for the following:

1. Researching and applying for practicum sites that will meet the student's Master's Degree requirements and/or concentration and professional goals.
2. Asking any necessary questions, prior to and during the interview process, that will enable the student to judge the fit of the site to their personal and professional needs.
3. Negotiating duties, activities, and schedules with the practicum site supervisor and making the practicum site supervisor aware of any special needs or concerns early in the practicum experience and ideally during the practicum interview, especially if it impacts the student's responsibilities at the site.
4. Following the practicum site supervisor's clinical direction and adhering to all policies and procedures of the site – including but not limited to scheduling, attendance, staff coverage, participation in staff meetings and conferences, timely and accurate documentation, and ethical conduct at all times. If training site and program policies seem to conflict, please consult with the Director of Training regarding how to proceed.
5. Keeping accurate records of the time spent engaging in activities and services as they occur and making sure that the actual experience obtained will meet the requirements for licensing and/or certification. Students should be regularly logging hours and submitting them to supervisors for approval on Time2Track. Logging hours once a week is recommended and logging hours a minimum of once a month is mandatory.
6. Discussing any concerns with the practicum site supervisor and problem-solving with the supervisor when possible.
7. Making the Director of Training aware of any problems that impact the training experience when the student has been unable to resolve concerns with the site supervisor. This must be done in a timely manner to maximize communication between all parties.
8. Discussing practicum activities and issues in practicum seminar.
9. Reviewing this Handbook and being knowledgeable of the contents.

What should students keep in mind in order to help assure success in the practicum experience?

Several guiding principles should be kept in mind as students navigate through the clinical practicum application process and the course of the practicum itself. These include the following principles:

1. Adler University seeks community partners that abide by and demonstrate our values of social responsibility and *Gemeinschaftgefühl*.
2. Community partners exist primarily to serve their stakeholders – for example, consumers, community residents, donors, governmental agencies, and charitable sponsors. They operate under the guidance of their administrative leaders in fulfilling their own unique missions and roles. Those roles often include providing training opportunities for future professionals whenever possible. At times agency procedures, changes in policy, and changes in funding may affect students' training. If this should occur,

the student should process his or her concerns with the practicum supervisor, practicum seminar leader, and/or the Director of Training in a timely manner.

3. Recognize that no agency provides all the experiences that a student can or should engage in during their clinical training and development. The optimal training experience will allow the student to participate in a variety of activities and work with a cross-section of the organization's clients. However, in practice, many if not most sites will only offer the student an opportunity to work with a limited subset of their clients and engage in a limited subset of clinical and other activities.
4. While the student's training and professional developmental needs are intrinsically important to the practicum, the student's needs must always be balanced with the needs of the clients and the organization serving them, as well as the university's relationship with its community partners. Behaviours at practicum should always indicate respect and dignity towards clients, the agency, and the community it serves. If an organization expresses concern about a student's reliability, work quality, comportment, or skill level, Adler University MACP/MCP/S&Y Program in consultation with the Director of Training is responsible for assessing and addressing the problem and exploring the appropriateness of academic or professional remediation and/or withdrawal from the program.
5. Students cannot renege on a practicum offer after accepting the position.
6. Students should consult with the Director of Training before considering the decision to withdraw from a practicum early.
7. The Practicum Site Agreement binds Adler University, the practicum site, and the student in a mutual commitment to provide training opportunities for students.
8. Students should obtain approval from the Director of Training before accepting a practicum at a placement that they have identified that is new for Adler Students (see Creating a Practicum Site).
9. Practicum seminars often provide an appropriate forum for processing feelings of accomplishment, as well as frustration and altered expectations, which come with any real-world experience in the helping professions. Peer support and faculty advisement can be important components of professional development and student self-care. However, the practicum seminar is not meant to over-rule the practicum site supervisor's direction, suggestions, and guidance at the practicum site.
10. Students are expected to follow the Standards and Principles of the BC Association of Clinical Counsellor's Code of Ethics while engaging in practicum activities at the site or alternatively the Canadian Counselling and Psychotherapy Association.
11. Students are expected to refrain from engaging in clinical activities that are unethical, those for which they are not qualified, or those for which they lack the required credentials.
12. Students may not see friends or relatives as clients and are prohibited from being reimbursed by clients for services rendered.

What attitudes and expectations help students to make the most of the practicum experience?

The students who gain the most benefit from their training experience are the students who make use of some basic principles of experiential learning:

1. Any experience, whether it goes smoothly, or is problematic can be a valuable learning experience.

2. Supervisors do not need to only hear about what is going well with your clients. They need and want to hear about clients and clinical situations that you find difficult, challenging, or puzzling. This is where the greatest learning takes place.
3. Having “the courage to be imperfect” is a good lesson to bear in mind, whether it applies to clients, the organization, or the student. This includes systems at the organizational or societal level, as well as counselor-client relationships. Doing good (and doing no harm) is more important than doing things perfectly.
4. Establishing a collaborative relationship with a client is a necessary foundation for making effective interventions. Expect to work extra hard at this during the practicum – especially the early stages. With practice, it will become more natural.
5. Adaptability is a virtue in clinical training. Students often learn the most, and even make career decisions, based upon successfully handling unexpected duties or challenges.
6. Students can provide a valuable “fresh outlook” to organizations-provided their feedback is always given in a respectful and constructive manner and with the supervisor’s permission.
7. Feedback should always be given in a constructive and collaborative spirit. The site evaluation is an important tool for this purpose and should be utilized by every student.

Part 2: Training Requirements for All Students

A. Regulatory Issues and Registration Eligibility

Licensure/Registration regulations vary by province or state and may change over time. It is strongly recommended that students acquaint themselves with the regulations of the jurisdiction in which they plan to practice. Students planning to seek registration with a professional body other than the BC Association of Clinical Counsellors or the Canadian Counselling and Psychotherapy Association are encouraged to contact that organization to determine their regulatory requirements. It is up to the student to be aware of and know the requirements of the professional body they plan to join. Adler University does not guarantee students will meet all requirements for registration upon completion of clinical practicum. Students may require additional supervision hours or direct client contact hours post-graduation. Students are expected to comply with the professional and ethical standards established by the Canadian Counselling and Psychotherapy Association (CCPA) and the BC Association of Clinical Counsellors (BCACC). Students may want to consider becoming a student member of the organization they later wish to belong to as a full member.

Registration Requirements for the Registered Clinical Counsellor designation of the BC Association of Clinical Counsellors can be found at:

<http://bc-counsellors.org/member-info/eligibility/>

Registration Requirements for the Certified Canadian Counsellor designation of the Canadian Counselling and Psychotherapy Association can be found at:

<https://www.ccpa-accp.ca/membership/certification/>

Adler University MACP/MCP program is offered under the written consent of the British Columbia Ministry of Advanced Education having undergone a quality assessment process and been found to meet the criteria established by the Ministry. The Director of Training, in collaboration with the MACP/MCP/S&Y Program Director, will inform students of the expectations and standards required of them on clinical practicum, as part of ensuring that standards are met.

B. Eligibility to Begin Practicum

Students in the Master of Arts in Counselling Psychology and Masters of Counselling Psychology, including the School and Youth Concentration, programs must be in good academic standing with a 3.5 minimum GPA, have completed all first year full-time course work (excluding 495 Research Methods course and 525 thesis prep), completed Indigenous Canada online through the University of Alberta Coursera with proof of completion on file with the University, have a clear Criminal Record Check on file with the University for the purpose of working with Children and/or Vulnerable adults, and be deemed ready by Faculty before starting Clinical Practicum.

Students entering a third term of SJP must do so with the successful completion of a minimum of 100 hours and appropriate SJP evaluations signed off and on file with the University if they intend to being Clinical Practicum the follow semester.

In addition, students must attend a Mandatory Clinical Practicum Information Session, prior to beginning practicum.

Students are evaluated by the Program Director, Director of Training and MACP/MCP/S&Y faculty over the course of their graduate studies to determine clinical suitability, progress in clinical skills and knowledge, and readiness to participate in clinical training. A student evaluation is comprised of a review of all academic performance and comportment in all domains of a student's learning.

Fitness to Train

As per the Student Conduct and Comprehensive Evaluation, students are evaluated on all aspects of their education to assess their academic and professional suitability. In addition to suitability, students must also be "fit to train" for the profession. This means that a student needs to be functioning well enough to train or provide services as a counsellor. The student needs to be reflective with respect to what needs to improve and be able to learn through their own research and feedback from supervisors. This improvement needs to be observable. At times various factors may impede a student's fitness to train. These might include, but are not limited to, physical health, mental health, and overwhelming life circumstances. The key point here is that at a particular moment in time, something is occurring in the student's life that impedes their ability to train as a counsellor. For example, a student may experience the death of a loved one or may experience unanticipated physical health or mental health issues that hinder their ability to train for the profession. Often students will self-identify these difficulties through their own self-reflective process and recognize they need to take time away from academia and training until the issue has resolved. At times, students may not see that their present circumstance is impeding their ability to be trained into the profession. However, this may be observed by others including faculty, staff, and supervisors who may raise a concern about a student's fitness to train. Should

concerns about a student's fitness to train be raised, it will be dealt with on a case-by-case basis to determine an appropriate course of action. This may include, but is not limited to, being placed on probation, requiring personal counselling, a leave of absence or potential removal from the program. Any financial cost of the course of action is the student's responsibility.

Accommodation of Disabilities

It is the policy of Adler University to make reasonable accommodations for students with disabilities, in accordance with the Canadian Human Rights Act (CHRA). If you are a student with disabilities and need accommodations to complete your practicum search process, you are encouraged to contact the Manager Student Services and Alumni Affairs. Procedures for documenting your disability and requesting reasonable accommodations will be provided to you. Please note that academic accommodations do not necessarily extend to accommodations while on practicum. For example, while academically an institution can train a doctor to be a surgeon even if they have a shaky hand, practically that doctor will not be able to be a surgeon because they have a shaky hand. This means that while you may be able to complete the academic part of your program, you may not be successful with the practical part of your degree.

Mandatory Information Session

To begin the training process, students **must attend a mandatory** Clinical Practicum Information Session to discuss practicum requirements and the application process. For a student completing full time study and intending to start practicum at the beginning of their second year, they will need to attend an information session in their first semester of study. **Failure to attend an information session will result in a delay in when a student can start practicum.** These information sessions are usually scheduled in late October/early November and again in March/April. Students will be notified of the dates by the Director of Training or the Practicum Training Support Coordinator. At the Information Session students will be provided with important information about the practicum search process, including a timeline for submission of forms and securing a practicum site. **Students must follow this timeline unless they have permission from the Director of Training to alter the dates.**

Adler Practicum Tool

Students will be given access to the Adler Practicum Tool (APT) after completing the Clinical Practicum Information Session. The APT can be found at <https://apt.adler.edu/>. A user guide for APT can be found on [Adler Connect](#) > [Academic Life](#) > [Training Information & Resources](#) > [Vancouver Training Information & Resources](#)

The student's username and password will allow the student to have access to their own student details page and the practicum site list.

Request to Begin Practicum

After attending a Counselling Clinical Practicum Information Session, students submit the ***Intent to Begin Clinical Practicum*** form. This form will be submitted electronically to the Training Assistant for approval to begin practicum training. The Director of Training will review students' progress to ensure prerequisites have been met and consult with Adler University faculty members to review student eligibility to engage in the practicum search process.

Adler University students are required to read and sign a "Comprehensive Evaluation of Student Trainee Competence in Professional Psychology Programs" form prior to registering for courses. This form outlines the multiple areas of competence that faculty, training staff, and practicum supervisors will evaluate students on when determining student readiness for practicum. Eligibility for practicum readiness will be evaluated throughout the course of one's enrollment at Adler University. If concerns are raised by any faculty member about a student's readiness to begin practicum training (on the basis of academics and/or professionalism), these concerns will be discussed with the student by the Program Director and/or academic advisor.

Students must not begin or withdraw from a practicum without permission from the Director of Training

C. Practicum Search Process

Selecting Appropriate Sites

All students must complete their practicum with an agency or program approved by the Director of Training and must be supervised by a qualified Master's level or Doctoral level mental health professional.

Students in the School and Youth Cohort must secure practicums that provide them with the experience of counselling children, adolescents and/or emerging young adults (up to age 24).

After receiving approval to begin practicum students will begin researching potential sites and will identify a list of up to 10 sites for serious consideration. No more than 50% of these sites can be in Vancouver proper. For more information about potential practicum sites, please visit the Site List page found on the APT. **Please Note: Typically students who explore sites outside of Vancouver proper secure sites more quickly.** Interested applicants should also visit agency websites to learn more about potential placements. The resulting **list of 10 sites** will be submitted online on the student's detail page found on the Adler Practicum Tool. **Students will upload a current resume and will be responsible for completing the list of questions outlining practicum interests and goals.**

Training sites vary widely in the types of clients seen, treatment approaches, supervisors, application deadlines, and starting dates. Students should familiarize themselves with various sites and apply to those that fulfill both their training needs and their degree requirements. **Many sites also have websites that provide valuable information and students should familiarize themselves with information contained there. A site's website should be considered to have the most up-to-date information as sites typically do not contact the University when they make changes.** The Director of Training may also be contacted for information on sites. **PLEASE NOTE: The practicum landscape at sites is in a constant state of flux. Supervisors and site contacts often change. If you find updated information that is different from what is in our database, please do let us know so we can**

update our information.

The Director of Training will review your ***Practicum Placement Requests*** and advise you of which sites you can apply to, based on your rankings, stated professional interests, and site availability. There are multiple reasons for reviewing and “vetting” which sites students can apply to. The main goal is to ensure that all students who are eligible to start clinical practicum are able to secure a clinical placement. In order to assist many students and many sites in “finding” each other, the Director of Training aims to use knowledge of sites and students to enhance the chances for Adler University students to receive practicum offers. Efforts are also made to minimize the number of students applying to each site in order not to overwhelm supervisors and strain training relationships. The ultimate goal is to ensure that each student has a range of sites to apply to and that applications are distributed evenly across sites. **Please note that sites included in the database have been identified as having expressed interest in supporting a training experience, but their ability to take on students may vary from year to year. Please also note that when a site is listed as “supplemental” or “secondary” on APT it means that while the site can offer a valuable training experience it may not be able to meet all the necessary requirements for a student’s practicum experience.** Students should secure a site that can offer a full practicum experience and add a supplemental or secondary site after a primary site has been secured. **Securing only a supplemental site or a supplemental site without first securing a primary site, puts the student at risk of not being able to complete all the necessary practicum requirements.** It is not uncommon for students to have a primary site and a supplemental site during the course of their practicum. **Students are only permitted to apply to sites from the Adler Practicum database if they have been approved to do so.**

PLEASE NOTE: Students must reside in the same province or territory where they secure a practicum site. For example, if you secure a practicum from a site based in Ontario offering only remote services you must reside Ontario over the course of your practicum

Place of Employment

Students may not complete a clinical practicum at a site where they are currently employed, as this poses ethical concerns that may negatively impact clients and the student’s relationship with colleagues and co-workers. Students must approach the Director of Training to discuss instances where the student’s employment and potential practicum position are in completely separate parts of an agency/organization with no overlap to determine whether this may be an eligible option. Similarly, students are prohibited from working at a site while in the role of practicum student. Practicum experiences are unpaid and a student should not request reimbursement from a site for the duties they perform as a practicum trainee, as the supervised training experience is the primary benefit to the student.

Applying to Sites

The student shall assume primary responsibility for securing a practicum placement and must be prepared to allow adequate time to do this. This is very much like a job search where one submits a resume and hopefully is called for an interview. Students are not guaranteed to secure a clinical placement in their desired semester, location or with a specific population. **Flexibility and a willingness to commute outside of Vancouver is expected and will increase the likelihood of students securing a clinical practicum in the desired semester and of finding a good fit with their training needs.**

It is not unusual for some students to make many applications before finding a site, so it is important for students to be prepared to put some time into this search. The Director of Training will support students in this endeavor, but students are expected to do the “leg work.”

Securing a training site will depend upon the student's interests, writing and interviewing skills, previous related experience, skills and abilities, personality, and fit with the site. Some sites are very specialized (e.g., addictions) and others more general. Remember that the main focus of the MACP/MCP/S&Y practicum is to develop mastery in the core counselling skills. Students may or may not be able to find a placement in a specialty area of interest and for many, the development of specialty areas comes after graduation. Some sites prefer mature students and/or those with experience in a counselling related area, particularly in specialized areas. It is advisable to obtain some kind of counselling experience (e.g., Crisis Line) before starting the program and/or applying for practicum.

Students are advised to apply to sites as soon as possible after being approved to do so as this is a competitive process, and some sites fill quickly. Practicum sites vary widely in their application requirements and procedures. Most sites accept initial inquiries by telephone, while others prefer written requests and may provide an application deadline. Many sites require a cover letter, resume, letters of recommendation, transcripts, and an interview as part of the application process.

PLEASE NOTE: While many students seek letters of recommendation from instructors, such letters are not guaranteed.

It is recommended that all students maintain an up-to-date resume to present to practicum sites.

It is difficult to specify an application strategy for every site. Basically, students are negotiating a match between the skills the student can offer and the type of training experience the student wants. Training Site Directors and Supervisors are ultimately responsible for selecting trainees. These individuals are seeking competent students who are flexible, eager to learn and capable of working collaboratively with others. Students are searching for a match between the skills they can offer and their ideal training opportunity.

It is generally recommended that students send a follow-up letter after the interview, thanking the Site Training Director and Primary Supervisor for their time and confirming any agreed upon arrangements.

Once you submit applications it could take several weeks to hear back from the site. If you are called for an interview it is suggested that you prepare yourself. (see “Interviewing Tips” on Adler Connect [Adler Connect](#) > [Academic Life](#) > [Training Information & Resources](#) > [Vancouver Training Information & Resources](#)).

Some training sites are flexible and will try to schedule hours that will not conflict with school or work. However, some sites have required days and times in which students must be on site and will not be flexible with students. It is very important for students to ask about the practicum schedule while on their interview. It is best to have this discussion during the interview rather than start the practicum only to discover that the student’s work and/or school schedule conflicts with the practicum schedule. Students are subject to the training policies set

out by the site and are cautioned not to enter into agreements they are unable to fulfill (e.g., length of the practicum experience). **A verbal and/or written practicum agreement is binding, and students are expected to fulfill their commitment to a site once they agree to work with them.**

Creating a Practicum Site

Often students have specific interests or valuable connections that they wish to draw upon to explore potential training opportunities. Students who want to do their clinical practicum at a site that does not currently exist in the Adler Practicum Tool database are encouraged to make initial contact with a site in order to assess whether there is interest from a potential supervisor for supporting a practicum placement. When making contact with a site it would be prudent to be aware of and discuss practicum requirements. If interest exists, the student should notify the Director of Training and provide an email introduction between the Director of Training and contact person at the site. The Director of Training will then contact the site to determine if standards of practicum training (supervision, hours, and clinical activities) can be met. The student is to make no commitments to a site until it has been approved. We have frequently received potential site referrals from faculty, staff, and students, and welcome the opportunity to make new connections with community partners where students can complete their clinical training.

Supplemental Practicum Sites

Some sites are designated as “supplemental” or “secondary” sites. What this means is that while the site may be able to offer a student a valuable learning opportunity it will not meet the full requirements for your clinical practicum. It is strongly recommended that a student secure a full practicum site prior to adding a supplemental site. If a student accepts a supplemental site without ensuring they have another site secured in order to meet full training requirements, the student places themselves **at risk of not fulfilling practicum requirements.**

Our first priority is ensuring that all students are able to secure a primary practicum placement. Students who have already secured a primary practicum placement are not allowed to accept an additional practicum experience that has the potential to serve as a primary practicum placement for another student who is still searching for a site. However, at times a supplemental practicum experience can be appropriate to increase the student’s breadth of training. Students who are considering an additional practicum experience should contact the Director of Training to discuss the issue. If a second site is secured the student will need to arrange for a second Practicum Site Agreement to be completed.

Distance Sites

It is possible for a student to do their clinical practicum in other parts of Canada. To date students have done practicums in Alberta, Manitoba, Ontario, Nova Scotia and the Northwest Territories. If it is a new distance site, the approval process is the same as outlined in creating a new site. Students who opt to do a distance-based practicum will be required to enroll in the online section of 508 and 509 to meet their practicum seminar

requirements. Please note that distance students may be required to enroll in a distance-based independent study in lieu of a 508/509 distance practicum seminar if there are not enough students to form a distance-based practicum seminar. This independent study would follow the practicum seminar exit competencies but may or may not include a peer cohort. **Additional fees may be required** due to the proportionally greater faculty resources needed to offer the independent study format. The Director of Training reserves the right to deny students eligibility to participate in a distance-based practicum when training challenges are identified that create the need for closer monitoring of the trainee during his or her placement. In addition, availability of required distance seminars is dependent on the availability of faculty to support them. Please check with the Director of Training early in the practicum search process as there may be a limit to the number of students who can participate in distance seminars.

Distance Practicum vs Virtual Practicum

Doing at a distance practicum does NOT MEAN you are in a virtual practicum. Distance practicum means you are **physically** at a site that is more than 3 hours away from the University. If you were doing a practicum on Vancouver Island, or another province, for example, that would be a distance practicum.

Doing a virtual practicum means you are conducting sessions via telehealth online. As per University policy, when doing a virtual practicum, you must reside in the same province as the practicum site.

Applying to Sites Affiliated with a Health Authority

The application process has extra steps if you are applying to a practicum placement associated with a B.C. health authority. These include Vancouver Coastal Health (**VCH**), Fraser Health Authority (**FHA**), and Provincial Health Services Authority (**PHSA**).

Practicum applications for VCH, FHA, and PHSA must be filed formally through HSPnet, an online practicum education management system for health sciences. Each health authority has different requirements and procedures related to the use of HSPnet for applying to practicums. It is important that you carefully follow the separate instructions for VCH, FHA, and PHSA HSPnet applications.

IMPORTANT: Never contact a health authority site supervisor on your own. This is in direct contravention of Adler University's affiliation agreement with these health authorities and could result in our agreement being revoked entirely.

You can apply to:

- 1 FHA site at a time
- 1 PHSA site at a time
- VCH Fanout

FHA and PHSA: Only one application at a time.

You may apply to only one FHA or PHSA site at a time and need to prioritize and let us know the specific name of the site. Therefore, if you have been approved to apply to more than one FHA site, you need to determine which site you would like to apply to first, second, third, etc.

VCH: Fanout - Simultaneous application

VCH applications are completed through a "Fanout Application", where the **students' resume will be sent to all VCH sites** within a certain category. Students will choose from 4 available categories: **Adult Mental Health, Addictions, Child and Youth, and Foundry**

Please advise us when you submit your HSPnet application of your chosen category. If you are applying to more than one category or are interested in a specific site, please indicate this and this will be noted in your HSPnet application.

Fanout requests will be sent out three times a year. All student applications will be forwarded to sites at the same time, ensuring that the process is fair for all students across the lower mainland. The training assistant requires your applications by the deadline indicated below.

Application Deadlines

Fall Term (September-December) – March 1

Spring Term (January-April) – August 1

Summer Term (May-August) - January 1

To file an HSPnet application, email the training assistant at vantraining@adler.edu with the following documents/information:

- **For FHA and PHSA** - The **name(s)** of the site(s) to which you would like to apply, rank ordered if more than one.
- **For VCH** – your category of choice: **Adult Mental Health, Child and Youth Mental Health, Addictions, or Foundry**. You may choose more than one category. If you are interested in a specific site within that category, please indicate this.
- **HSPnet consent form** (available for download on Adler Connect > Academic Life > Training Information & Resources > Vancouver Training Information & Resources).

- **Resume or CV - with cover letter attached as one pdf document**
- For more information, please consult the *HSPnet Application – Applying top Health Authorities and Ministries* folder that can be found on Adler Connect (Adler Connect > Academic Life > Training Information & Resources > Vancouver Training Information & Resources)

Students are **NOT** to contact Health Authority sites directly. **This is in direct contravention of Adler University's affiliation agreement with these health authorities and could result in our agreement being revoked entirely.**

Sites will review student applications once they are redirected to each site, and sites will contact students directly to express interest and to arrange interviews.

PLEASE NOTE: You will only hear back from a health authority site if they are interested in interviewing you. If they are not interested in pursuing your application further, you will not hear back from them.

IMPORTANT: Notify the Training Coordinator or Training Assistant immediately when you accept a placement at a VCH/FHA/PHSA site, as there are pre-practicum requirements that must be completed before starting at the sites.

PLEASE NOTE: If you accept a FHA placement please check with your supervisor about your Library Account Activation

If you have been accepted at a health authority/ministry-affiliated site (VCH, FHA, PHSA, MCFD CYMH), there are several requirements that you must complete before you can begin your practicum.

VCH

- Complete a criminal record check (to be filed through the Training Assistant). Please consult the *Filing for a Criminal Record Check folder* on Adler Connect for instructions (Adler Connect > Academic Life > Training Information & Resources > Vancouver Training Information & Resources).
- Complete the Student Practice Education Core Orientation - <https://www.vch.ca/en/student-practice-education-core-orientation-spec0>
- Sign and complete the orientation checklist (<http://www.phsa.ca/student-practice-education-site/Documents/SPECO%20Checklist.pdf>) and submit a copy to the Training Assistant. Please note that this checklist denotes that you have completed all the pre-requisites of a practicum placement with VCH.
 - Students who have not completed the items specified on the checklist will not be permitted to begin practicum.
- Please make sure to visit website and/or speak with the practicum supervisor to check whether there is additional training required.

FHA

- Complete a criminal record check (to be filed through the Training Assistant). Please consult the *Filing for a Criminal Record Check folder* on Adler Connect for instructions (Adler Connect > Academic Life > Training Information & Resources > Vancouver Training Information & Resources).

- Complete the online Practice Education Core Orientation - <https://www.fraserhealth.ca/employees/student-practice-education/resources-for-students/student-placement-orientation>, and submit a copy of the completion certificate to the Training Assistant
- Sign and complete the [orientation checklist](#) and submit a copy to the Training Assistant. Please note that this checklist denotes that you have completed all the pre-requisites of a practicum placement with FHA.
 - Students who have not completed the items specified on the checklist will not be permitted to begin practicum.
- Please make sure to speak with the practicum supervisor to check whether there is additional training required

PHSA

- Complete a criminal record check (to be filed through the Training Assistant). Please consult the *Filing for a Criminal Record Check folder* on Adler Connect for instructions (Adler Connect > Academic Life > Training Information & Resources > Vancouver Training Information & Resources).
- Complete the online training at <http://www.phsa.ca/health-professionals/education-development/student-practice-education> Read the PHSA policies found [here](#).
- Read and Complete the [Prepare for your Practicum \(phsa.ca\)](#)
 - After reviewing the module, ensure that you complete the quiz, and 'Accept' the PHSA Confidentiality Covenant to successfully complete the module.
- Sign and complete the orientation [checklist](#) and submit a copy to the Training Assistant. Please note that this checklist denotes that you have completed all the pre-requisites of a practicum placement with PHSA.
 - Students who have not completed the items specified on the checklist will not be permitted to begin practicum.
- Please make sure to speak with your practicum supervisor to check whether there is additional training required.

MCFD CYMH

- Complete a criminal record check (to be filed through the Training Assistant). Please consult the *Filing for a Criminal Record Check folder* on Adler Connect for instructions (Adler Connect > Academic Life > Training Information & Resources > Vancouver Training Information & Resources).
 - Please note that this can take up to 6 weeks
- Submit a MCFD waiver of release
- Please connect with the your practicum supervisor or the field consultant listed on APT prior to starting to check if there are any further requirements.

Covid-19 and Practicum

As you are aware, the emergence of COVID19 resulted in a global pandemic that necessitated changes with respect to how we interact. Over the course of the pandemic, we saw changing COVID requirements. The University's position has been to follow provincial mandates with respect to implementing COVID requirements. As those mandates changed so too have the requirements.

Please keep in mind that sites may have their own COVID19 protocols that are more stringent than those outlined in provincial mandates, or less stringent than you would prefer given your own personal circumstances. At the beginning of practicum please ensure you are aware of the COVID19 protocols at your site. Think ahead about how you will work within those protocols. Be prepared to have an open dialogue with your site supervisor or the Clinical Director at your site with respect to policies at the site.

Accepting an offer

Students are to confirm with sites how they will be notified of their acceptance or rejection (eg. telephone, e-mail, etc.).

When a student receives an offer for a position, this may be before hearing back from other potential sites. If a student has ranked another site higher, it is recommended that students request to hold the offer for a limited period of time if that will help them to inquire about their standing with another site. Students may only hold one offer at a time. Students may at times experience a situation in which they need to decide about whether to accept a position before hearing back from other sites. In this situation, students are encouraged to accept an offer if they feel that site will give them a good training experience. If a training site has made an offer to a student and that student declines the offer, the training site may immediately make another offer to a different candidate.

Once a student accepts an offer, it is professional courtesy for the student to contact other sites where they have interviewed to let them know that they should be removed from consideration for the position.

Criminal Record Checks

Criminal Record Checks must be completed after orientation to the program and before a student begins their Clinical Counselling Practicum. Students should inform themselves of whether they require a Criminal Record Check (CRC) prior to starting their Social Justice Practicum (SJP). All counselling psychology students will complete a Criminal Record Check during the first term of their program. This must be done through the Criminal Record Check page on Adler Connect which can be found at **Adler Connect > Academic Life > Training Information and Resources > Vancouver Training Information and Resources > Criminal Record Check**. Any previous Criminal Record Check that has not been completed through the Criminal Records Review Program

cannot be used for the purposes of a Clinical Counselling Practicum. As part of MACP200 Students must provide instructors with proof that a Criminal Record Check is in place.

1. SHARING FORM

- Before you begin the process of requesting a Criminal Record Check, please note that if you have completed a criminal record check through the Criminal Records Review Program (CRRP) in the last 5 years, then that CRC outcome is still valid.
- Rather than requesting a CRC, you can opt to share the results with another organization instead. To share results successfully, the organization receiving the results must also be registered with the CRRP and fall within the jurisdiction of the Criminal Records Review Act.
- To share the results of a previous CRC with Adler University, please complete the CRC SHARING FORM on Adler Connect (*Academic Life > Vancouver Training Information and Resources*). Please ensure to **READ** the instructions listed in the **Procedure for Filing a Criminal Record Check document** located in the same folder as the CRC SHARING FORM.

2. CRC CONSENT FORM

- If you have NOT completed a Criminal Record Check in the last 5 years, you will need to file a CRC through Adler University. Some sites will file a CRC directly for the student, in some cases for free; check with your site to see if this is the case.
- To request a CRC, please submit a completed copy of the CRIMINAL RECORD CHECK CONSENT FORM via the Criminal Record Check page on Adler Connect. This form can be found on Adler Connect at - *Academic Life > Vancouver Training Information and Resources*.
- Please ensure to **READ** the instructions listed in the **Procedure for Filing a Criminal Record Check document** located in the same folder as the Consent Form.

After You Secure A Site

After a student secures a site, they should inform the Director of Training via email of their acceptance. Next steps then follow much closer to the student's practicum start date. Students will receive emails outlining next steps, including setting up their Clinical Practicum Profile on Time2Track and getting a site agreement in place. These emails contain specific instructions as well as deadlines that must be met. Students should watch for these emails late in the term prior to their practicum start.

D. Practicum Site Agreement

The **Practicum Site Agreement for MACP/MCP/S&Y Students** is a written agreement that binds the student, the site, and Adler University to an agreement to collaborate in the student's training. This agreement will be a part of the student's training file and serve as an official record of where the student is completing their clinical

training, who is supervising the student, and thus legally responsible for the student's clinical work, and the hours of service that the student and site have agreed to.

The Practicum Agreement must be completed and submitted through Time2Track. It will be sent out via Time2Track early in the semester and students must complete it within their first two weeks of practicum. The student cannot receive credit for practicum if the University does not have a signed copy of this agreement on record. Students must complete one agreement per site. **Students may be required to postpone practicum, or be withdrawn from a practicum site, if this documentation is not submitted to the University according to timelines.** Students are also required to submit the curriculum vita of their site supervisor/s unless there is a current one on file.

Any changes to the training experience (eg. Change in supervisor, change in site, location, or hours) must be acknowledged by advising the Director of Training and submitting a new agreement. **Please note that students are not allowed to break their agreement in order to write the MCQE in an earlier semester.**

E. Practicum and Practicum Seminar Registration

A Practicum Seminar (MACP508 and MACP509) must be scheduled concurrently with students' practicum (MACP506 and MACP507) during the first two semesters of practicum.

To proceed from MACP508 to MACP509 a student must accrue a minimum of 20 direct client hours by the end of MACP506. If this threshold is not met the student will have their registration status in MACP508 changed to an **audit designation**. Correspondingly registration status for MACP 506 will change to PC-610. Registration fees will be adjusted downwards to reflect this change. The student would be responsible for registering in MACP506 and MACP 508 for the following semester and pay full registration fees at this time.

If the practicum continues into a third semester, the student will need to register for practicum continued (PC-610), which continues to cover the liability insurance fee. To proceed from MACP507 to PC-610 the student must have accumulated a minimum of 100 direct client hours.

Through lectures, case presentations, playing recorded segments of work with a client and discussions, practicum seminars provide students an opportunity to develop case conceptualization and clinical skills.

- For the first semester of practicum students register for MACP506 (Practicum) and MACP508 (Practicum Seminar).
- For the second semester for practicum students register for MACP507 (Practicum) and MACP509 (Practicum Seminar).

PLEASE NOTE: You must register for the same section of MACP508 and MACP509 in your respective terms, i.e., register for the same instructor, day, and time each term.

- If you proceed into a third semester of practicum registration in PC-610 is required. There is no practicum seminar associated with a third term of practicum.

It is important to understand that because the experience involves real clients and real work contexts, the timing of referrals and caseload composition can vary. **If students are unable to obtain sufficient clients to participate fully in their practicum, they may be required to complete an additional semester of practicum seminar. In such circumstances additional tuition fees may apply.**

Student Responsibilities:

A minimum requirement for each practicum seminar is the preparation and presentation of client case conceptualizations according to the course syllabus, including showing a recorded segment of a session. Class attendees must hold all discussions regarding clients confidential. Written reports, case studies, and transcripts must be submitted to the instructor for each presentation. Failure to meet the requirements for the seminar presentations may result in a failing grade for Practicum Seminar.

Please note that students must follow the Adler University Personal Health and Information Policy Security Policy ([PHI Policy](#)) in order to protect the confidentiality of recordings. It is expected that client records will be stored on site and with the practicum supervisor. Students must have consent from the practicum agency before taking recordings off site for instructional purposes. Please note that difficulty getting video/audio recordings may impact a student's ability to meet the requirements of Practicum seminar, and they may receive no credit, and be required to complete another seminar class.

F. Liability Insurance

Since students will be providing direct patient care throughout their training, there are potential liabilities involved. **Therefore, practicum training sites and Adler University require that students be insured throughout their training.** Students who are actively registered for clinical practicum will receive liability insurance through Adler University's standard policy, which only covers students for school training related activities. Practicum sites may request a copy of the student's liability insurance. Students can request a PDF copy of the liability insurance form from the Director of Training. If students have not completed their practicum hours in two semesters they **must register in PC- 610 for the third semester which covers only the cost of Professional Liability Insurance.**

Part 3: Clinical Practicum Training Site Standards

The primary responsibility of the training site is to provide students with diverse and quality clinical training experiences. Although each site determines the specific training opportunities offered, the training site must be approved by Adler University in accordance with training requirements for Master's level students.

G. Practicum Requirements for Students

- Students are required to complete a minimum of **700 hours of supervised clinical experience**.
- Included in these 700 hours, students are required to obtain **200 hours of direct client service** (face-to-face contact with clients in a counselling capacity). These would typically include direct counselling interventions with individuals, couples, families, and group therapy. Other interactions, including intake, psycho-educational presentations, and group therapy. Students can log up to 40 hours combined for these categories. If student expects to exceed 40 hours, the student needs to contact the Director of Training for approval. It is also required that students obtain experience working with an appropriate number of clients and a range of presenting concerns in order to be prepared for entry level practice. Students are expected to consult with the Director of Training in a timely manner if they require any clarification about whether their training experience fulfills program requirements.

PLEASE NOTE: If you are in the S&Y cohort 120 of your 200 direct hours must be with children/adolescents/emerging young adults (up to age 24)

- Indirect hours can include orientation to the site, supervision, progress notes, research on client issues, case conference, case management, delivery of workshops, professional development (up to 70 hours), audio-video recording review.
- Students must accrue 40 hours of **individual** supervision over the course of their practicum. Supervision should be scheduled on a weekly basis. If the student is at a supplemental site and only seeing a few clients one hour of supervision should be scheduled for each 5 client hours.
- Students are encouraged to complete their practicum predominantly at one site in order to develop relationships with clients and supervisors. Supplemental sites can be used to round out a clinical practicum experience.
- Students can begin practicum in September or January. In some cases, particularly for students who are unable to secure a January placement, a May practicum start is permitted. Depending on the number of students who secure practica starting in May, students wishing to do so may be required to enroll in an independent practicum seminar format. This format may involve an increased fee related to the proportionally greater faculty resources required to offer it. Please check with the Director of Training if you are interested in a May start. Orientation to the site can begin earlier with the approval of the Director of Training.

PLEASE NOTE: At time students scheduled to start practicum in September choose to delay their practicum start until January. Students should be aware that there are fewer sites that accept practicum students in January which may decrease their chances of securing a site. They should also meet with their academic

advisor in order to be informed how changing their practicum start date will impact registering for required courses.

- Students are to complete their 700 hours over a minimum of **eight months** (two semesters) and a maximum of **12 months** (three semesters).
- Students are typically at their site 15-24 hours per week, depending on how many hours they can dedicate to the practicum per week and the period projected for completion.

Typical number of hours on site based on length of practicum agreement

8 month agreement – on site 21-22 hours and seeing 6-7 clients per week

10 month agreement – on site 17.5 hours and seeing 5 clients per week

12 month agreement – on site 14.5 hours and seeing 4 clients per week

- If a student is not successful in completing practicum within a 12-month period, the student will be responsible for arranging further practicum experience with a site on their own without University support. Their practicum site agreement will not be renewed by the University after a 12-month period. The University will only consent to a student completing a practicum with an Adler approved site on APT when all current students working within their 8 to 12 month time period have successfully placed.
- Students must have approval from the practicum site before taking any time off, including time between semesters (e.g., Christmas/New Year's).
- Students are encouraged to record (video or audio) as many sessions as possible with clients (based on informed consent) to facilitate learning. Students are required to have recordings and transcriptions for presentations in practicum seminars and the final Masters Qualifying Exam. **Please have each client sign the Adler University consent for release of information form for use of recordings for educational purposes regardless of whether they agree to recording in order to be able to discuss clients in your practicum seminar.** If a site has its own release of information form and wishes not to use Adler's release form. please show this form to the Director of Training for approval. Otherwise both forms should be in the client's file.

PLEASE NOTE: If a student is counselling in a language other than English, it remains the student's responsibility to be able to acquire recordings in English for the purpose of providing a transcript and recording in English for MACP508, MACP509 and the MCQE.

- Students are expected to adhere to the ***Personal Health Information Security Policy***, located on Adler Connect. Adler Connect > Academic Life > Training Information & Resources > Vancouver Training Information & Resources This policy establishes clear practices for protecting sensitive and confidential recordings and how to handle them. Students must be familiar with and comply with this policy.

- Students must adhere to site policies regarding the removal of clinical records from the site. If records are removed from a site it must be with the explicit permission of the site supervisor. The student will transport the record in a secure manner. Electronic records must be stored on an encrypted USB and backed up at the site. Records should be off site for the minimum amount of time possible and while off site be stored in a locked filing cabinet to which only the student has access.

PLEASE NOTE: If a student is placed on probation, they may not be able to proceed or continue with practicum.

H. Clinical Practicum Training Site Standards

The primary responsibility of the training site is to provide students with a high quality, diverse training experience. Each site will determine the specific training offered within their programs; however, all training sites must be approved by Adler University, Vancouver Campus, in accordance with the following professional guidelines:

1. To be considered a stand-alone primary practice site, training sites should be able to provide the number of direct and indirect hours required by the student's program at Adler University.
 - There should be adequate client intakes to provide sufficient direct service hours (minimum 200) without students having to advertise or otherwise solicit for clients. When assigning clients to students, consideration should be given to the stage a student is at, recognizing that complex client issues (e.g., severe mental health issues or trauma) may be beyond the level appropriate for students, especially early in the practicum.
 - Indirect hours can include orientation to the site, supervision, progress notes, research on client issues, case conference, case management, delivery of workshops, professional development (up to 70 hours), audio-video recording review.
2. The site must designate an approved mental health professional as the Training Site Director. The Training Site Director is responsible for managing the training program and acting as the primary contact for Adler University. In many cases the Training Site Director is the same person as the Primary or Site Supervisor.
3. The site must designate one or more approved mental health professionals with some training and/or experience in supervision as Training Site Supervisor(s). The practicum experience must be performed under the direction, control, and full professional responsibility of the supervisor(s). If there is more than one Training Site Supervisor, one should be designated as the "Primary" Supervisor who is the main contact for the student and holds the final authority in client care and evaluating the student.
4. Primary supervisors must be clinicians with a Masters or Doctoral degree who are certified or licensed in the province of practice (e.g., RPsych, RCC, RSW) or who are approved by Adler University.

5. Primary Supervisors are responsible for:
 - b. Supervising all the student's activities during the training program (e.g., direct client contact, indirect activities, reviewing and signing off case notes)
 - c. Verifying all student training hours and signing off student hours at the end of each semester
 - d. Providing timely feedback to students about their training program
 - e. Completing a Practicum Student Evaluation at the end of each semester. A satisfactory site evaluation is necessary for a passing practicum grade for the student.
6. Site supervisors should schedule a minimum of one hour of regularly scheduled, face-to-face, individual supervision per week on average and provide a minimum of 40 hours of individual supervision over the course of the practicum. Additional supervision may be provided through group supervision, meeting with the student as needed and through case consultation.
7. Most students also require direct supervision hours (directly observing student practice) for registration with a professional association (e.g., BCACC). Supervision by direct observation involves sitting in the room with the student and client, viewing from behind a mirror, or reviewing audio/video tapes.
8. A site supervisor should always be accessible when a student is at the practicum site to assist in case of emergency (e.g., a suicidal client). It is strongly preferable that students always have access to the supervisor or another clinician or staff member on site.
9. Training sites should provide the guidance and opportunity for students to audio/video-record clinical sessions. Sites are requested to use the Adler University Release of Information form unless the practicum site consent form has been approved by the Director of Training.
10. Training sites must provide adequate working space for students to see clients and complete other work at the office.
11. The site should have a policy in place to address safety issues in the office (e.g., working after hours, working alone in the office, and seeing clients off site).
12. To avoid dual relationships or conflict of interest, students must not see supervisors for therapy.
13. Students may not be placed in the private practices of Adler University faculty or staff with whom they have a current or ongoing evaluative relationship. Other potential dual relationships should be avoided where possible and otherwise appropriately managed according to applicable ethical standards.
14. Students must be designated as such (e.g., externs, interns, counsellor trainees) by the site for staff and clients. Moreover, students cannot be employed at the training site.
15. Overall, the site must provide a training program that:
 - a) Is supportive with appropriate space to conduct clinical work

- b) Emphasizes respect for diversity regarding gender, race, ethnicity, sexual orientation, disability, and religion
- c) Abides by a Code of Ethics as prescribed by mental health professionals
- d) Is compliant with provincial and federal legislation on non-discrimination
- e) Is comprised of clinical activities that include but are not limited to individual therapy and other types of therapy, and consultation with the client present. Support activities such as report writing, answering phone calls, general office-related activities such as billing and cleaning, recruiting clients, and reading test manuals are not considered clinical activities.

16. The training site may specify additional requirements. Adler University expects students to comply with these requirements and honour commitments specified in the Site Agreement.

Work Experience and Other Training

Work experience will not be counted as practicum training. Students in private practice shall not receive practicum credit since it is employment, not training.

I. Supervision Requirements

Supervision is defined as an ongoing relationship between the student and qualified clinicians for the purpose of reviewing interventions and services provided by students for clients while the student is working at the practicum site. The supervisor for the Counselling Psychology practicum placements must be approved by the Director of Training and be designated by the training site as competent to provide psychological and/or counselling services. The integration of practicum training with supervision provides students with an opportunity to develop skills and increase awareness of ongoing issues concerning professional standards and practices. The method of supervision can vary depending on the training, theoretical orientation, and professional interests of the supervisor.

Clinical services provided by practicum students are under the control, direction, and full professional and legal responsibility of the site supervisor. The training site designates the site supervisor with direct legal and ethical responsibility for clients and students. The site supervisor is considered the primary supervisor who has final authority for evaluating the student and treating the client. Adler University may decline affiliation with a training site or prevent students from being supervised by an individual with a history of disciplinary action taken against his or her license. Students may get additional consultation from other supervisors, faculty, and other students in practicum seminars and should notify their practicum supervisor when they will be presenting a client(s) in practicum seminar. However, the practicum supervisor will make all final decisions regarding clients at his or her site.

Important supervision and training requirements include the following:

- MACP/MCP students receive a minimum of one hour of regularly scheduled individual supervision per week to ensure continuity of supervision. The student must obtain a minimum of 40 hours of individual supervision over the course of practicum. It should be noted this means

that during practicum some weeks will require more than the minimum of one hour per week to accumulate 40 hours.

- Additional supervision is encouraged but not required and may be comprised of group supervision with other trainees, or supervision provided by an intern, postdoctoral fellow or allied mental health provider. It is highly recommended that students be provided with some form of didactic training throughout the course of their practicum experience. Please note that students are not guaranteed to meet supervision registration requirements upon completion of their practicum. Students may need to complete additional supervision hours post-graduation.
- Primary supervisors must be clinicians with a Masters or Doctoral degree who are certified or licensed in the province of practice (e.g., RPsych, RCC, RSW) or who are approved by the Director of Training at Adler University.
- Although it is our general policy to not have students pay for supervision, please be aware some sites have adopted a fee for service supervision model.
- To avoid dual relationships, students must not receive individual therapy from their practicum supervisors.

PLEASE NOTE: Some sites charge a stipend to cover the cost of supervision.

Supervision Format

The student is responsible for requesting and scheduling supervision with the Primary Supervisor. The following is a recommended consultation schedule for each client.

- consult with the Primary Supervisor upon completion of the first or second session with each new client to review the initial impression of the case, provide a brief overview of the goals of therapy and establish a preliminary treatment plan
- consult with the Primary Supervisor after every fifth session with any given client, or as deemed advisable by the Primary Supervisor
- consult with the Primary Supervisor following any session with the client that is determined by the student as unusual, or where the behavior of the client(s) is irregular, or where there is a perceived risk of harm to self or other, the client's family, or the student
- consult with the Primary Supervisory at the point of transfer, termination, or disposition of any case
- prepare for each scheduled supervision session
- review emergency procedures and seek assistance from the primary supervisor for any medical or psychological emergencies that arise during or after hours
- ensure the primary supervisor has provided a plan for managing suicidal and psychotic clients and provide assistance and appropriate support for any such cases.

Early Stages of Practicum

In the early stages of practicum, as you are starting at a site, you should be proactive in determining the following with respect to your site's various policies and procedures:

- What are their expectations of you with respect to the supervisor being informed, documentation, and how they want a suicide assessment completed?
- What are their expectations of you should you learn of child abuse? What are their expectations of you with respect to the supervisor being informed, documentation, and how they want the suicide assessment completed?
- What is their expectation should you need to assess harm to others?
- What is their policy with respect to mature minors and consent for treatment?
- When will supervision take place? What are their expectations of you in supervision?
- What are the site's policies with respect to COVID-19 and expectations around wearing a mask? Please be aware you could be asked for your vaccination status. You may also need to determine how you are going to navigate a site's policies and your own personal circumstances. These conversations should happen openly with your supervisor prior to you starting to see clients.
- What are the site's policies and procedures regarding working online? Does the system the site is using meet the necessary privacy laws within Canada?

Part 4: Documentation for Practicum and Practicum Grades

Students should document their practicum training experience (including hours, types of clinical activities, etc.) on Time2Track. Documentation typical includes ensuring site agreements are complete, logging hours and submitting hours for approval and ensuring your supervisor has completed your evaluation. **It is the student's responsibility to ensure the appropriate documents are completed. Students are able to monitor this under their "approvals" tab on Time2Track.** At the end of each semester, student evaluations will be sent to supervisors to complete on Time2Track. **Deadlines for the submission of hours and completed evaluation are outlined below. Failure to submit logged hours and evaluations by the deadlines outlined may result in students not receiving credit for practicum activities.**

In the rare circumstance where a hardcopy is submitted please ensure to keep copies of documents for your own records.

Please note: Credit for practicum cannot be awarded until practicum documentation is complete. This may affect your ability to move forward with the MCQE.

The following documents must be submitted to the Training Department for each training placement:

1. Practicum site agreement
 - To be completed on Time2Track within the first two weeks of practicum
2. Submission and approval of logged practicum hours
 - To be completed on Time2Track and due at the end of each semester of practicum. Students should be logging and submitting hours to supervisors on a regular basis over the course of practicum. (weekly is strongly recommended, monthly is mandatory)
3. Practicum supervisor's evaluation
 - To be completed on Time2Track and due at the end of each semester of practicum
4. Practicum student's evaluation of the site
 - To be completed at the end of practicum

Both the Primary Supervisor and the student must sign these forms.

If the practicum documentation is not submitted at the end of each semester, and alternate arrangements have not been made, students will be given one reminder email. **If documentation is not submitted after the reminder email the student's Faculty Advisor and/or Practicum Seminar Instructor may be notified and the student may be placed on Academic Probation for issues related to professionalism.**

If hardcopies of documentation are submitted the student should keep a copy of each document for his/her/their own records and MCQE portfolio. **Please note: A \$25.00 fee will be charged per file entry should the student require the Training Assistant to access their file for documentation. A fee of \$5.00/per page will be charged for any required photocopies.**

The Director of Training will submit a grade of CR upon receiving from the practicum supervisor: 1) a signed practicum agreement 2) satisfactory evaluation of the student's progress and 3) verification of the hours the student spent at practicum, 4) and no extraordinary concerns are indicated. Students should ensure the Director of Training receives their supervisor's evaluation and hours by the end of term and should advise the Director of Training if this deadline cannot be met.

Please note: If you are at 2 practicum sites over the course of your practicum, and fail at one site but pass the other, this may result in an NC being submitted for the entire practicum term. This situation is evaluated on a case-by-case basis.

If documentation is not received within 30 days after the end of term, the practicum grade will automatically turn into a NC (No Credit), and a hold will be placed on the student's registration. When the required documents are received by the Director of Training, they will be reviewed and a grade of CR will be submitted if satisfactory progress and performance on practicum is indicated. **It is the student's responsibility to make sure that all the documentation is received by the deadlines that are set.** Grades of NC can have implications for a student's ability to begin their next practicum training opportunity.

If a student receives an NC for MACP506 or MACP507 (practicum) this will result in the student automatically being placed on probation. Follow up with the student's academic advisor is mandatory and remediation may be required. Any hours the student has accrued toward practicum are not counted if the student receives an NC for MACP506 or MACP507

If a student receives an NC for either MACP 508 or MACP 509 (practicum seminar) they must repeat the course with a Core Faculty and extend their practicum by one term. The student must meet with their academic advisor and provide proof that the course is being completed with a core faculty.

J. Logging Practicum Hours

At the end of each academic semester, practicum supervisors will be requested to submit an on-line Student Evaluation and sign off on the student's logged hours through Time2Track. **Please note: it is the student's responsibility to help familiarize their supervisor with Time2Track and/or to seek help from Time2Track for that purpose.**

Help for Time2Track can be found at

https://help.liaisonedu.com/Time2Track_Help_Center/Trainees/Trainees_with_Group_Accounts,

by emailing time2trackinfo@liaisonedu.com or by using their live chat function. You can also call them at 1-617-612-2886, Ext 1 and leave a message with a number where you can be reached.

Students should submit their hours on a regular basis (once a week is recommended, monthly is mandatory) to their practicum supervisor for approval prior to the supervisor's completion of the evaluation. A 45-50 minute session is counted as 1 practicum hour. Hours at practicum are generally broken down into direct service or face to face hours spent with clients, supervision hours (individual and group), and indirect hours (time spent writing notes, reports, scheduling, didactics).

1) Direct Services:

These are hours of direct service delivered to clients. This section includes:

- Intake
- Direct interventions for individuals, couples, families, and groups
- Assessment activity including formal psychometric and interview/ observation/diagnostic techniques
- Formal consultation (with caregivers, schools, health care, etc) and primary prevention services, including outreach and psycho-educational workshops and activities

These divisions are intended to be mutually exclusive. Hours may not be counted in more than one section. Time spent in activities related to direct service but not in face-to-face delivery of services are recorded as indirect service.

2. Indirect Services:

Practicum students spend vital learning time outside of direct service activities. This may include observation, assessment report writing, progress note writing, video/audio tape review, planning interventions and other client-related activities.

- Students should document the more quantifiable activities of observation, report writing, informal consultation with other professionals on specific cases, video/audio tape review and assessment scoring and write-ups.

3. Supervision:

Supervision is broken down into one-to-one and group supervision.

- Individual supervision hours are defined as regularly scheduled and face-to-face individual supervision appointments and less formal consultation with other professionals on specific cases with the specific intent of dealing with psychological services provided by the student. Individual supervision may either be direct supervision or indirect supervision.

Direct supervision means the supervisor has directly observed your work and includes the following: time that the supervisor spends in the room with the trainee and client as an observer (ie, not as co-facilitator of a group), observation of sessions through a one-way mirror or reviewing of audio or video-taped sessions. Supervision in which your work is not directly observed constitutes indirect supervision.

Indirect supervision typically refers to meeting with your supervisor to discuss cases, your development as a counsellor, case conceptualization, ethical issues that arise etc.

It is recommended you distinguish between direct and indirect supervision in your hour activity log. To do so, please add a Custom Activity on Time2Track.

- The hours recorded in the group supervision category represent group discussion with a focus on specific cases. Many excellent practicum sites incorporate both didactic and experiential components in the learning process. While the didactic portion is excellent training, it should not be recorded as supervision activity. For example, a presentation on the “Psychological Issues of HIV Infection” using examples of cases is a didactic activity, not to be recorded as

supervision. However, presentation of a specific case involving HIV infection that generates a case conference/group supervision response would be recorded as group supervision.

Students are advised that the BC Association of Clinical Counsellors (BCACC) requires that applicants for registration (RCC) obtain 100 hours of supervision. Of these, 25 hours of supervision need to be by **direct supervision**, **Students will sometimes need to obtain additional direct and indirect supervision after graduation if they do not get all hours in practicum.**

Hours spent in practicum seminars (i.e., 508 and 509) are for academic credit and shall not be counted as practicum hours. **The BCACC allows your practicum seminar hours to be counted toward the supervision requirements for the RCC designation.** This is a total of 56 hours over the 2 semesters, which includes direct supervision hours that come from your major case conceptualization presentations. **Please be aware that this is based on an agreement with BCACC and does not apply to other registering bodies.**

4. Professional Development (PD)

This includes reading directly related to client issues you are working with, reading assigned by your supervisor, training, workshops, etc. that are sponsored by or directly relevant to the practicum site and that the site supervisor is willing to sign off as PD hours. Professional development can count as no more than 10% of total practicum hours (e.g., 10% of 700 hours = 70 hours). They should be logged as indirect hours.

K. Site Supervisor's Student Evaluation

The Student Evaluation form measures students' progress and performance on 6 core competencies areas including: Relationship, Assessment, Intervention, Consultation/Education, Diversity, and Ethics. Additionally, the student is evaluated on Professionalism, Communication, and Social Responsibility. Primary Supervisors may also describe the student's general strengths and weaknesses. There is a rating scale from 0-5. Students should not expect to receive scores of 5 across all competencies, particularly as they are learning new skills and knowledge. The student and supervisor should review and discuss the student's evaluation together. Both the supervisor and the student must sign off on the evaluation before submitting it on Time2Track. If students anticipate an unfavorable rating, this should be discussed with their practicum supervisor, and the Director of Training prior to completing a written evaluation. If necessary, meetings may be arranged between the student, practicum supervisor, and Director of Training to address issues of concern.

Students who receive a grade of "Remediate" from their practicum supervisor will be asked to meet with the Director of Training who will gather additional information from the student and their Practicum Supervisor and Practicum Seminar Instructor. The Director of Training may also consult with the student's Academic Advisor. If warranted, the student may be referred for a review of the student's training performance and clinical suitability and/or required to complete additional practicum training requirements and experiences. **Please note: Additional costs to the student may result.**

Students who receive a grade of “Fail” from their practicum supervisor during any term will receive No-Credit (NC) for that practicum term. Practicum hours accrued cannot be carried forward even if the practicum site is willing to consider this. The student will meet with their Academic Advisor to discuss the student’s academic status. Next steps are determined after information is gathered from the student, their Practicum Site Supervisor, Practicum Seminar Instructor, and Academic Advisor. Students may be subject to academic probation, additional remedial requirements, such as an independent study designed to address unsatisfactory skills, additional practicum training experiences, or dismissal from the program. **Please note that additional fees may be required.**

PLEASE NOTE: It is recommended that if the student is seeking letters of recommendation from site supervisors that this be done immediately on the completion of practicum.

L. Technology

As an Adler student it is your responsibility to have a fundamental understanding of and be in compliance with Canadian Privacy Laws and ethical requirements of your ethics code. The two main acts that govern privacy law in Canada are the Personal Information and Protection Act (PIPA) and the Personal Information Protection and Electronics Document Act (PIPEDA).

The Canadian Counselling and Psychotherapy Association does a good job of outlining information for the use of technology in counseling

<https://www.ccpa-accp.ca/chapters/technology-counselling/>
https://www.ccpa-accp.ca/wp-content/uploads/2019/04/TISCGuidelines_Mar2019_EN.pdf

The University expects students to operate within the standards outlined above. If a student is found not to be in compliance with the above this is grounds for immediate probation and possible removal from the program.

Things to consider as you consider your use of technology include but are not limited to the following:

- Are online counselling platforms you use in compliance with Canadian Privacy Laws
- Does your supervisor have the appropriate training and experience to supervise online counselling.
- Voice to text software – students should sync devices only to Adler approved cloud services. No syncing should occur to any other non-Adler approved cloud service
- Ensure your cell phone is powered off during any sessions as various apps on phones are recording all the time
- If you are in the vicinity of any smart devices including but not limited to Google Home, Amazon Dot, Alexa, ensure that these devices are unplugged as they are also recording and sending data to the cloud. This is particularly problematic if you use voice to text software.

TELEHEALTH

Telehealth refers to remote provision of psychological services using telecommunication, such as secure internet services or telephone. Telehealth has the same purpose or intention as in-person psychological services. It does not include an electronic email message between the therapist and the client, a text message or other type of message sent between the therapist and the client.

In keeping with Adler University Third Party Liability Insurance the client must reside in Canada. The student must reside in the same province as the practicum site home province.

We expect that sites engaging students in telehealth work will be providing them with the necessary training and supervision for students to be able to provide competent and ethical client care.

You should be aware of the potential risks with respect to telehealth such as, but not limited to, the following:

- Risks to confidentiality: potential for other people to overhear if you are not in a private setting or the client if they are not in a private setting.
- Risk of interruptions: cellphone, texting, other social messaging activity on your device
- Risk related to stability of service-lapses in internet, breaks in connections, poor connections, possibility of predatory behavior on the internet, challenges related to stored data
- The need to assess for client risk and appropriateness for engaging in telehealth services
- The need to develop an emergency response plan including a list of local resources available in the event of identified risk
- The need to have a backup plan if telehealth connections fail

M. Student Evaluation of the Training Site

At the completion of the practicum training, students may choose to provide feedback on their site and training experience. Students can email the Director of Training with their feedback. These are confidential communications that are not shared with practicum supervisors. This feedback will be used to monitor the quality of training received by Adler University students, to allow the Director of Training to schedule site visits for follow-up if needed, to provide information about the site to other Adler University students who may consider applying to the site in the future, and to determine whether the University will continue affiliation with the site.

Part 5: Addressing Potential Practicum Site Challenges

N. What if a problem occurs?

If problems arise, it is expected students first discuss their concerns with their practicum supervisor in accordance with the BCACC Ethics Code. Most problems can be resolved in this manner. Students are also encouraged to discuss their concerns with their Practicum Seminar Instructor. If the concerns do not remit, the student should schedule a meeting with the Director of Training to obtain support and consultation.

O. Withdrawing from Practicum

When a student verbally accepts an offer for a practicum position, it is expected that the site will commit to training the student, and the student agrees to participate in the training program according to the policies of the agency. The verbal offer and acceptance of the offer and the written practicum agreement are both binding.

A student is considered to be in violation of their practicum agreement and Adler University training policies when:

- 1) A student is terminated from their practicum before the end of the agreement date, particularly for performance or comportment reasons;
- 2) A student withdraws from a practicum site after accepting an offer from the site;
- 3) A student leaves the practicum training before the agreed upon end date, without consultation their site supervisor and the Director of Training.

Infrequently, students may experience extenuating circumstances that negatively impact their ability to actively engage in their learning, provide the highest quality of care to clients, or to maintain professional behaviors and interactions with others. Ultimately, student clinicians are responsible for ensuring the health and safety of their clients through the psychological care and treatment that they provide. Students should alert their clinical practicum supervisor, Academic Advisor, and the Director of Training should they find themselves unable to provide a high level of psychological care due to the impact of extenuating circumstances. Collaborative discussion and decision making will help to determine the best course of action for the student and the site.

If a student wants to prematurely terminate their practicum agreement, they must discuss this with the Director of Training, Academic Advisor and Clinical Practicum Supervisor prior to making a decision. All parties must agree upon the terms for premature termination of the practicum agreement.

P. Practicum Termination

A student's practicum may be terminated by the practicum site or by the University if the student is deemed unsuitable for practicum due to their clinical, professional and/or ethical behaviours. When a student's own mental health or behavior and state impedes learning at the site the student's practicum may be terminated. The circumstances will be evaluated on a case-by-case basis. Input will be sought from the site supervisor, program faculty and Adler staff and faculty. The student should be prepared to participate in an exit interview if a termination occurs.

Part 6: Practicum and Master's Clinical Qualifying Exam

MCQE Preparation Timing and Audio/Video Recording requirement

The MCQE has its own requirements and the student is responsible for informing themselves with respect to these requirements. Information on the MCQE can be found on Adler Connect under Academic Life, Academic Programs – Vancouver Campus. [Adler Connect > Academic Life > Academic Programs - Vancouver Campus > MCQE](#). Students should review the MCQE Handbook and the MCQE Information Session found there. Please watch for new editions of the MCQE Handbook.

The Masters' Clinical Qualifying Exam is an opportunity for the student to demonstrate their achieved competency in assessment and therapy. Sitting for the Masters' Clinical Qualifying Exam is taken at the end of the clinical practicum. It is recommended that students sit the Masters' Clinical Qualifying Exam as soon as possible after completing Clinical Practicum. **Students should review the Masters' Clinical Qualifying Exam Handbook early in the clinical practicum year.** It is strongly recommended that students audio or video record therapy sessions (with consent) from the very beginning of a practicum placement for seminar and the Masters' Clinical Qualifying Exam. It is the student's responsibility to notify their practicum seminar instructor and the Director of Training as soon as possible if they cannot secure an audio or video recording or are not receiving enough client referrals for seminar and/or the Masters' Clinical Qualifying Exams.

MCQE and Practicum Length

Please note that students who commit to a practicum that runs longer than 8 months will need to wait until after their practicum is completed to sit their MCQE. In some cases, this will mean that the MCQE is postponed until the next semester. Please note that students are not allowed to break their site agreement in order to write the MCQE in an earlier semester.

Part 7: Frequently Asked Questions

The following examples are the most frequently asked questions regarding issues that arise on practicum:

Question: What if I feel that my supervisor and I are not seeing eye-to-eye due to “personality differences?”

Answer: It is recommended that the student meet with his or her supervisor during individual supervision to express concerns and share observations about what is occurring while the student is at the site, in supervision, and possibly how it may be affecting the student’s clinical work. The student may consider consulting their practicum seminar leader and raising the issue for consultation in practicum seminar. Consulting with the site training director, or a secondary site supervisor to discuss how to approach the primary supervisor may also be appropriate. If “personality differences” are interfering with weekly supervision and/or affecting the services students provide on behalf of clients, the student is welcome to meet with the Director of Training to generate solutions to the problem.

Question: What if I am not engaging in any direct service work with clients and I have finished orientation at the site?

Answer: Most practicum sites have a general orientation period that can last from a few days to as long as two months. It is recommended that the student ask their supervisor how long the orientation period is and what the timeframe is for receiving referrals for therapy. The student should also review the site’s policy and procedures and/or clinical manual to ensure that they understand the process by which clients are assigned to clinicians. If the student has completed orientation and the practicum supervisor does not have a clear timeframe or process regarding how clients are assigned, it is highly recommended the student learn the skill of building and managing a caseload by discussing this with the supervisor. It is a good idea for the student to inform their practicum seminar leader about this so that the faculty member can help the student generate solutions, as well as collaboratively determine when might be a good time to include the Director of Training on the discussion.

Question: What if I am afraid to approach the Director of Training for fear that I will be pulled from the practicum site?

Answer: The MACP Program is highly invested in providing quality training opportunities for students. If this were to occur, the Director of Training will meet with the student and their Academic Advisor, speak with the practicum supervisor and ensure that all options are considered before removing the student from the site. In general, students are removed from practicum sites as a last resort.

Question: What if I am not getting enough practicum hours at my site?

Answer: If the student realizes that they are falling behind in obtaining direct service hours and overall practicum hours, it is recommended that the student discuss their concerns with the Practicum Site Supervisor. If the issue remains unresolved, the student is encouraged to contact the Director of Training to generate solutions, including helping the student to advocate for themselves or providing advocacy and intervention for the student by contacting the site

supervisor directly. While training experiences often start slowly, with clinical hours increasing steadily, students should aim to complete at least 50 hours of direct client contact and be able to observe that their caseload is building by the end of their first semester to be on track.

Question: What if I am offered a counselling job before I complete my degree?

Answer: If you are offered a job at your practicum site, or offered a counselling position, prior to completing your degree an email must be sent to the Program Director and your supervisor must be cc'd on the email. The email must outline the job arrangements and who will be providing supervision. Please note that the same supervisor qualifications continue to apply as outlined for your clinical practicum. Also, please note that once you have completed practicum you are no longer covered by Adler University's Third Party Liability Insurance. The University recommends that students obtain their own Third Party Liability Insurance at this time. Please check with CCPA, and BCACC if you are a student member for Third Party Liability Insurance or alternatively AON Canadian Counsellors Liability Insurance.

Question: What if I stay on to volunteer at my site after my practicum is complete?

Answer: Similar to above, if you are continuing at your site in a non-student status, an email must be sent to the Program Director and your supervisor must be cc'd on the email. The email must outline the arrangements and who will be providing supervision. Please note that the same supervisor qualifications continue to apply as outlined for your clinical practicum. Also, please note that once you have completed practicum you are no longer covered by Adler University's Third Party Liability Insurance. The University recommends that students obtain their own Third Party Liability Insurance at this time. Please check with CCPA, and BCACC if you are a student member for Third Party Liability Insurance or alternatively AON Canadian Counsellors Liability Insurance.

Appendix A

MASTER'S STUDENT PRACTICUM EVALUATION

STUDENT: _____ Cohort _____
ADDRESS: _____
TELEPHONE (DAY): _____ (EVE): _____
EMAIL ADDRESS: _____

Site _____	Supervisor _____
Semester Fall _____ Spring _____ Summer _____	Year _____ Practicum Course # _____

Please use the following scale in rating students below:

Key: 0 = Insufficient Opportunity to Observe
1 = Significantly Below Expectations
2 = Below Expectations
3 = Meets Expectations
4 = Exceeds Expectations
5 = Significantly Exceeds Expectations

Please Note: For all ratings of 1 or 2 on the following criteria, please provide specific comments explaining the rating in the space that follows each section. Please refer to the evaluation rater guide as a resource for filling out this form.

EVALUATION OF CORE COMPETENCIES

1. Relationship Competency

Demonstrates knowledge as it pertains to rapport building and maintaining a working alliance	0	1	2	3	4	5
Capacity for empathy and respect for others	0	1	2	3	4	5
Effective listening	0	1	2	3	4	5
Understanding of interpersonal dynamics	0	1	2	3	4	5
Collaborative, professional relationship with peers	0	1	2	3	4	5
Level of self-awareness in interactions	0	1	2	3	4	5
Overall relationship competency rating	0	1	2	3	4	5

Comments _____

2. Assessment and Conceptualization Competency

Engages in thoughtful assessment process.....	0	1	2	3	4	5
Ability to formulate questions.....	0	1	2	3	4	5
Behavioural observation skill.....	0	1	2	3	4	5
Understanding problems and dynamics	0	1	2	3	4	5
Breadth of theoretical knowledge.....	0	1	2	3	4	5
Formulates appropriate conceptualizations.....	0	1	2	3	4	5
Provides sound/useful recommendations.....	0	1	2	3	4	5
Demonstrates knowledge of assessment tools i.e. MSE, intakes etc..	0	1	2	3	4	5
Overall assessment competency rating.....	0	1	2	3	4	5

Comments_____

3. Intervention Competency

Demonstrates the ability to apply clinical theory.....	0	1	2	3	4	5
Informs interventions with an evidence base of relevant research.....	0	1	2	3	4	5
Develops treatment goals	0	1	2	3	4	5
Systematic/disciplined approach to clinical situations.....	0	1	2	3	4	5
Interventions congruent/appropriate.....	0	1	2	3	4	5
Evaluates effectiveness of intervention methods.....	0	1	2	3	4	5
Overall intervention competency rating.....	0	1	2	3	4	5

Comments_____

4. Consultation/Education Competency

Appropriately consults with supervisor and peers.....	0	1	2	3	4	5
Provides sound consultation to other professionals	N/A 0	1	2	3	4	5
Presents information effectively to peers/professionals.....	N/A 0	1	2	3	4	5
Attitude toward and use of feedback.....	0	1	2	3	4	5
Overall consultation competency rating.....	0	1	2	3	4	5

Comments_____

5. Diversity Competency

Demonstrates an understanding of the socio-cultural background of clients.....	0	1	2	3	4	5
Appreciation of individual differences (e.g. age, gender, sexual orientation, disability, social class).....	0	1	2	3	4	5
Aware of own values and beliefs regarding difference and their impact on others	0	1	2	3	4	5
Able to integrate theoretical and empirical knowledge regarding diversity into clinical practice.....	0	1	2	3	4	5
Overall diversity competency rating.....	0	1	2	3	4	5

Comments_____

6. Ethical Competency

Respect for confidentiality	0	1	2	3	4	5
Documentation of services	0	1	2	3	4	5
Appropriately seeks supervision and consultation	0	1	2	3	4	5
Knowledge and application of CCPA, BCACC or other applicable code of ethics and guidelines.....	0	1	2	3	4	5

Comments_____

EVALUATION OF OTHER PROFESSIONALLY-RELATED KNOWLEDGE, SKILLS AND ATTITUDES

1. Oral Communication Skills

Oral communication (clarity, accuracy, effectiveness, etc.)	0	1	2	3	4	5
Written communication, other than reports (clarity, accuracy, effectiveness, etc.)	0	1	2	3	4	5

Comments_____

2. Professional Conduct/Attitudes

Demonstrates ability to use reflection/self-examination to manage professional activities	0	1	2	3	4	5
Includes contributions beyond regular assignments, appropriate use of independent judgment, helpfulness to fellow students and others, etc.....	0	1	2	3	4	5
Includes general efficiency, keeping appointments, meeting deadlines, scheduling appropriately, etc.....	0	1	2	3	4	5
Student presents his/her attitude in a way that is professional (e.g., word choice, facial expression and behaviour)	0	1	2	3	4	5
Student consistently comes dressed to practicum in appropriate work attire (e.g., rapport building).....	0	1	2	3	4	5

Comments _____

3. Social Responsibility

Knowledgeable about social justice.....	0	1	2	3	4	5
Ongoing self examination.....	0	1	2	3	4	5
Sharing power and giving a voice to the client.....	0	1	2	3	4	5
Facilitates consciousness raising.....	0	1	2	3	4	5
Building on strengths.....	0	1	2	3	4	5
Leaving client with the tools for change.....	0	1	2	3	4	5
Overall Social Responsibility competency rating	0	1	2	3	4	5

Comments _____

4. Summary of Overall Quality and Level of Student's Interpersonal and Professional Functioning

0 1 2 3 4 5

Comments _____

**Please provide written comments for the following 3 sections.
You may use the back of the form for additional space.**

9. What currently are the student's personal and/or professional strengths?

10. What currently are the student's needs for personal and/or professional growth?

11. Additional comments

12. Student comments

Overall Site Evaluation of Student for Current Term (circle one) Recommend Pass Remediate* Fail

** Please note that a final grade, given at the end of a practicum experience, must either be pass or fail. "Remediate" may only be indicated for a midpoint evaluation.*

Supervisor Signature* _____ **Date** _____

Student Signature* _____ **Date** _____

** Form will not be accepted without both signatures.*

This form is due to the Adler University Training Department by the last day of each term you are registered for practicum and again within 2 weeks following the completion of your practicum if you do not finish at the end of a term. Students: keep a copy for your portfolio.

FOR ADLER UNIVERSITY TRAINING DEPARTMENT PURPOSES ONLY

Practicum Hour Log Received and Approved (circle one)

Yes

No

Practicum Grade for Current Term (circle one)

Pass

Incomplete

Fail

Department of Training Signature _____ **Date** _____