



# 04:772 Practicum in Counselling I

## Appendix C

### Evaluation of Counsellor Trainee Skills

**Course Description: 04:772 PRACTICUM IN COUNSELLING I (3)**

Prerequisite: 30 credit hours of counselling coursework.

This course comprises supervised counselling practice in a community-based setting such as a school, and a complementary professional seminar. Throughout this course, students will complete 75 hours of supervised counselling practice, including direct client contact supervised by a qualified professional. The course format will assist students to develop an in-depth understanding of professional counselling practices through the practicum component as well as faculty group supervision to help advance knowledge of counselling issues and case conceptualization through the seminar component of the course. Students must be enrolled in the graduate counselling program at BU.

## Appendix C: Evaluation of Counsellor Trainee Skills

Field Supervisor: Alicia DeDecker \_\_\_\_\_ Date: April 29<sup>th</sup>, 2024

### Relationship/Attending Skills:

1. Listens carefully and communicates an understanding of client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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2. Is genuine and warm with client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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3. Is immediate with client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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4. Is respectful of, and validates client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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5. Is appropriate regarding the cultural context of client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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6. Is appropriate regarding the developmental context of client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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7. Uses interpersonal strengths appropriately including humour and self-disclosure.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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8. Is comfortable with a variety of feelings and/or issues shared by client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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9. Provides support to client when appropriate.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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10. Challenges client when appropriate.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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11. Tracks the main issues presented by client.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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**Assessment Skills:**

12. Is able to organize session data into meaningful frameworks.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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13. Appreciates cultural and/or developmental issues that may affect assessment.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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14. Identifies appropriate goals.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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15. Can assist client in translating problems into realistic outcome goals.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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16. Can assess one's own performance in counselling.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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**Intervention Skills:**

17. Maintains an appropriate pace during sessions.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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18. Uses questions skilfully.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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19. Uses nondirective interventions skilfully.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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20. Can direct the session in a meaningful manner.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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21. Can deliver appropriate confrontations.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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**Classroom Skills: (if applicable)**

22. Clarifies objectives and ground rules with students at the outset.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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23. Plans for classroom activities.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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24. Validates input from students.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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25. Is sensitive to individual students' issues within the classroom context.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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26. Ensures students are protected from harm.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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27. Facilitates classroom sessions effectively.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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**Professional Skills:**

28. Maintains client confidentiality.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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29. Learns and follows school policies and procedures.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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30. Consults with supervisor as required or indicated by situation.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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31. Maintains adequate records of client contacts.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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32. Efficient and effective use of time.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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33. Evidence of effective daily planning.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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34. Ability to adapt to emergency and unanticipated situations.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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35. Open to self-examination during supervision.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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36. Seeks and considers professional opinion of supervisors and other counsellors when the need arises.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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37. Works well with other professional personnel.

Not Met <input type="checkbox"/>	Approaching <input type="checkbox"/>	Met <input checked="" type="checkbox"/>
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38. Comments:

**Strengths:**

Micki has embraced the responsibility of her role as School Guidance Counsellor, and supports the school team by facilitating interventions to support student well-being and growth. In the role of School Guidance Counsellor, the safety and well-being of all students is of utmost priority. Micki supports this by providing both 1:1 and classroom-based interventions. Micki has well-developed interpersonal skills, develops healthy and supportive working relationships with students on her caseload, and maintains a positive rapport with staff.

Micki follows the ethical guidelines of counselling while also honoring Brandon School Division Policy and Procedure. As this can be difficult to navigate, Micki will consult with professionals in the field as well as her administration team to ensure that guidelines are being met. Micki is resourceful in her ability to seek the information needed in order to maintain student confidentiality as a priority, while also communicating with involved parties on a "need to know" basis.

Micki will also consult to best support the students on her caseload, to ensure that she is using tried and evidence based practices.

As a School Counsellor, time management is of utmost importance, especially prioritizing the workload. Micki recognizes that safety is the number one priority, and manages her time effectively to address these needs first.

#### Questions to Consider?

How do I continue to grow as a counsellor once my formal education has wrapped up?

Am I utilizing my strengths to maximize the work that I do within schools? What are my gifts, and how am I using them to better the community in which I work?

Am I open to feedback from my colleagues? *Consider a quick "Forms" Survey (anonymous) in order to asses and the address gaps in your work. (This one is tough because you have to be vulnerable, but the information will help shape your practice moving forward)*

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<input type="checkbox"/>	If eligible and based on the overall practicum observation and the final report, this student is recommended to continue to <i>04.782 Practicum in Counselling II</i> .
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