



Jamaica Theological Seminary

"That I may know Him.....that I might make Him known"

Guidance and Counselling **PRACTICUM INFORMATION**

1. Students are responsible to make a request for placement if proof of outstanding personal difficulties can be provided.
2. The request must be made **in writing** before the end of the school semester prior to the practicum semester/semesters.
3. Priority will be given on a first come first serve basis. Placement will be allowed only where a trained onsite Supervisor is available.
4. No student will be allowed to do his/her practicum at the school where he/she works.
5. Students are responsible to visit the site where they will be placed, at least two weeks before practicum begins – This is in order for them to meet with the principal/administrator and supervisor/guidance counsellor and other members of staff, regarding information necessary for their effective role and function in the institution.
6. Students are expected to prepare lesson plans for guidance classes, and these must be made available for perusal by on site and JTS supervisors.
7. End of practicum reports should be handed in to JTS supervisors **by the end of Reading Week**– students should take responsibility to request the report as soon as they begin practicum, and from time to time remind the supervisor kindly to do the report, so that it would be submitted on time.
8. All assignments pertaining to practicum must be handed in on the due date. Late assignments without a valid and acceptable excuse will attract a penalty of two to five points loss.
9. Students doing practicum should speak with the Practicum Coordinator to indicate placement choice. BATH, BAGEN and advanced BA G&C students should do so during the final semester of the third year. BA G & C evening students should do so during the final semester of their fourth year.

JAMAICA THEOLOGICAL SEMINARY

PRACTICUM GUIDELINES FOR GUIDANCE AND COUNSELLING

COURSE DESCRIPTION

The student will be given an opportunity to develop and exhibit growth as a counsellor at local placement sites. These sites will offer practical experiences, and onsite supervision which will enhance classroom training.

Classroom participation, role-playing and case discussions will also allow students their interviewing and counselling skills.

BAGEN semester students are required to do one full semester of practicum from January to March, five days per week.

BATH semester students are required to do two semesters of practicum Credits to be sought.

BA G&C students are required to do two semesters of practicum.

AIM

To enable the student to develop their counselling skills and competence, increase their understanding of the counseling process, and participate directly in the dynamics of the relationship between counselee and counsellor.

OBJECTIVES

1. To enhance students skills in interviewing and counselling clients.
2. To give students an opportunity to counsel in real life situations under the regular supervision of a trained on-site counsellor and, as permitted to take part in group or educational activities related to counselling.
3. To promote the student's understanding of the expected roles and responsibilities as a trainee counsellor with particular emphasis on his/her individual responsibility for ethical conduct.
4. To promote the student's self-understanding of his/her personal or individual motives for counselling and how these may impact or impede the counselling process.
5. To give students opportunities for discussion and feed-back, after counseling through class-room interaction.
6. To give students an opportunity to apply the various counselling/psychological theories and approaches learnt in the classroom to the real world practicum experience.
7. To initiate the development of the student's personal model of counselling.

FIELD

1. NATURE OF PLACEMENT

Practicum placement will usually take place at a local primary, secondary school, places of safety, Children's Homes, Victim Support Unit, Schools and Colleges with facilities for counselling. Practicum experiences will include only those activities listed in the section.

Activities Approved for Trainee Counsellors.

All activities are to be placed under the supervision of a trained counsellor/Guidance Counsellor (with at least a first degree at the placement site.) Clients should be 18 years old and under.

2. ON SITE SUPERVISION

Students will be assigned to their on-site supervisors and will be directly accountable to their supervisors for all practicum activities related to the placement site. On-site supervision will include:

- a. Direct supervision with clients selected by the supervisor.
- b. Scheduled regular supervision times with the on-site supervisor during which the trainee reports on each client he or she sees and the supervisor reviews each record.
- c. Direct observation of the trainee by the supervisor as the trainee interacts with some clients (at the discretion of the supervisor).
- d. Performance feedback from the supervisor to the trainee at mutually agreeable intervals.
- e. Performance report from the supervisor to the Jamaica Theological Seminary for the academic records of the trainee and for assessment of each trainee's overall assessment progress.

3. CLASSROOM INTERACTION AND DEBRIEFING

Classroom activities will include:

- a. Review of interviewing skills during which students will be required to engage in role-playing to demonstrate use and facility with these skills.
- b. Discussion of appropriate codes of conduct.
- c. Seminar-style small group discussions and class presentation to identify and clarify issues arising from the students' counselling experiences.

- d. Students' identification of their personal motives for counselling.
- e. Assessment and review of counselling outcomes.
- f. Application of various counselling theories and approaches to selected counselling situations with particular reference to the quest for one's personal model of counseling.

4. CODE OF CONDUCT/CODE OF ETHICS

Trainees are held responsible for their individual moral and ethical conduct. [Each trainee is required to sign a statement to this effect and to agree to abide by the Code of Conduct.]

5. RECORDING

Recording of all work undertaken by students is essential. The student must take responsibility to maximize his/her learning opportunity by careful recording of each client's interview or group counselling session. Records will be used for assessment, critical analysis and on-going evaluation.

6. CONFIDENTIALITY, REFERRAL AND CLASSROOM DISCUSSION

- a. Information pertaining to individual clients must be kept confidential except in special circumstances, e.g. if the client intends to do serious harm to himself/herself or others. In such circumstances the trainee must both inform the client of his/her responsibility to pass on the information, and as well inform the supervisor without delay.
- b. The trainee should inform clients that he/she is responsible to discuss the client with his/her supervisor, but must assure the client that he/she will refrain from discussing the client with any other staff member or any other individual, without the client's prior permission.
- c. For purposes of classroom discussions, the identity of the client must be protected by the trainee. This may be done by the use of pseudonyms or by judicious selection of the information offered so as not to reveal the client's identity.
- d. Students are reminded that clients' records are confidential, are the property of the placement site and must on no account be removed from the placement site.

7. ORGANIZATION OF TIME

Students are required to organize field work time with their placement supervisor based on the time allotted in the JTS timetable for the purpose. Students should keep a record of all time put in at their placement site. On the time form provided, have this ratified by their supervisors each week and submit this form for periodic inspection as required.

ASSIGNMENTS – PART I

Applicable to BATH, BAGEN and BA G&C

A total minimum hours of field work must be accounted for as follows:

BATH

Semester 1: A total of ***ninety (90)*** hours

Semester 2: A total of ***ninety (90)*** hours

BAGEN

Semester 2: A total of ***ninety (90)*** hours

BA G&C

Semesters I & 2 A total of ***three hundred and sixty (360)*** hours.
Students of advanced standing, a total of ***one hundred and eighty (180)*** hours

NOTE: Trainees are however asked to remain on site to the end of the school's term, not necessarily to the end of the JTS semester.

Placement activities in Semester 2 should begin at the beginning of the school's term at the placement site. This is to allow the student to maximize the time available at the placement site. Students should therefore arrange their Term 2 starting dates with their supervisors before the end of Term 1.

Problems in attaining the required hours must be promptly reported to the Practicum Coordinator.

All students are to visit their placement sites, make contact with their supervisors and observe the environment and setting before interviewing clients. The time used for this activity should be included in the total number of hours recounted on the time form.

8. RELATING TO SUPERVISORS

Trainees are required to respect the authority and role of their supervisors. Trainees must submit to the professional wisdom and expertise of their supervisors. Some special considerations are outlined in **the Supervisee – Supervisor Relationship**.

9. EVALUATION

Supervisor's Evaluation

The trainee will be evaluated by his/her on-site supervisor using the Counselling Practicum Supervisor's Evaluation Form. The Supervisor will discuss the evaluation with the trainee before it is submitted two (2) weeks before the end of the JTS Semester.

Trainee Evaluation

The trainee should submit his/her evaluation of the on-site practicum experience using the questionnaire designed for this purpose. The trainee's responses and comments are very important for refinement and further development of the practicum experience.

Evaluation of the Classroom and Coordinated Activities

These aspects of the course are to be evaluated using the guidelines provided by the administrative offices of Jamaica Theological Seminary.

10. COURSE REQUIREMENTS

Students are required to pass each semester. **A course grade will be assigned based on the following:**

Semester I - BATH, BAGEN & BA G&C

1. Practicum supervisor's report and time attendance form should be handed in **by the end of the Reading Week**. This is in order for speedy computation and submission of final grades to the Registrar's Office.

On-Site Supervisor will allocate 15 points

JTS Supervisor will allocate 15 points

30 points

2. A written presentation, entitled, "An examination of my personal reasons for wanting to become a counsellor" (due by the 3rd week)

2-3 pages

15 points

3. A short case study of a child from one of your Guidance classes. This is to ascertain the effects of crime and violence on the child. The following must be looked at, his/her biographical data, historical background, physical appearance, intellectual ability, social skills, academic performance, emotional maturity, spiritual awareness.

- Please note:

- (i) your recommendations and need for referral if necessary.
- (ii) Client's developmental stage
- (iii) Writer's need to interact with theory/theoretical framework
6-8 pages

20 points

4. Case presentation in class

20 points

5. A diary of five sessions of a case demonstrating use of at least three to four theories of choice, to assist the client with the problem.

N. B.

Initial phase ***must*** be included.

(15 points)

Semester 2 9BATH AND BA G & C)

1. Evaluation Report – JTS Supervisor will allocate 20 points
On-Site Supervisor will allocate 15 points

2. Students will do a self-evaluation having gone through the practicum experience, noting their strengths and limitations and recommendations. **(25 points)**

3. Evaluate video production of Antoine Fisher.

Do a critique of the movie focusing on the strengths and limitations of the Counsellor. Do also recommendations. **(25 points)**

4. Group Counselling

(15 points)

Role Play Sessions under the headings suggested below:-

- 1. Parenting Issues
- 2. Sexual Issues
- 3. Disruptive Behaviour

This will be a group assignment to be done in class.

Due Dates for Assignment

The dates when these assignments are due are to be confirmed early in the semester. It is possible that amendments may be made to the assignments. If so, students will be informed in time.

Grading system for Case Presentations

Clarity of thought and presentation	10%
History and background of case	15%
Appropriate use of theory	15%
Case analysis	25%

Treatment plan	25%
Handling class discussion	5%
Time management	5%
	100%
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COURSE OUTLINE

Semester 1

Week 1

1. Course requirements
2. Code of Conduct/ethical principles. Dress, speech, money, interpersonal relationships, respect, punctuality, authority of supervisor, image at JTS.

Week 2

1. Values: respecting the values of clients, while maintaining one’s own value system.
2. Personal qualities of effective counsellor
3. Relating to supervisors and awareness of transference and counter-transference issues (see the Supervisee: Supervisor Relationship)
4. Skills for interviewing and communicating understanding.

Week 3

1. Listening skills
2. Leading skills
3. Reflecting skills
4. Summarizing skills

Week 4

1. Summarizing skills
2. Confronting skills

Week 5

1. Case presentations

2. Interpreting skills
3. Informing skills

Week 6

Discussion of reasons and personal motives underlying the Counsellor's desire to counsel. A challenge to self-assessment in this regard.

Week 7

Case presentations. Discussion. Quiz

15 points

Week 8

Case presentations, discussion. Review of types of counselling problems being seen by class.

Week 9

Follow -up of outcome of cases presented in weeks 4, 5, 6.
Case presentation/discussion

Week 10

Follow -up of outcome of cases presented in weeks 7, 8, 9.

Case presentation/discussion
Practicum Evaluation

SEMESTER 2

Semester 2 will focus on:

1. Activities as stated in Semester I
2. Review of the major issues involved in the common types of counselling problems being seen by students during the practicum
3. Achieving counselling goals
4. Case presentation and feedback
5. Course and practicum evaluation.

Code of conduct for Practicum Students

1. Practicing counsellors should dress professionally and in a manner befitting the profession.
2. All practicing counsellor should maintain only a professional relationship, especially of a social or sexual nature are to be avoided.

3. Speech should be gracious, not vulgar, rash, seductive or improper in any way.
4. Practicing counsellors should never be coerced into accepting a fee, or a gift in lieu of a fee, from a client or anyone connected to a client.
5. Practicing counsellors should be punctual, reliable, and prepared mentally and otherwise at all times.
6. Practicing counsellors should not at any time, and in anyway, interfere with the administrative policies, authority structure or internal dynamics of the school or placement site.
7. All practicing counsellors must respect the authority of their immediate supervisors. Respect must also be shown to peers, other personnel, subordinates, clients and relatives of clients.
8. Practicing counsellors should be aware of and sensitive to differences in values between themselves and their clients, and between themselves and their supervisors. They should refrain from imposing their values on clients.
9. There should be no physical contact or physical combat between practicing counsellors and clients, or relative of clients.
10. Practicing counsellors should at all times conduct themselves in an exemplary manner as befitting the standards of the Jamaica Theological Seminary.
11. Practicing counsellors must observe standards and guidelines pertaining to confidentiality.
12. Practicing counsellors must seek help when they have reached their limit with any client.

I have read and I understand the above code of conduct. I agree to conduct my self in accordance with the practices and principles of this code of conduct for practicing students.

DATE

SIGNATURE OF STUDENT

PRACTICUM SUPERVISION
THE SUPERVISEE/SUPERVISOR RELATIONSHIP

1. The student should recognize and respect the supervisory role of his/her supervisor. In particular if, in the course of supervision, the student becomes aware of personal psychological problems or difficulties, he/she should avoid using the supervisor as a therapist. Help should be sought from another therapist.
2. The student should at the outset seek to clarify to what extent, under that circumstances, and at which times his/her supervisor concerning his/her professional development and professional strengths/weaknesses.
3. At intervals prior to the final assessment, the student should request feedback from his/her supervisor in good time, the likely impact and implications of termination on clients he/she is currently seeing. This should be done whether termination at that site comes at the expected time or prematurely.
4. Conflicts between the student and the supervisor regarding the best course of therapy for a client must be promptly, thoroughly and honestly addressed to avoid damage both to the supervision and to the client.
5. The student should be aware that the dynamics of the triad of "supervisor-supervisee-client" may include phenomenon which require to be sensitively considered and frankly discussed e.g. counter transference-like reactions, frustration, regret, anger, relief. These are often a normal part of the supervisory process.
6. Unresolved difficulties should be discussed with the Practicum Coordinator promptly. Waiting until the end of term will be too late.

LIST OF ON-SITE ACTIVITIES APPROVED FOR TRAINEES

1. One-to-one counselling of clients under supervision of approved counsellor.
2. Direct observation, i.e. "sitting-in" with a trained counsellor as he/she works with clients either in individual or in group counselling.
3. Classroom teaching on subjects of relevance to guidance and counselling, as determined by his/her supervisor.
4. Educational talks of a preventive nature to parents, guardians, or school personnel on subjects relating to family life, child-rearing, parent-child relationships or other psychologically related subjects as approved in advance of the talk by his or her supervisor.
5. Small group counselling of students as group leader or co-leader under the direction of and with the agreement of his/her supervisor.
6. Participation in school devotions, particularly in areas which allow for the integration of psychology with theology and as approved in advance by his/her supervisor.

TIME SHEET – FOR PRACTICUM SITE

STUDENT:

TIME PERIOD:

PRACTICUM SITE:

SUPERVISOR:

NOTE: Time spent observing as supervisor counsel clients may be included.

	1	2	3	4	5		6	7	8	9	10	11	12	Total
Time Spent Counselling (Hours)														
Time Spent in other approved Activities (hrs)														
Time spent in Supervision hours with on-site Supervisor														
Total Hours per week														
Supervisor's initials														

TOTAL HOURS APPROVED FOR THE SEMESTER..... HOURS

Comments by student:

Student's Signature _____ DATE _____

COMMENTS BY SUPERVISOR:

SUPERVISOR'S SIGNATURE _____ DATE _____

**TRAINEE'S ASSESSMENT OF ON-SITE
PRACTICUM EXPERIENCE**

Please tick(√) or fill in the appropriate answer in the spaces provided:

PRACTICUM DATES: _____

PRACTICUM SITE:

1. I rate my own overall performance on the practicum site as:
 - a) _____ above average
 - b) _____ average
 - c) _____ below average

- 2a. I had adequate opportunities to counsel in the allotted time there:
 - a) _____ mostly
 - b) _____ sometimes
 - c) _____ rarely

- 2b. Did you find the on-site placement time to be sufficient?
 - a) _____ yes
 - b) _____ uncertain
 - c) _____ no

3. Which counselling skills did you develop?
 - i. the most?
 - ii. the least?

Please select four (4) of the skills from the list below and rank them 1 to 4 in column (ii) as appropriate

SKILLS	(i) MOST DEVELOPED	(ii) LEAST DEVELOPED
a) attending/listening skills		
b) communicating empathy		
c) understanding client's behaviour		
d) establishing appropriate counselling-client behaviour		
e) establishing counselling goals		
f) applying counselling theory to reach counselling goals		

4. Did you feel you were helped by the supervision.

- a) _____ most of the time? b) _____ some of the time?
c) _____ rarely

5a. On an average about how many minutes of on-site supervision do you estimate you had for every _____ hour you spent working with a client?

- a) 30 minutes or more _____
b) 15-30 minutes _____
c) less than 30 minutes _____

5b. In retrospect how many minutes would you recommend?

- a) _____ b) _____ c) _____

6a. Please tick the 6 types of cases you worked with the most:

- a. poor academic performance
- b. aggressive behaviour
- c. sexual activity
- d. experimentation with illegal drugs
- e. "latch key" child/adolescent
- f. depression/suicidal thinking
- g. lying and stealing
- h. child abuse (physical, sexual, verbal)
- i. difficulties in relationships with parents/guardian
- j. difficulties with authority figures
- k. difficulties relating to peers
- l. other, please specify

b. Drawing on your classroom and other interaction, do you feel the cross-section of cases you saw provided an adequate exposure to typical guidance counselling situations?

_____ yes _____ not sure _____ no

7a. Did any of the following differences occur between you and your supervisor? If yes, please indicate whether you were able to resolve it satisfactorily or not.

DIFFERENCE	OCCURRED	OUTCOME
Difference of opinion about my performance	Yes/No	Satisfactorily Resolved/Unresolved
Difference in counselling strategy	Yes/No	" "
Inter-personal difference	Yes/No	" "
Any other differences	Yes/No	" "

If (d), please specify _____

- b. If there was a difficulty, do you consider resolving it as a positive or negative experience?
- c. Did you inform your Practicum – Coordinator of the difficulty?
Yes/No
If no, why
- d. What are your recommendations for improvement of the on-site practicum?

LESSON PLAN

GRADE

TIME

DURATION

TOPIC

GENERAL OBJECTIVES: (Long term goals). – What the teacher wishes the students to know/learn. For example:

- ✓ To become more aware of their surroundings.
- ✓ To learn how to tie their shoe lace.
- ✓ To cope with stress.
- ✓ To become good citizens

SPECIFIC OBJECTIVES: -- (Short term goals) - What the students are expected to do. For example,

Students should be able to:

- ✓ Define
- ✓ Identify
- ✓ Write
- ✓ Draw
- ✓ Paint
- ✓ Compare
- ✓ Select

INSTRUCTIONAL MATERIALS: (i.e.) - What will you use to enhance your verbal communication during the presentation of the lesson? For example, Charts, videos, pictures etc these must be relevant to what is taught.

PREVIOUS KNOWLEDGE - What the students already know, about the topic.

INTRODUCTION OF THE LESSON - You may use drama, questions, stories etc.

DEVELOPMENT OF THE LESSON -This would be the facts the teacher wishes to impart to the students. Students can be encouraged to interact as the lesson progresses.

CULMINATING ACTIVITIES - Testing students' knowledge about what has been taught.

EVALUATION: This should be done on both students and the teacher.

Prepared by:

Dirnella Anderson
Practicum Coordinator

PRACTICUM INTAKE FORM

Client's History

Name:.....

Age:.....

Place in family.....

No. of siblings:.....

Address:.....

.....

Parents/Guardian

Mother's name.....

Address:.....

Occupation:.....

Father's name

Address:.....

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Occupation:.....

Guardian:.....

Address:.....

.....

Occupation:.....

Religion:.....

Church Attending:.....

Present State Of Health:.....

When last seen by a doctor?.....

Referred by.....

Presenting Problem: (What did the client say?)

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Observation

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Diagnosis

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Treatment Plan (What do you intend to do to help the client with finding a solution to his/her problem?)

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Proposed Number of Sessions: (These should be in order of priority based on what in the client' view is most urgent).

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Evaluation Of Session

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Homework

This should be given after each session and checked/evaluated in the following session.

Referral

This should be done if the Counsellor is unable to deal with the client's problem, also at the end of Practicum, if the client needs further help, he/she should be referred to the School's Guidance Counsellor.

Termination

The client should be informed about termination once the counselling relationship has been established, and should proceed in the following order:

Initial Phase

After the relevant information has been taken in relation to the case, the client should be told of the proposed number of sessions which may be necessary to meet his/her counselling needs.

Mid-Point Appraisal

Counsellor and Counselee should engage in an evaluation of the counselling process so far. This is to find out whether or not adequate help was being given, and if not, what can be done to enhance or change the strategies being used.

Final Phase

This is an overall review of the process. i.e. The Counsellor should take the client through the steps taken, progress made and the observed levels of positive functioning achieved.

They should be made aware of the availability of future help if and when required.

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COMMENTS - Supervisor

Include student's weakest and strongest areas, say where improvement is occurring and give a prognosis of the student's ability as a counselor.

Intern

Reviewed and Discussed

Student_____ Supervisor_____

Date: _____

**JAMAICA THEOLOGICAL SEMINARY
GUIDANCE COUNSELLING PRACTICUM EVALUATION FORM**

Student _____
 School _____
 Supervisor _____

Please rate the intern on the following categories on a scale of 1-5, 5 being the highest, 1 the lowest.

	1	2	3	4	5
<u>Personal Characteristics</u>					
Attitude					
Initiative in Professional Development					
Lesson Plans					
Dependability					
Class Preparation					
Adaptability to program					
Instructional Material					
Openness to constructive criticism					
Class Management					
Staff Relationship					
Presentation of Lesson					
Attendance					
Counselling Skills					
Punctuality					
Soundness of Personal/Professional judgment					
<u>Professional Skills</u>					
Dress					
Professional Ethics					
Knowledge and application of inter/intra personal dynamics					
Knowledge and application of therapeutic procedures and techniques					
Quality of professional writing					
Appropriation of use of supervision					
Awareness and use of resources					
Overall performance					

<u>Relationship with Client</u>	1	2	3	4	5
Quality of Empathy					
Degree of Respect					
Degree if Genuineness					
Appropriate use of confrontation					
Appropriate professional attitude					
Rapport with client					
Overall performance					