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| JAMAICA THEOLOGICAL SEMINARYDepartment Of Behavioural And Social SciencesGuidance and Counselling Students Practicum HandbookUpdated by Verlie Lamb 2023 |
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**INTRODUCTION**

The purpose of practicum is to enable students to

* Develop their counselling and teaching skills and competence,
* Increase their understanding of the counselling and teaching process.
* Participate directly in the dynamics of the relationship between counsellor and counselee.

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

**Practicum Hours**

Students must complete a total of **450 hours** to meet expectations for graduation.

* Time will be given for the hours in which the coordinator will engage with students. This will be a maximum of 45 hours.
* This should be included in the hours completed for PRACTICUM One.
* Students can get an additional 20 hours from participation in other workshops not organized by JTS. 385 hours remaining

Students of the 48-credit programme begin in year one semester one with Introduction to Practicum Basic Skills. Students who are enrolled in the 4 year programme would start practicum in semester 1 year 3 and completed an additional 3 credits, these credit can be obtained by attending approved workshops

**Personal Therapy**

Each student must complete a total of 10 personal counselling sessions with a license counsellor. 3 of those 10 hours must be completed before the start of field practicum II. Students are responsible to pay for those personal sessions and a report should be completed by the therapist and returned to the secretary for filing. JTS offers face-to-face or online sessions to students. You can contact what counselling department for details.

**PRACTICUM SITE SUPERVISOR**

Supervision can be defined as the process by which an experienced counsellor/therapist guides or facilitates a trainee counsellor to develop his/her own competencies and confidence in counselling, thus becoming a skilled helper through an intensive, interpersonally focused, one-to-one relationship and group interaction as one evaluates and provides feedback on supervisee’s counselling related activities.

**PRACTICUM SUPERVISOR\ COORDINATOR**

The purpose of the practicum supervisor is to help the guidance counsellors-in-training develop effective clinical and professional skills to function as a professional guidance counsellor. Supervision is the responsibility of both the training institution and the practicum site. The training institution has the primary responsibility of training supervisors at sites to manage the process and provide adequate coordination. Clearly documented guidelines for persons in the practicum sites and the training institution are provided in this manual.

PRACTICUM GUIDELINES

**Practicum I- Pre-Practicum**

August or January

* Register for pre-practicum class.
* Begin personal therapy with a licensed therapist. MUST BE licensed with Jamacia Psychological Society.
* Complete assignments
* Contact prospective practicum site.
* Attend practicum orientation\seminar.

Note that **students who fail to attend classes will be asked to re-do pre-**practicum

**Practicum II – Site Practicum commences.**

Practicum starts in September or January in the school calendar year. Student who are expected to graduate November must complete all practicum hours and meet other requirements by May or August.

* Register for Practicum II
* Attend practicum orientation\Seminar.
* Contact prospective practicum site.
* Return the application package from
* Three Personal Therapy sessions were completed, and the report was sent to the department secretary or practicum supervisor.
* Register for practicum 11 course meet the course facilitator and gather all relevant information to commence practicum.
* Select practicum site package and take to relevant schools.
* Be contact with department secretary for updates about placements
* Collect the supervisor package and sign the contract from the department secretary.
* **Attending classes is mandatory**, you cannot be going to practicum and not meeting weekly or bi-weekly with your course instructor. Three hours are automatically given for class attendance.

**October or February**

* Prepare case conference\case analysis.
* Continuous preparation of portfolio
* Submission of assignments
* Attending classes

**November to December or March to April**

* Mid-term site supervisor evaluation form
* Individual conference (meeting with instructor), check in on portfolio and discuss areas that need improvement. Total hours to date will also be discussed.
* Turn in 4lesson plans each month.
* Attending classes

**Practicum III- Final-year practicum students**

May – August

* Turn in 4 lesson plans each month.
* Submit self-evaluation.
* Submit Resume
* Attend interview.
* Turn in your final portfolio to the department secretary.
* Portfolio can be turn in earlier and students will still need to wait for graduation which takes place in November each year.

**THE PRACTICUM PROCESS**

***The following should be the modus operandi as it pertains to practicum :(Over a 2 years period)***

**Year 3 (Pre- Pre- Practicum)**

* orientation to practicum
* *Complete a minimum of three personal counselling sessions before semester ends*

**Year 3 :Practicum One**

* Practicum starts.
* Practicum Classes
* Site supervisor evaluation and facilitator conference meeting

**Year 4:Practicum 3**

* Practical Work in Individual and Group Counselling.
* Practicum Classes
* Case Conferences
* Final Assessment in Individual and Group Counselling

NOTE: Students who have NOT completed their portfolio and are not ready for the Final External will need to register for another semester of practicum.

**STEPS TO PRACTICUM**

* Step 1: Register for Pre – Practicum -
* Step 2: Pay Pre-practicum and present copy of the receipt to accounts department. Handbook will be emailed to students. Please print a copy for use)
* Steps 3: Note that you cannot proceed with the practicum process until this aspect is sorted out. Personal therphy, Registration and payment for Practicum MUST be completed prior to the beginning of each semester, in order to commence any work in Practicum for that semester.)
* Step 4: Practicum Student Application Sheet (to be turned into Practicum Department) Practicum Registration Form to be signed by the Registry and Accounts Departments (to be handed in on the first day of Basic Skills in Counselling Class)
* Step 5: Attend Pre- Practicum classes
* Step 6: Convey information re Therapist to the Practicum Coordinator in order that a letter can be written, to be taken to the therapist at the first visit. ( Practicum One)
* Step 7 Collect letter from JTS’ office for the Therapist. Must take letter on first visit to the Therapist
* Step 8: After the completion of the first three 1-hour sessions, take a status letter from therapist to the Coordinator, or the Therapist will arrange for the letter to be sent to the Coordinator /Director. The first three sessions of therapy should be completed and a letter received from the therapist prior to registration for Practicum I.
* Step 9: Register for field practicum.
* Step 10: Inform the Practicum Coordinator of desired placement so that appropriate contacts can be made in conjunction with him/her. Students should NOT make contactwith institutions that are not their own workplace without first consulting with the Practicum Coordinator. Please make requests for placement or any other issue related to Practicum on the available Requisition form. Practicum Coordinator will make appropriate contacts and will prepare the relevant letters, (please give the coordinator at least two (2) full weeks’ notice to write the letter(s)
* Step 11: Students will pick up package and take to practicum site
* Step 12: Contracts will be signed by site supervisor and student. (see appendices) and return to department secretary.
* Step 13: Students are cleared to start field Practicum.
* Step 14: Students must attend all classes and case conferences.
* Step 15: Students complete mid-semester reports and attend case conference meeting with the practicum coordinator.
* Step 16: Register for practicum 3.
* Step 17: Complete all practicum requirements
* Step 18: Submit final practicum completion form
* Step 19: Register for graduation

Contents of the Practicum Portfolio

• Reflection Papers

• Placement Profile (Description of Practicum Sites)

• Field Practicum Time Sheet and Activity Log

• Practicum Enrolment Form

• Practicum Weekly\ Monthly Report Form

• Practicum: Completion Form

• Progress Notes for practicum sessions

• Student Evaluation Form

•Evaluation Form (Supervisor)

• Any other supporting documents

**Appendix**



Practicum Agreement Form

Practicum Agreement for Students in guidance anc counselling practicum

I, , a student of Jamaica Theological Seminary, agree to do a practicum under the supervision of the

site Supervisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

a licensed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Other licensed clinicians at the site which may provide clinical supervision or support include

(please provide name and applicable licensure

Name of Facility:

Address:

Phone:

Email:

* It is understood that AT LEAST 250 hours for the practicum must be in direct client\ students contact.
* It is understood that practicum students are under the direct supervision of the practicum site supervisor.
* It is understood that the practicum student is also under the supervision of the Jamaica Theological Seminary practicum supervisor\ practicum coordinator.
* It is understood that the practicum student needs to inform all clients that s/he is a practicum student under the supervision of both the Jamaica Theological Seminary practicum supervisor and the site supervisor
* It is understood that all practicum students must be dressed professionally. No tight fitting clothing, sandals or jeans should be worn while on practicum. Jeans and other casual clothing can only be once approved by the site supervisor

Practicum Students Possible Duties:

* Conduct individual sessions
* -Conduct and/or co-facilitate group psychotherapy
* -Review and/or prepare progress notes from counseling sessions
* -Conduct intakes
* -Observe counselling sessions of other professionals
* Be observed by other professionals conducting counseling sessions
* Attend case conferences and trainings.
* Teach Guidance Classes
* Assist with house visits, parenting sessions and trainings conducted by Guidance Department

The practicum supervisor agrees to provide at minimum of one hour of weekly supervision to the practicum student. Supervision also be provided by additional clinicians, if approved by the site supervisor. Either the site supervisor or the Jamaica Theological Seminary can terminate the practicum due to unforeseen circumstances.

Practicum Student Date

 Site Supervisor Date

Monthly log sheet

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Supervisee Name: |  | Semester: |  |
|  | Practicum Site: |  |  |  Month: |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  | **Activity** |  |  |  |  | **Total Hours** |  |
| 1. | Individual counselling |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. | Group counseling |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. | Family counseling |  |  |  |  |  |  |  |
| 4. | Consultation with parents or teachers |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 5. | Guidance activities with supervisees |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. | Instructional ] teaching lessons  |  |  |  |  |  |  |  |
|  | **Total for direct service hours** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  |  |  |  |  |  |  |  |  |  | **Activity** |  |  |  |  | **Total Hours** |  |
| 1. | Contact with students other than counseling |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. | Staff meetings and consultation with liaisons |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. | Attendance to classes and discussion  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. | Observations (explain below) |  |  |  |  |  |  |  |
| 5. | Report writing and planning  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 6. | Individual supervision on-site |  |  |  |  |  |  |  |
| 7. | Professional development (explain below) |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| 8. | Other Practicum activities (explain below) |  |  |  |  |  |  |  |
|  | **Total for indirect service hours** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Semester total for indirect service hours** |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |

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| Total numbers for the month report  |  |
| Total numbers of hours achieve  |  |

Site Supervisor Signature:

**Case Conference guidelines**



LESSON PLAN FORMAT

NAME OF TEACHER:

DATE:

Subject : Myths and Realities of Sexual Abuse

GRADE/CLASS: Grade 7

TIME & DURATION: 40 Minutes

Materials: PowerPoint, brochures, Video

LESSON OBJECTIVES: To shed light on the cultural misbeliefs about sexual abuse victims and perpetrators

* Knowledge: Students will be able to understand the different myths about sexual abuse and how sexual abuse affects an individual
* Skills: Students will be able to practice identifying an abusive situation and what to do in such situation.
* Attitude/Values: Students will make the necessary adjustments to protecting themselves and others from sexual abuse and more so being compassionate towards those who are victims of sexual
* Brief Revision/Review of the last class

Say what was done in the last class and ask students to recall what they learnt

* Declaring the lesson objectives/plan

Verbally state the objectives of the lesson plan outlined above.

* Questioning to recall or assess previous/pre-requisite knowledge.

Ask students what they know about sexual abuse and why they think persons are abuse

DIFFERENTIATION OF STRATEGIES TO MEET DIVERSE LEARNERS

* Students will watch a short 3 minute video on sexual abuse (visual learners)
* Engage students to read PowerPoint presentation (Auditory learners)
* Students will engage in discussion about the myths and realities of sexual abuse (All learning types)
* Students will be given a scenario and will identify (kinaesthetic learners )

ENGAGEMENT

* The interest of students will be captured by discussing the cultural norms of sexual abuse. How does society see abuse? Students will explore their own myths about victims of sexual abuse and will be challenged to see victims for who they really are.
* Students will role play making a report of sexual abuse to the Police

EXPLANATION

* Step 1 Ask students what are some phrases they hear when someone abused, followed by the PowerPoint presentation on the Myths and realities of sexual abuse
* Step 2- Engage students on the myths and realities by asking them what they believe previously and how they can challenge those misbelief now that they know differently
* Step 3. Have students watch the video about how sexual abuse affects a child and engage students in discussion about the hurt victims goes through and the importance of being a safe place for those who are hurt.

ELABORATION

* Students will learn two new words- Perpetrator and Victims and be able to define the two terms and understand the significance of both
* Knowledge will be applied to students daily lives as students will she abuse as harm done to individuals and perpetrators of such crime deserves to be sentence

EVALUATION

* A short scenario will be given to evaluate the students understanding of the lesson objective.
* Sexual abuse is a fast growing issue within the Belize society and students must be challenged to see victims as victims and perpetrators for who they are. The Belize society often blames the victims for being abused and it is my goal to challenge and change their perception



PRACTICUM DATA SHEET

Student Name: ……………………………………………………………………………………………

Telephone: ……………………………….. (h)………………………....(c) ……………………………... (other)

Email address: ………………………………………………………………………………………………...

Programme………………………………….Year Group: …………………Credit Programme: ……

Occupation: ………………………………………………………………………………

Place of Employment: …………………………………………………………………………………

Address: ………………………………………………………………………………….

Telephone: ……………………………………….. Fax: ………………………………………

Semester(s) Registered for Practicum: **1s**t (Aug/Sept – Dec.) ⁯ **2nd** (Jan–May)⁯

**3rd**

(May –July) ⁯

Name of Practicum Supervisor: …………………………………………………………………………………….

Practicum Site: …………………………………………………………………………………………......

Name of Site Supervisor: ………………………………………………………………..……………….

Position held: ………………………………………………………………………………………………

Telephone: ………………………………………………………………………………….…………….

Name of Principal / CEO: ………………………………………………………………………………….



Name of Therapist: …………………………………………………………………………………….…..

Telephone: ……………………………………………………………………………………………….

Number of session(s) completed: …………………………………………………………………………



Date of Case Conference: Individual………………………..…

Date of external assessment: ………………………………....

Date of internal assessment ………………………..

Portfolio Submitted

Signature of Student

MONTHLY SUPERVISION EVALUATION FORM

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Placement Setting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_ to \_\_\_\_\_\_\_

Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Age: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Please tick ( ) appropriate box or complete.

Year 1 2 3 4 Semester I II

Punctual for Supervision Yes No If no, explain

Personal Grooming Satisfactory Unsatisfactory Specify if Unsatisfactory

* Ability to help client to relax
* Ability to initiate dialogue with client
* Listening Skills
* Use of Questions
* Use of Capacity to Empathize
* Use of Silence
* Student Counsellor’s Awareness of self and impact on client
* Facilitating Problem Identification

PERSONAL THERAPY STATUS REPORT

Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Surname Christian MI

Name of Therapist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Address of Therapist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

This student has completed \_\_\_\_\_\_\_ sessions of therapy / counseling and *does not have any / has* issues that could inadvertently impact on *his/ her* role as Counselor-in-Training at this point in time. As such I recommend that: *(please* *tick (√) the appropriate selection, and complete accordingly*)

* He/ She does at least \_\_\_\_\_\_\_ additional session(s) prior to commencing the Practicum.

OR

* He/ She can commence Practicum and continue to pursue the remaining sessions over the duration of the programme.

OR

* He/ She has completed all the required TEN (10) therapy / counseling sessions.

AND / OR

* Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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***Counselor’s / Therapist’s Signature*** ***Date***

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PRACTICUM STUDENT SUPERVISORY EVALUATION AND ASSESSMENT FORM



**(To be completed by the supervisor in the presence of the student being evaluated)**



**PERSONAL ASSESSMENT FACTORS**



Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |
| --- | --- | --- | --- |
|  | **SURNAME,** | **FIRST** | **M.I.** |
| Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ] On-site | [ ] JTS [ ] Coordinator |
| Year: [ ] 1 [ ] 2 [ ] 3 [ ] 4 | Semester: [ ] 1 [ ] 2 [ ] 3 | Evaluation: Interim [ ] Final Internal [ ] | Final External [ ] |

Practicum Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Client/Case: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Portfolio: complete [ ] incomplete [ ] Please use the following rating scale to evaluate the student. Place a check (√) under the number that best describes your honest opinion of the student as you respond to each item.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **1** |  | **2** | **3** |  | **4** |  | **5** |  |  |  |  |  |  |  |  |  | **N/A** |
| **Very weak /** |  | **Weak / below** | **Satisfactory/** |  | **Strong/above** |  | **Very strong /** |  |  |  | **Not applicable** |
| **unsatisfactory** |  | **average** | **Average** |  | **average** |  | **outstanding** |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **PERSONAL ASSESSMENT** |  |  |  |  |  |  | **1** |  |  | **2** |  | **3** | **4** | **5** | **N/A** |
| **Attire**: dresses in a professionally appropriate manner and is neatly groomed |  |  |  |  |  |  |  |  |  |  |  |
| **General attitude**: How is student’s general outward manner/behaviour and bodily attitude? |  |  |  |  |  |  |  |  |  |  |  |
| **Punctuality**: Is the student a good time keeper- arrives at appointments and sessions on time? |  |  |  |  |  |  |  |  |  |  |
| **Attitude toward supervision:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Open to supervision |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Accepts responsibility in supervision for self-evaluation |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Applies new insights and interventions resulting from supervision |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Extent to which student is willing to accept criticism and correct mistakes |  |  |  |  |  |  |  |  |  |  |  |
| **Level of Confidence**: student’s self-assurance/self-belief /self-reliance as is evident in poise |  |  |  |  |  |  |  |  |  |  |  |
| **Self Awareness**: Conscious of ones qualities, limitations–strengths and weaknesses and adapts |  |  |  |  |  |  |  |  |  |  |
| accordingly |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Responding to challenges**: Adopts appropriate strategies to effectively deal with situations/issues that |  |  |  |  |  |  |  |  |  |  |
| arise |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Capacity to function in multi-disciplinary roles**: flexibility to effectively and appropriately function as |  |  |  |  |  |  |  |  |  |  |
| student/teacher/counselor/ administrator etc as is required at any given time. |  |  |  |  |  |  |  |  |  |  |  |
| **Capacity to manipulate environment**: ability to manage and arrange physical environment and manage |  |  |  |  |  |  |  |  |  |  |
| and deal with concerns using apt psychological measures to ensure effectiveness. |  |  |  |  |  |  |  |  |  |  |  |
| **Integrating theory and practice**: Timely applies insight from knowledge of counseling theory, in clinical |  |  |  |  |  |  |  |  |  |  |
| settings to reach counseling goals. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Supervisor’s signature Student’s signature Date

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PRACTICUM STUDENT SUPERVISORY EVALUATION AND ASSESSMENT FORM

**(To be completed by the supervisor in the presence of the student being evaluated)**

**GROUP GUIDANCE**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SURNAME,** **FIRST** **M.I.**

Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ] On-site [ ] JTS [ ] Coordinator

Year: [ ] 1 [ ] 2 [ ] 3 [ ] 4 Semester: [ ] 1 [ ] 2 [ ] 3 Evaluation: Interim [ ] Final Internal [ ] Final External [ ]

Practicum Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Class/group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Portfolio: complete [ ] incomplete [ ]

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please use the following rating scale to evaluate the student. Place a check (√) under the number that best describes your honest opinion of the student as you respond to each item.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **1** | **2** |  | **3** |  | **4** |  | **5** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | **N/A** |
| **Very weak /** | **Weak / below** |  | **Satisfactory /** |  | **Strong/above** |  | **Very strong /** |  |  |  |  |  |  |  |  | **Not applicable** |
| **unsatisfactory** | **average** |  | **average** |  | **average** |  | **outstanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **GUIDANCE CURRICULUM DESIGN** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  | **1** |  |  | **2** |  |  | **3** |  |  | **4** |  |  | **5** |  |  | **N/A** |  |
| **Topic**: Relevant, practical, age-appropriate, creatively and positively stated |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Rationale**: The reason(s) for selecting the topic is / are clearly understood based on the |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| established need. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Objectives**: They are clear, specific and measurable, with emphasis on the affective. Appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| verbs are used to express expected outcomes. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Values/ attitudes integration**: The student appropriately indicates the concepts to be |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| internalized, i.e. relates the content to the group’s wholistic development. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Content:** Ethical and legal guidelines are adhered to, adequate research is done, the content is |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| relevant, age appropriate, accurate and just enough. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Introduction/Opening**: The concept to be presented is introduced effectively. The introduction is |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| relevant to the topic to be presented and is integrated into the lesson. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Activities:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **1.** The methods used to convey the content and process the concept relevant are age–appropriate |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| and motivational. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **2.** Enough attention is given to processing students’ concerns. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **3. A**ll the objectives are dealt with. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Method of Evaluation**: The trainee sets out to evaluate the objectives of the lesson, to know |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| whether or not participants got the salient points. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Feedback**: The trainee effectively evaluates the general response of the class to the presentation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| and other factors, which could have impacted on the lesson as it was presented. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

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**GUIDANCE PRESENTATION**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **1** |  |  | **2** |  |  | **3** |  |  | **4** |  |  | **5** |  |  | **N/A** |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
| Topic / subtopic was clearly presented- clear introductions, summaries and conclusions. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Minimum information to be learnt was achieved. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Sequencing was appropriate. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Facilitator was able to appropriately assess audience and adapt accordingly. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Delivery methods were effective, that is the student used a variety of appropriate and effective |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| motivational and other techniques. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The session was geared toward having a psychological or behavioral impact on the participants? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participants learnt something and were able to demonstrate this by the end of the session. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The style of questioning was appropriate – e.g. questions asked were more open-ended than closed- |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ended etc? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Student demonstrated adequate knowledge of the subject. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Responses were adequately processed or necessary provision was made for further processing |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| where inappropriate in the presentation. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Trainee demonstrated adequate control of the group- he/she was a good behavioral manager (of self |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| and class). |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Activities were sufficiently integrated into the lesson. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The activities / lesson was completed within the given time. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Participants were sufficiently allowed to contribute to the lesson through the sharing of ideas, |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| opinions, feelings etc. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Student demonstrates effective use of appropriate counseling skills – i.e. functions in the capacity of |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a counselor as against a teacher, administrator etc. through appropriate display of genuineness, |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| accurate empathy, positive regard, confronting appropriately with equal amount of support and such |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| the like. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

**Marks (Percentage):\_\_\_\_\_\_\_**

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Supervisor’s signature Student’s signature Date

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PRACTICUM STUDENT SUPERVISORY EVALUATION AND ASSESSMENT FORM

**(To be completed by the supervisor in the presence of the student being evaluated)**

**INDIVIDUAL COUNSELING**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SURNAME,**

**FIRST**

**M.I.**

Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ] On-site [ ] ITLD

Year: [ ] 1 [ ] 2 [ ] 3 [ ] 4 Semester: [ ] 1 [ ] 2 [ ] 3 Evaluation: Interim [ ] Final Internal [ ] Final External [ ]

[ ] Coordinator

Practicum Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Client/Case: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Portfolio: complete [ ] incomplete [ ]

Form of assessment: case report at conference [ ] role play [ ] progress report/verbatim [ ] audio tape [ ]

*Please use the following rating scale to evaluate the student. Place a check (√) under the number that best describes your honest opinion of the student as you respond to each item.*

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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| **1** | **2** | **3** | **4** |  | **5** |  |  |  |  |  |  |  |  |  |  |  | **N/A** |  |
|  | **Very weak /** | **Weak / below** | **Satisfactory /** | **Strong/above** |  | **Very strong /** |  |  |  | **Not applicable** |  |
| **unsatisfactory** | **average** | **average** | **average** |  | **outstanding** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **INDIVIDUAL COUNSELING SKILLS** |  |  |  |  |  | **1** |  |  | **2** |  |  | **3** |  |  | **4** |  |  | **5** |  |  | **N/A** |  |  |
| **Awareness of environment**: The student understands and fittingly factors into the helping process |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| the realities of the client’s context – spiritual, social, economical, psychological etc |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Rapport Building**: The student establishes a comfortable and positive relationship with the client, thus |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| facilitating a climate conducive to mutual respect, trust, free and open communication and general |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| understanding of what the counseling process involves |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Capacity to be non-judgemental / unbiased**: Remains objective by not expressing personal bias |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| thus appearing too judgemental |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Allowing client to express self:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Allows client adequate time to respond to what is asked or said without rushing him/her |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Does not interrupt too often or talk too much |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Allows client to express feelings |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 4. Encourages client to think and expand on comments through guidance instead of telling client |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| outright what to do. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Listening skills**: listens attentively and actively, thus comprehending what was being said as student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| recognizes the client’s problems and blind spots, if any. Remembers important things heard. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Capacity to empathize:** responds with genuineness, accurate empathy and positive regard when |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| appropriate. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Use of silence**: Deals with silence effectively |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Challenges**: Confronts appropriately with equal amounts of support |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|  |  | **IINDIVIDUAL COUNSELING SKILLS** |  |  | **1** |  |  | **2** |  |  | **3** |  |  | **4** |  |  | **5** |  |  | **N/A** |  |  |
|  | **Self-disclosure**: Uses self-disclosure sparingly and appropriately |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | **Questions:** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

* Does not ask too many questions
* Words questions appropriately ie. stated in such a way to facilitate continued exploration of the client’s concern – more open ended than closed ended.
* Asks appropriate and relevant questions

**Capacity to engage client in problem identification:**

* Counsellor identifies client’s core problems/sub-problems through exploration of client’s behaviour, feelings and experiences.
* Helps client to understand, and recognize the concern by way of defining the problem
* Engages the client in exploring the problem, thus helping the client to gain insight into self and the concern/problem as well as the need for dealing with the concern.
* Engages the client in integrating information collected
* Does not waste time on irrelevant issues

**Ability to engage client in identifying goals**: Helps client to identify what he/she wants instead ofwhat he/she has, as it relates to the concern, and set out to make plans to achieve these through processing and exploration, thus moving counseling in the direction of goals.

**Capacity to engage client in the solution process:**

* Helps client identify and list all possible solutions/options
* Explore the consequences of suggested solutions/options
* Prioritize the solutions
* Allows client to solve problem by guiding him/her to own realization of solutions instead of outright telling him/her what to do.

**Capacity to initiate intervention process:**

Encourage client’s acting on his/her determined problem solution

**Closing session/termination**: closing / termination of session(s) was done in a timely mannerhaving given prior indication of the same. End by bringing important points, decisions, skills into focus.

**Follow up strategies/recommendations:** Make plans to offer encouragement and support, andcounselor assistance if everything does not go as planned.

**Clinical judgement/Insight:**

1. Demonstrate insight into the client’s needs and dynamics

2**.** Chooses interventions effectively and has the flexibility to adapt them appropriately as the need arises

* Demonstrates an awareness of self as counselor and impact on the client and vice versa.

**Integrity/ Ethics**

* Demonstrate ethical behaviour and honesty
* Assumes responsibility for knowledge of professional ethics, seeks consultation when in doubt about and ethical procedure.
* Ensures confidentiality of information shared

**Marks(Percentage): \_\_\_\_\_\_\_**

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Supervisor’s signature Student’s signature Date

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PRACTICUM STUDENT SUPERVISORY EVALUATION AND ASSESSMENT FORM

**(To be completed by the supervisor in the presence of the student being evaluated)**

**GROUP COUNSELLING**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SURNAME,** **FIRST** **M.I.**

Supervisor’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ] On-site [ ] ITLD [ ] Coordinator

Year: [ ] 1 [ ] 2 [ ] 3 [ ] 4 Semester: [ ] 1 [ ] 2 [ ] 3 Evaluation: Interim [ ] Final Internal [ ] Final External [ ]

Practicum Site: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Portfolio: complete [ ] incomplete [ ]

Topic: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

*Please use the following rating scale to evaluate the student. Place a check (√) under the number that best describes your honest opinion of the student as you respond to each item.*

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **2** | **3** | **4** | **5** | **N/A** |
| **Very weak /** | **Weak / below** | **Satisfactory /** | **Strong/above** | **Very strong /** | **Not applicable** |
| **unsatisfactory** | **average** | **average** | **average** | **outstanding** |  |

**GROUP COUNSELLING PROPOSAL**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  | **1** | **2** | **3** | **4** | **5** | **N/A** |
| **Rationale for the group**: The trainee has substantially shown why the group is being conducted, |  |  |  |  |  |  |
| benefits to be derived from group as against another form of helping relationship based on |  |  |  |  |  |  |
| seriousness of the problem and what makes the situation amenable to group work. |  |  |  |  |  |  |
| **Choice of Population**: The means for screening, selection and recruitment of group members are |  |  |  |  |  |  |
| appropriate. |  |  |  |  |  |  |
| **Purpose(s) of the group**: The student sets appropriate Broad (General) aims for the group- What |  |  |  |  |  |  |
| the student hopes will be achieved at the end of the group. |  |  |  |  |  |  |
| **Objective (s) of the group**: The goals for each session are specific, realistic and measurable. |  |  |  |  |  |  |
| **Logistics:** Plans are made for and are appropriate as it pertains to group size, duration of group, |  |  |  |  |  |  |
| frequency of meetings, parental and teachers’ consent etc. |  |  |  |  |  |  |
| **Type of group**: The group appropriately referred to as self-help, psycho-educational, T-group etc |  |  |  |  |  |  |
| based on the nature of the concern to be addressed. Membership is stated and appropriate – |  |  |  |  |  |  |
| open/closed, voluntary/involuntary, homogenous/heterogeneous. |  |  |  |  |  |  |
| **Introduction of session/group**: The start of the session (group) was effective and appropriate, and |  |  |  |  |  |  |
| relevant introductory matters were discussed e.g individual goals, group goals, session goals, rules., |  |  |  |  |  |  |
| **Technique / skill**: There was sufficient and appropriate integration of theory and practice in |  |  |  |  |  |  |
| facilitating group work. |  |  |  |  |  |  |
| **Group structure and format / Activities: A**ctivities are planned, and plans for conducting the |  |  |  |  |  |  |
| group sessions are relevant, appropriate and sufficient for the work necessary in the group. |  |  |  |  |  |  |
| **Follow-up:** Appropriate procedures are presented to ensure that group members are achieving |  |  |  |  |  |  |
| individual and group goals and to make adjustments where necessary. |  |  |  |  |  |  |

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**GROUP COUNSELLING DYNAMICS**



|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **1** |  |  | **2** |  | **3** |  | **4** | **5** |  | **N/A** |

Understanding role in group counselling

Understanding group dynamics and adjusting accordingly

Facilitating group discussion

Facilitating group choices

Facilitating group resolution of conflicts

Facilitating positive attitudes and experiences

Counselor’s use of verbal and non-verbal techniques

**Marks (Percentage): \_\_\_\_\_\_\_**

Comments:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Supervisor’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student’s signature

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date

Grading of Practicum

**ASSESSMENT OF PRACTICUM PORTFOLIO**

INDIVIDUAL COUNSELLING COMPONENT 10 MARKS

LESSON PLANING COMPONENT 8 MARKS

GROUP GUIDANCE COMPONENT 5 MARKS

SUPPORTING DOCUMENTS 4 MARKS

PRESENTATION 3 MARKS

**TOTAL** **30 MARKS**

**PERCENTAGE CONVERSIONS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PRACTICUM I** | **CASE** |  |  |  | **PORTFOLIO** | **INTERNAL** |  |
| **10/10** |  |  |  |  | **CONFERENCE** | **30/30** |  |  | **ASSESSMENT** |
|  |  |  |  |  | **20/20** |  |  |  |  |  |  | **35/35** |  |  |  |
| A | 9-10 |  |  | A | 20 |  | A | 26-30 | A | 30-35 |  |
| A- | 8 |  |  |  | A- |  |  |  | A- | 25 | A- | 28-29 |  |
| B+ | 7 |  |  |  | B+ |  |  |  | B+ | 22 | B+ | 27 |  |  |
| B | 6.5 |  |  |  | B | 15 |  | B | 21 | B | 24 |  |  |
| B- | 6 |  |  |  | B- |  |  |  | B- | 18 | B- | 22 |  |  |
| C+ | 5.5 |  |  |  | C+ |  |  |  | C+ | 16 | C+ | 20 |  |  |
| C | 5 |  |  |  | C | 10 |  | C | 14 | C | 18 |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **MARKS** |  | **90-100** |  | **80-89** |  | **70-79** |  | **65-69** |  | **60-64** | **55-59** |  | **50-54** |
| **LETTER** |  | **A** |  | **A-** |  | **B+** |  | **B** |  | **B-** | **C+** |  |  | **C** |

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**FINAL ASSESSMENT OF PRACTICUM: INTERNAL AND EXTERNAL**

All students will be expected to participate in a final assessment of their work in practicum. This will include:

* Guidance presentation **(20%)**
* An oral presentation worth **(15%)** which will take the form of a discussion in which the student will be required to answer questions dealing with
* A case scenario
* Concepts learnt
* Professional growth
* Recommendations for improvement of self and area served.
* This will be undertaken in two modes: internal and external.
* The internal final assessment team will observe and evaluate guidance presentations made by **ALL** students. In addition, a sample of these students will also be seen by the external assessors for the presentation of a guidance lesson.
* The oral aspect of the final assessment, which will be undertaken by **ALL** students will be conducted by the external assessment team.
* The panel for the *internal final assessment* will be constituted of JTS personnel / supervisors (other than the student’s) and the coordinator. The panel for the *external final assessment* will on the other hand be made up of a panel of three persons including the coordinator, another supervisor/coordinator form another learning centre and someone external to JTS
* To pass practicum, in addition to passing the other course work, the student MUST pass the final assessment getting ***at least 21% in total of the maximum 35% - 12% guidance presentation, 9% oral*** ***presentation).***

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The Practicum will be evaluated based on the following criteria:

|  |  |  |
| --- | --- | --- |
| Grading objectives  | Details  | Grade Point % |
| Portfolio  | Presentation, documentation, table content, neatness  |  30% |
| Case Presentation  |  | 10% |
| Professional development  | Attendance of workshops both internal and external  | 10% |
| Class evaluation from pre-practicum to final practicum  | Class discussion and participation with other members, completion of assignments and other discussions  | 10% |
| Class attendance  | Punctual to all classes  | 5% |
| Final assessment  | Evaluation from site supervisor practicum coordinator, interviews and other meetings | 35% |

To pass practicum, student must get at least 55% of marks for course work (ie.36% of a possible 65%)

and at least 60% of marks for final assessment (i.e. 21% of a possible 35%). Please also note the breakdown for each category and the minimum marks required for each.

At the end of the process, students will be given a final grade according to the grading scale found on the Practicum Grade Sheet.

* 90-100

|  |  |
| --- | --- |
| A- | 80-89 |
| B+ | 70-79 |

* 65-69

|  |  |
| --- | --- |
| B- | 60-64 |
| C+ | 55-59 |

* 0-54

To get an honours” in Practicum one needs to get an A

To get a “credit” in Practicum one needs to get a B+ or A-

50

To get a “pass” in Practicum one needs to get C+ to B

*The class of degree offered in guidance and counseling should be contingent upon the class of award for Practicum and should not be higher in quality than the award in Practicum, thus practicum becomes the limiting factor.*

The following should therefore be used to deter mine class of degree awarded to each student

|  |  |  |
| --- | --- | --- |
| **GPA in courses** | **Award in practicum** | **Class of degree** |
| At least 3.6 | honours | HigH | honours |
| (1st class) |  |  |  |
| At least 3.6 | credit | honours (upper 2nd) |
| At least 3.6 | pass | credit (lower 2nd) |
| 3.2 –3.5 | honours | honours (upper |
| 2nd) |  |  |  |
| 3.2 - 3.5 | credit | credit (lower 2nd) |
| 3.2- 3.5 | pass | pass (pass) |  |
| 2.8- 3.1 | honours | credit | (lower |
| 2nd) |  |  |  |
| 2.8- 3.1 | credit | credit (lower 2nd) |
| all others |  | pass (pass) |  |

|  |  |
| --- | --- |
|  | **Mark scheme for evaluation sheets:** |
| Outstanding /Very strong | 5 points |  |
| Above Average / strong | 4 points |
| Average / Satisfactory | 3 points |
| Below Average/Weak | 2 points |
| Unsatisfactory/Very Weak | 0 points |
| Not applicable |  |  |