

Department of Educational and Counselling Psychology and Special Education

UNIVERSITY OF BRITISH COLUMBIA

CNPS 598 (Section TBA)

Field Experiences

(2016 Intersession & 2016-2017; 6 credits; Delivery Method: In Person)

This syllabus describes the requirements and procedures for CNPS 598. You are responsible for knowing this material, so please read carefully. Any changes will be announced in class. You will be responsible for being aware of any changes. Your continued enrollment in this course is your implicit agreement to abide by the requirements of this course.

Instructor	TBA
Office	TBA
Contact	TBA
Office Hours	TBA
Class Room Location	TBA

Prerequisites

1. To be eligible to enroll in this course a student must have completed and passed the basic course work in counselling psychology, as specified in their *Program of Studies*.
2. Students must arrange to have the *Practicum Readiness Form* signed by their program advisor or research supervisor, and submit this form to the Graduate Program Assistant (Ms. Karen Yan) before being allowed to register in a section of CNPS 598: Field Experiences (counselling practicum).
3. Some agencies require students to undertake a successful Criminal Record Check as a requirement for placement.
4. In *exceptional circumstances* and only with the support of their program advisor/supervisor, a student may begin their practicum with a maximum of 9 outstanding course credits which can only be from the following list:
 - CNPS 532 (Psychological Assessment in Counselling)
 - EPSE 528 (Basic Principles of Measurement)
 - CNPS 584 (Program Development)
 - CNPS 579 (Research in Counselling Psychology)

In such *exceptional cases*, these remaining courses will be regarded as *co-requisites*. A plan to complete the remaining course work *concurrently with the practicum* must be approved and monitored by the student's program advisor. (*Pre-requisite policy revision for CNPS 598 approved in April, 2004*). Any other exceptional arrangements will require a formal written request, the approval of the student's advisor, a written request to the Director of Clinics and Practica, and the unanimous approval of the CNPS faculty.

- (1) Outstanding course work must be clearly noted in the student's practicum placement contract and approved by the field supervisor.
- (2) Students **must not** see clients or collect direct contact hours until **the first day of the term** in which they are registered for CNPS 598, and until they have a **practicum contract in place** that has been approved by the CNPS 598 course instructor or the

Director of Clinics and Practica, and signed by the practicum instructor, the student, and the student's field supervisor.

Course Description

Our Counselling Psychology Master's Program is currently accredited by the Canadian Counselling and Psychotherapy Association's Council on Accreditation of Counsellor Education Programs (*CACEP*). The course requirements and standards comply with, and exceed, those set forth by the *CACEP*.

This course is designed to provide opportunities for students to work with clients from diverse personal, social, and cultural backgrounds, in schools, higher education settings, and community agencies. As part of their learning goals, students are expected to receive guidance and supervision in clinical competency areas such as: case conceptualization, intervention skills and strategies, professionalism, ethical conduct, and sensitivity to diversity.

The counselling practicum provides students with a wide range of opportunities to acquire clinical competency and experience through direct service and also to become familiar with a variety of professional activities (e.g., record keeping, clinical supervision, information and referral, team work, in-service and staff meetings) and ethical, legal, and professional issues in clinical practice.

Students learning will be facilitated by direct clinical experience and supervision in the field and also through a variety of learning experiences, guidance, support and supervision facilitated by the instructor and through peer interaction and feedback in the practicum class on campus.

Special Course Considerations

To enhance students' professional training and career preparation to work as helping professionals, they are encouraged to secure placements in settings most congruent with their interests and competencies. The practicum experience provides an opportunity for the student to perform under supervision, a variety of activities that a regularly employed staff member working in a similar role in the setting would be expected to perform. The choice of a practicum placement is a joint decision between the student, field supervisor, and the CNPS 598 instructor. The CNPS Director of Clinics and Practica maintains overall administrative responsibility for all practicum placements, while the practicum instructor serves as the primary liaison between the student and the field supervisor at the practicum site. Students are required to regularly attend practicum seminars (i.e., CNPS 598 classes) on campus and engage in learning and supervisory activities, as well as receiving continuous supervision from their field supervisors for the duration of their practicum.

Students who are officially enrolled in CNPS 598 are covered for 5 million dollars per occurrence by the UBC's professional liability insurance. Some sponsoring agencies and educational institutions may have their own liability coverage and related policies and regulations. It is optional but not required for students to obtain additional liability insurance through organizations such as the Canadian Counselling and Psychotherapy Association (CCPA) and the B.C. Association of Clinical Counsellors (BCACC).

For practicum placement details and the required forms to be completed by students wishing to enroll in this course, please see the latest version of the *Practicum Placement Guide* which can be

found on-line at: <http://ecps.educ.ubc.ca/cnps-598-field-experiences/>.

Registration for all sections of CNPS 598 can only be done by contacting the ECPS Graduate Program Assistant for the Counselling Psychology Graduate Programs: Ms. Karen Yan at 604-822-6371, karen.yan@ubc.ca. Students who wish to register for CNPS 598 in the April-June term or in the September-April term must contact Karen Yan and submit their *Practicum Placement Readiness Form*, signed by their faculty advisor or thesis supervisor. Only after their signed *Readiness Form* has been received, will students be allowed to enroll in a section of CNPS 598.

Course Objectives:

As a result of this course, students should be able:

1. To identify and describe different settings in which counsellors work
2. To define the counsellor's role and its variations from setting to setting
3. To define the role of the counsellor with respect to ethical issues, legislation, professional involvement, professional development, and in relation to other professional roles. This knowledge will be demonstrated by the ability to identify and describe the following:
 - a. Professional roles and functions including similarities and differences with other types of professionals
 - b. Professional organizations, primarily the CCPA (Canadian Counselling and Psychotherapy Association) and its divisions, branches, and affiliates, including membership benefits, activities, services to members, and current emphasis
 - c. Ethical standards of the CCPA and related entities, ethical and legal issues, and their applications to various professional activities (e.g., appraisal, group work)
 - d. Professional preparation standards, their evolution, and current applications
 - e. Professional credentialing including certification, licensures, and accreditation practices and standards, and the effects of public policy on these issues
 - f. Public policy processes including the role of the professional counsellor in advocating on behalf of the profession and its clientele
4. To demonstrate competence in clinical, coordinating, and consulting skills through successfully completing a supervised field practicum in individual and group counselling, and if applicable, professional consultation
5. To demonstrate awareness of, and sensitivity to, clients' diverse social and cultural backgrounds and worldviews, and to incorporate such sensitivity and awareness into effective case conceptualization and the development of a positive helping relationship and an appropriate helping approach for each client
6. To share professional experiences within a group of peers in order to broaden the student's perspective and provide the student with a model for constructive professional peer relationships
7. To develop the ability to understand and conceptualize client issues and engage in intentional counselling practice, taking into consideration life span development, culture, gender, developmental and relevant contextual issues

Course Content/Overview

1. The Placement.

The student must secure an appropriate placement(s) with a qualified field supervisor(s), and work in that setting from either:

- September to April (e.g., 25 weeks at 20 hours/week, 3 days per week), OR
- April through August (e.g., 21 weeks at 24 hours/week; 4 days per week), OR
- A portion of the spring-summer-fall period, for a *combined total of a minimum of 500 documented hours* of practicum work at one or more sites. Activities associated with the documented hours other than direct client contact hours described below include CNPS 598 classes on campus as well as all other activities required to support students' work with their clients and as a member of the practicum site team (e.g., writing notes; attending meetings, case conferences, professional workshops, clinical preparation, topical readings, etc.).

Breakdown of Required 500 Hours:

At least 210 of the 500 required hours (min.) must be in direct service to clients (i.e., individual, couple or family counselling sessions). Students may accumulate more than the minimally required hours. They must keep detailed logs of their client contact (e.g., basic demographics, type of session, presenting issues, session duration). These logs must be signed off by the site supervisor either weekly or monthly, and at the end of the placement.

The 210 hours of direct client contact is broken down into two parts:

- **Direct Counselling:** minimum of 160 hours must involve individual, couple or family counselling. Co-counselling hours can also be counted towards the 160 hours.
- **Group Counselling:** minimum of 50 hours must be in facilitating counselling and/or psycho-educational groups. Of the required group hours:
 - (a) 25 hours may involve working as a junior co-facilitator with a senior and more experienced group leader who can provide supervision, training and feedback.
 - (b) 25 hours of group counselling must be as a solo or primary facilitator or a fully-sharing co-facilitator (i.e., being a primary co-facilitator or an equally responsible co-facilitator vs. being in a "junior" role).

For each group in which the student participates, the supervisor must sign the 1-page group summary sheet, with the number of facilitation hours and specific focus of the group work being clearly recorded on the sheet.

2. Supervision

The supervision of the student is a shared responsibility between: (a) the identified field supervisor or the sponsoring agency or educational institution, and (b) the Counselling Psychology Area in the Department of Educational and Counselling Psychology and Special Education in the Faculty of Education at U.B.C.

- (1) The field supervisor must complete the *Supervisor Qualification Summary Form* (see the *Practicum Placement Guide*) attesting to the fact that he or she meets the following specific criteria:
 - a. It is expected that supervisors have reputed competence and expertise in the area of

- counselling, including conceptual knowledge and practical experience in the field of counselling.
- b. Supervisors should have a Master's or doctoral degree from an accredited university or an acceptable degree granting educational institution, in the area of counselling psychology or equivalent in order to be qualified to supervise.
 - c. Supervisors should have a minimum of four years of full time work in the counselling or related field prior to taking on a supervisory role.
 - d. Supervisors should belong to the Canadian Counselling and Psychotherapy Association (CCPA), the BC Association of Clinical Counsellors (BCACC), the College of Psychologists of BC, and/or other recognized associations/colleges that regulate counselling or professional activities, and supervisors are committed to abiding by the professional code of conduct of the professional association, agency, or institution to which they belong.
 - e. Supervisors should have knowledge of the CNPS Program's expectations, requirements, and evaluation procedures for students.
 - f. Field supervisors should have no more than two students at a given time to supervise as their primary supervisor, unless the supervisors are released from other work responsibilities.
 - g. Field supervisors should have no conflict interest, dual relationship, or other ethical concerns with their student trainees.
 - h. Supervisors should not be currently under investigation for professional malpractice or the breach of ethical codes of conduct.
- (2) Each student must receive an average minimum of 1 hour of direct one-on-one or joint (two on one) supervision per week from the field supervisor. On average students should receive 1 to 2 hours of face-to-face formal supervision for every 10 hours of direct client contact.
- (3) Each student and his/her field supervisor will be visited at his/her primary practicum site by the CNPS 598 instructor at least once during the practicum, typically as a summative evaluation at the end of the placement or earlier in the placement if deemed necessary or appropriate.

3. Class Attendance

Participation in regularly scheduled practicum seminars (3 hours per class) on campus and continuous registration in a regular or phantom section of CNPS 598 are required while students are engaged in a field practicum. Seminar attendance is mandatory at the outset of practicum, unless students have permission from the Director of Clinics and Practica for temporary phantom registration. Missing classes will have serious consequences on a student's successful completion of this course. The seminars are designed to support students while in their placements and to address professional issues. Topics that may be addressed during the seminar include case conceptualization, review of tapes or transcripts, exploration and evaluation of counselling theories and intervention strategies, lifespan development and diversity issues, ethical issues, pertinent legislation, the counselling role, and professional involvement.

4. Written Contract

Upon finding a suitable placement, the student, in collaboration with the sponsoring agency or institution, will draw up a contract detailing the nature of the experience he or she hopes to have in that setting. A draft of the contract must first be approved by the CNPS 598 seminar instructor (or the Director of Clinics and Practica), prior to the student securing the signature of the proposed practicum site supervisor. Students **MUST NOT** begin working with clients until this contract has been approved and signed by all parties. An example of the required contract sections can be found on-line in the Practicum Placement Guide. Specifically, the contract should include:

- a) Details of the site, and full supervisory contact information
- b) Duration of the contract (start and end dates) and time to be spent in the setting each week (number of hours, number of days)
- c) Rationale for selecting this placement setting
- d) Nature of activities you will be involved in, specifying responsibilities
- e) Nature of the supervisory relationship. In as much detail as possible specify how much time will be spent in supervision (i.e., number of hours per week, day, time) as well as the specific activities or methods of preparation, feedback and evaluation that will be used (e.g., face-to-face discussion, observation, and audio and/or video recording playback). If there are possible ethical concerns (e.g., dual relationship, conflict of interest) in the supervisor-student relationship, clearly address those issues and indicate how they have been resolved
- e) Expected outcomes. State what you expect to gain from the placement experience as practicum learning objectives in specific terms

After being approved by the course instructor, 3 copies of the final contract must be signed by the student, his/her field supervisor, and the CNPS 598 instructor (or the Director of Clinics and Practica if the instructor is not available), with a copy being retained by each person.

5. Maintaining a Log Book

On a weekly basis, students will keep a log book in which they maintain a record of their direct and indirect hours and activities. These logs must be signed by the field supervisor and submitted to the course instructor at the conclusion of the practicum. The signed logs will be placed in each student's practicum file.

Recommended Readings

- Canadian Counselling and Psychotherapy Association (2015). *Standards of practice (5th ed)*. Ottawa: Author.
- Martin, L., Shepard, B., & Lehr, R. (Eds.) (2015). *Canadian Counselling and Psychotherapy Experience: Ethics-based issues and cases*. Ottawa: Canadian Counselling and Psychotherapy Association.
- McEvoy, M., & Justice Institute of British Columbia. (2013). *Balancing conflicting interests: A counsellors' guide to the legal process (3rd ed)*. New Westminster, BC: Justice Institute of British Columbia.
- Each practicum setting may require particular readings and reference books that are

determined by the on-site practicum supervisor. In addition, specific readings may be required by the seminar instructor.

Assignments and Evaluation Criteria

1. Field Supervisor's Evaluation

At the conclusion of the placement, the field supervisor will submit a written evaluation of the student's work, commenting candidly on how the student handled various aspects of the placement and the extent to which the student met his or her learning objectives. They may use the *Field Supervisor's Evaluation Form* (see the *Practicum Placement Guide*), or write their evaluation in a letter of recommendation "To Whom It May Concern." The written evaluation must be sent to the CNPS598 instructor. Normally the site visit will take place near the end of the placement, during which time the student, the field supervisor, and the CNPS 598 instructor will meet to review and discuss the final evaluation and the student's progress and significant learning during the placement.

The *field supervisor* offers supportive and constructive feedback and appropriate guidance throughout the placement, conducts periodic performance reviews of the student, and offers interim evaluative feedback and the final written evaluation. *The CNPS 598 instructor has the ultimate responsibility for arriving at a final grade (Pass/Fail) to be assigned to the student.*

When working in an agency or an educational institution, the student is expected to comply with the conditions governing the types of cases handled and working relationships with other staff as outlined by the agency supervisor.

2. Student's Placement Evaluation Report

At the conclusion of the placement, students will submit a 2-page evaluation report documenting the nature of the placement and their assessment of the placement and the supervision they received during their practicum.

3. Counselling Case Presentation, Written Case Report, and Use of Recorded Materials

Students will be expected to make at least one individual case study presentation to the seminar class before the completion of this course, using concrete examples to reflect their work with the client. Although not a requirement, should students elect to use video or audio recorded session segments and/or transcripts of such portions for the purpose of a case presentation, professional and ethical issues must be adhered to (approval of using audiovisual material must be obtained from the client and the field supervisor). To ensure client confidentiality, copies of a clinical case outline may be circulated to the class during a case presentation, but must be collected from other students in attendance, and be disposed of by the presenter at the end of the presentation. A formal case study must be submitted to the course instructor within a week of the student's case presentation. The 5 to 8-page case report should be type-written and double-spaced, conforming to the case report outline specified by the instructor.

4. Group Counselling Analysis

Each student will present one group case report during the seminar class before the completion of this course. A group summary sheet, signed by the student and group supervisor, must also be submitted for each group the student runs during the practicum (see the *Practicum Placement Guide*). Additionally, students *may be* asked to submit a critical analysis (5 to 8

double-spaced pages) of: (a) his/her performance as a group facilitator, and (b) a critical analysis of the group process and design – for one of the groups the student facilitated during the practicum. The instructor may provide alternative methods of analyzing group leadership and process/design.

5. Final Self-evaluation Report

At the end of the practicum, students will submit a written evaluation of their significant learnings, strengths, and areas of continued growth since the start of their practicum. This self-evaluation assignment is meant to be a reflective synthesis of the student's experiences and significant learnings, based on the learning objectives outlined in the student's practicum contract (max. 5 pages, typewritten, double-spaced).

- **NOTE: Dates for the submission of all written work will be determined by the seminar instructor.**

Grading:

The course is graded on a *Pass/Fail basis*. Before a grade can be assigned, all signed logs, written work, and the field supervisor's evaluation must be received by the course instructor. Each student must pass the course to graduate.

UBC/GRADUATE STUDIES POLICIES

Plagiarism and Academic Honesty

Please take care to acknowledge your sources, including the Internet, using APA Style (American Psychological Association). Plagiarism, whether intentional or unintentional, is a form of cheating. An act of plagiarism can result in a failing grade for that assignment and a review of the student's previous assignments to assess for other instances of plagiarism. Pending the outcome of a review by the Department and University plagiarism can lead to a failing grade for the course and suspension from the University. As defined within UBC Graduate and Postdoctoral Studies (<https://www.grad.ubc.ca/faculty-staff/policies-procedures/dealing-plagiarism-graduate-students>), and as outlined in the UBC Calendar, plagiarism is a serious "form of academic misconduct in which an individual submits or presents the work of another person as his or her own." As a form of intellectual theft, plagiarism involves taking the words, ideas or research of another without properly acknowledging the original author. Students need to become familiar with the many different forms that plagiarism can take, including accidental and intentional plagiarism. For more information see Plagiarism Avoided a booklet for students on plagiarism and how to avoid it OR www.library.ubc.ca/home/plagiarism OR www.indiana.edu/~wts/pamphlets/plagiarism.shtml

UBC Policy on Academic Accommodation for Students with Disabilities

The University of British Columbia recognizes its moral and legal duty to provide academic accommodation. The University must remove barriers and provide opportunities to students with a disability, enabling them to access University services, programs and facilities and to be welcomed as participating members of the University community. The University's goal is to

ensure fair and consistent treatment of all students, including students with a disability, in accordance with their distinct needs and in a manner consistent with academic principles.

The University will provide academic accommodation to students with disabilities in accordance with the Human Rights Code (BC) and the Canadian Charter of Rights and Freedom. Provision of academic accommodation shall not lower the academic standards of the University. Academic accommodation shall not remove the need for evaluation and the need to meet essential learning outcomes

■ **Note: Please contact the instructor if you have any questions about these policies.**