

**Counselling Psychology Program**  
**Faculty of Education**  
**The University of Western Ontario**  
**Graduate Handbook**



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## Introduction

### ***M.A. in Counselling Psychology***

This scientist-practitioner degree prepares graduates to work as professional counsellors in community agencies and public institutions serving a diverse range of clientele. Counselling faculty draw from different theoretical orientations to expose students to current thinking in social justice and feminist-informed, cognitive-behavioral, existential and anti-oppressive practices with individuals, families and communities. The thesis requirement prepares graduates to be both consumers and producers of research. The 8-month internship with experienced counsellors in child and family services, schools, colleges and universities, as well as mental health and justice settings, prepares graduates for counselling practice in specialized areas of interest.

As a graduate student in a research-intensive program at the Faculty of Education, students in the MA in Counselling Program are governed by our Faculty and Institutional policies and procedures. More information is available in the Faculty of Education's Student Guide, Student Guide to Graduate Research Intensive Programs Master of Arts and Doctor of Philosophy Programs, which can be found [here](#).

The M.A. in Counselling Psychology alone does not result in certification; however, many of our graduates independently become registered with the College of Psychotherapists on Ontario, and/or certified with the Canadian Counselling and Psychotherapy Association. The M.A. in Counselling Psychology degree may lead to entrance into advanced graduate work at the doctoral level in other institutions or faculties.

Please Note: Candidates wishing to work in public school settings as a guidance counsellor must hold a suitable teaching qualification.

### ***The Counselling Psychology Program Mission and Values***

The Master of Arts in Counselling Psychology Program is committed to developing practitioners and researchers who possess high standards of personal awareness, a thorough knowledge of current evidence-based theory and practice, an understanding of strategies for evaluation, research methodology, and a firm commitment to ethical practice. These are the qualities necessary in holding the public's trust. Counsellor education at the graduate level prepares individuals to work within a pluralistic society in a variety of settings to advance both individual and societal well-being and to advance research in counselling psychology and education. These goals are accomplished through an academic and professional practice preparation program that encourages thoughtful personal reflection, intellectual engagement, internship, and research components. The guiding belief of the program is that a compassionate response to those in need is best provided by individuals who possess an integrated sense of who they are and what they know in order to deliver effective service to others.

The values of the Master of Education Counselling Psychology Program are social justice, equity, value of diversity, a feminist perspective, and respect for all.

## Program Description

### ***Full-time students:***

Students attending full-time will normally complete the program in five consecutive semesters beginning in September. The first three semesters are devoted to course work and thesis proposal, with the remaining two semesters constituting an ethics course, the Internship plus writing and defense of the thesis.

### ***Part-Time students:***

The program offers part-time study for a limited number of students each year. Applicants for part-time admission must be available to attend courses scheduled during day-time hours. Students attending part-time will normally complete the program in ten consecutive semesters (just over three years) beginning in September.

## ***PROGRAM OF STUDY***

Students are assigned an Academic Advisor once they have been admitted and accepted their offer of admission. This information is communicated via email at the time of "Program Planning" (course and program registration- early June). Each student works with his/her Academic Advisor to develop a program plan. All course selections (including Add/Drop) must be discussed with, and approved by your Academic Advisor. The Graduate Office also approves all course and program selections.

Students are required to complete all courses, Internship and a thesis. Regulations for the thesis are prescribed by the School of Graduate & Postdoctoral Studies. Please see the M.A. Thesis Guide located on the Graduate Programs & Research website for more information.

### **Courses:**

- 9542 Assessment in Career and Counselling Psychology
- 9543 Systemic Practice
- 9544 Theories of Counselling Psychology
- 9545 Practicum in Counselling (full course-one term)
- 9546 Research Design in Counselling
- 9547 Counselling Interventions and Community Mental Health
- 9549 Internship in Counselling (full course-two terms)
- 9550 Ethics and Human Development
- 9552 Counselling for Career Development and Life Transitions
- 9553 Cross-Cultural Counselling

Course descriptions can be located on our website at:

[www.edu.uwo.ca/programs/graduate-education/timelines.html](http://www.edu.uwo.ca/programs/graduate-education/timelines.html)

## ***COURSE LOAD***

The M.A. in Counselling Psychology program can be completed full time (maximum 4 courses plus thesis per term) or part time (1 or 2 courses per term). Classes are held during day-time hours.

### **TERMS**

Fall - September 1 - December 30

Winter - January 1 - April 30

Summer - May 1 - August 31

### **Typical Program of Study**

The following is a typical itinerary for a full-time student:

#### **Year One:**

##### **Fall Term 1**

(Sept - Dec) 9544 Theories of Counselling Psychology  
9545 Practicum in Counselling  
9546 Research Design in Counselling

##### **Winter Term 2**

(Jan - Apr) 9542 Assessment in Career and Counselling Psychology  
9543 Systemic Practice  
9555 Counselling Interventions and Community Mental Health  
9553 Cross-Cultural Counselling  
milestone: Thesis (Writing of the proposal)

##### **Summer Term 1 (Intersession)**

(May - June) 9552 Counselling for Career Development and Life Transitions

#### **Year Two:**

##### **Fall Term 2**

(Sept - Dec) 9549 Internship in Counselling  
9550 Ethics and Human Development  
9590 Thesis

##### **Winter Term 2**

(Jan - Apr) 9549 Internship in Counselling  
Thesis (including defence, milestone)

## **Scheduling of Courses**

\*Fall Term: 8:30 am - 11:30 am (each course meets one morning per week for 13 weeks)

\*Winter Term: 8:30 am - 11:30 am or 1:30-4:30 pm (each course meets one morning or afternoon per week for 13 weeks)

\*During both the Fall and Winter Terms, students in Year 1 and Year 2 of the program will meet for weekly Tutorials each Monday between 11:30 am-12:30 pm

Summer Term (Intersession): 8:30 am -11:30 am (course meets two mornings per week for 6 weeks)

## **CONTINUOUS GRADUATE ENROLMENT**

A condition of graduate study is continuous graduate enrolment; all students must be continually registered and pay tuition every term until degree requirements are completed.

## **FEES**

Tuition fees are set each year by Senate and when published, are available on the Office of the Registrar's web site: [www.registrar.uwo.ca/index.cfm/student-finances/fees-refunds](http://www.registrar.uwo.ca/index.cfm/student-finances/fees-refunds). Fees are assessed in each one of the three terms based on either part or full time study (i.e. not per course). Due dates are typically the first week of each term.

## ***Course Descriptions***

### **9542 Assessment in Career and Counselling Psychology**

Basic principles and statistical procedures underlying assessment and evaluation in counselling. Topics include: theoretical concepts of measurement, tests of aptitude, personality, attitude and achievement, interest inventories, interviewing procedures, observation methods. 3 lecture hours, 1 tutorial hour. Half course; one term. Offered: Every Winter Term. Prerequisites: ED9544- Theories of Counselling, ED9545- Practicum in Counselling and ED9546- Research Design in Counselling.

### **9543 Systemic Practice**

The systemic context within which counselling interventions are offered is critical. This course focus on the context of community, family, couples and concurrent multiple systems that are explored within an evidence-based tradition of intervention. 3 lecture hours, 1 tutorial hour. Half course; one term. Offered: Every Winter Term. Prerequisites: ED9544- Theories of Counselling, and ED9545- Practicum in Counselling

### **9544 Theories of Counselling Psychology**

An examination of the current cognitive, affective, and behavioural theories of counselling and their applicability to a broad range of client populations in a variety of counselling settings. Half course; one term. 3 lecture hours, 1 tutorial hour. Half course; one term. Offered: Every Fall Term.

#### 9545 Practicum in Counselling (full course -one term)

Dual emphasis on development of personal awareness and professional knowledge regarding therapeutic relationship, dynamics and techniques. 6 lecture hours, 2 tutorial hours. Full course; one term. Offered: Every Fall Term.

#### 9546 Research Design in Counselling

Research in the counselling profession emphasizes knowledge of both qualitative and quantitative approaches from design through to data analysis. Challenges in design that question results are reviewed along with the importance of acknowledging diversity within the populations that are part of research initiatives. The ethical and legal prerogatives involved in human science research are also reviewed. 3 lecture hours, 1 tutorial hour. Half-course, one term. Offered: Every Fall Term.

#### 9547 Counselling Interventions and Community Mental Health

An examination of counselling interventions and strategies for individuals with an emphasis on diversity, consultation and community mental health using a research-to-practice framework. Topics include trauma, case conceptualization, and evidence-based intervention strategies. Half course. 3 lecture hours, 1 tutorial hour. Offered: Every Winter Term. Prerequisites: ED9544- Theories of Counselling, ED9545- Practicum in Counselling and ED9546- Research Design in Counselling.

#### 9549 Internship in Counselling

For counselling interns, who have completed the major part of their course work, to study cases, examine current problems and apply theory. Prerequisite: completion of core courses or equivalent. Full course; two terms. Offered: Every Fall & Winter Term

#### 9550 Ethics and Human Development

Ethical and legislative issues governing the practice of counselling psychology are reviewed as they relate to children, youth and adults in both school and community settings. The relevance of guidelines provided by the Canadian Counseling and Psychotherapy Association and the Canadian Psychological Association will be provided a framework that will guide ethical decision making. 3 lecture hours, 1 tutorial hour. Half course; one term. Offered: Every Fall Term. Prerequisite: completion of core courses or equivalent.

#### 9552 Counselling for Career Development and Life Transitions

An examination of theories of career and human development and their application to counselling and consultation processes. Issues related to life transitions in the context of career and personal development, diversity and challenges are reviewed and considered within the framework of ethical, legal, and cultural considerations. 3 lecture hours, 1 tutorial hour. Half course; one term. Offered: Every Intersession Term. Prerequisites: ED9544- Theories of Counselling *or* ED9545- Practicum in Counselling and ED9546- Research Design in Counselling.

## 9553 Cross-Cultural Counselling

An examination of basic concepts and principles in cross-cultural counselling theory and practice. Issues central to planning and delivering culturally appropriate counselling interventions examined.

Note: Prerequisites: ED9544, ED9545, ED9546 and Restricted to Counselling Psychology Student

### Thesis

#### The M.A. Counselling Thesis Proposal and Thesis Completion Schedule

Although each student's thesis is a unique product, there are many common and required elements. The finished product constitutes the introduction and method sections of your thesis. The proposal should be viewed as a document that informs your reader about a particular topic, why that topic is important, why your idea for your study is a great way to go about the research, and what you hope to contribute. By the time the reader gets to the end of your proposal, you want them to see the connections very clearly between your literature review, the theory, your research questions, and your methodology (and your planned analyses).

The formatting (headings) and organization (the order of these sections) will be decided by your advisor, but all proposals should be 15-20 pages long *excluding title page, references and appendices*, and make effective use of recent and relevant references in five major areas:

- a) The topic of interest
  - a. What is the area of study, and why is it important to study it?
    - i. For example, prevalence, social justice, long-term effects
  - b. What is the population you are studying, and what should we know about them? A well-crafted literature review presents your reader with what they need to know about the problem, people, or group that you intend on studying. Examples include:
    - i. Child development – issues related to healthy child development, developmental differences, developmental trajectories
    - ii. Culture and language- experiences of poverty, oppression, opportunity, and safety with respect to membership in a non-dominant group
    - iii. Child welfare – the frequency, duration, and outcomes related to placement in child protective services
  - c. Summarize your review with some
    - i. Conclusions
    - ii. Arguments
    - iii. Criticisms, etc.

These will serve as the basis to indicate the clear purpose of your current proposed study.
- b) Theoretical orientation
  - a. What theory provides the best structure for your topic?



- b. Why have you chosen this particular theory?
- c. What can this theoretical orientation add to the body of knowledge on the topic?
- c) The research question(s)
  - a. Be clear and precise.
  - b. Base your research questions/hypotheses on your literature review.
  - c. If you are making predictions, what previous research or theory supports your prediction?
- d) Methodology
  - a. Decide on the population you are going to study. Present a rationale for this population, and describe your sample and sampling procedure.
  - b. How will you recruit them?
  - c. What are the inclusion and exclusion criteria for participating?
  - d. What is the methodology you have chosen? Select a research design that best fits the kind of questions(s) you have asked, the populations you are interested in studying, the measurement devices or questions you need, etc.
  - e. For both qualitative and quantitative studies your proposal should cover the following areas:
    - i. Why this particular design?
    - ii. Why this data analysis method?
  - f. What instruments, questions, or other tools will you use, and why?
    - i. If you are using existing research instruments to measure the variables in your study, justify the selection of these instruments:
      - 1. Discuss their correspondence to the research variables
      - 2. provide full and relevant details about these instruments, including descriptions, reliability, how the instrument is scored, the meaning of scores (for example, a high score on the Beck Depression Inventory indicates the presence of more and/or more frequent symptoms of depression)
    - ii. If you are using interview questions or probes, discuss how you arrived at these particular questions, what previous researchers in the area do/have done
  - g. Decide on and describe the procedure of your study. Explain how, where, and when the study will be carried out. Let your readers understand precisely what\_ you are planning to do and why, and how all of these apply to your research questions or hypotheses.
  - h. Planned analyses
    - i. Make sure that the method fits with the research design, and that the method(s) of analyses can answer your research question(s)
    - ii. For quantitative designs, propose the statistical analyses they you need to do to test the research hypotheses. Explain why these procedures are necessary to answer your questions. Discuss any limitations to your selected method(s)

- iii. For qualitative designs, propose the data transformation method (e.g. transcription) and analyses (e.g. content analysis, grounded theory) and explain why these procedures are necessary to answer your questions. As above, discuss any limitations to your selected method(s).
- e) Ethical Considerations
- a. Discuss the ethical issues relevant to your population, topic, and methodology
  - b. In addition, you may need to complete an ethics form to apply for permission to carry out your research (consult with your advisor on this).
  - c. The Ethics Review Form should appear as an appendix in your proposal.

TIPS:

1. Read widely to get ideas for your topic. It is very important to start from a broad base.
2. Talk to different faculty members to get ideas and input.
3. Once narrowed down to a general area, read broadly on that topic and write down possible research questions, possible theoretical frameworks for your topic, and ways to improve on previous studies.
4. Get connected with a thesis advisor and start meeting with that person regularly.
5. Use the APA Manual. The process of developing your thesis proposal takes many drafts and rewrites between you and your advisor and takes most students 2 – 4 months to complete once they have completed the preliminary work in Research Design class.
6. Make sure your reference section is complete and written in APA format. All citations should be included in this list.
7. Append relevant materials to the proposal such as tests (samples are enough), detailed examples if needed, instructions, etc. Refer to and cite the appendices in relevant places in the text.
8. Once your proposal is ready to go, we schedule a thesis proposal meeting with your advisor and your Proposal Committee (your advisor will select the members of this committee, usually the other faculty or adjunct faculty members!). The goal here is to improve the research design and clarity of the proposal. Make the suggested revisions (in consultation with your advisor) and have the Thesis Approval Form signed by everyone.
9. If needed, write an Ethics Proposal and get approval (your advisor will help you with this step).
10. Turn in the approved thesis proposal and accompanying form, and your ethics approval, to the Associate Dean of Research and Graduate Studies, for final approval of your thesis proposal.
11. **DATA MAY NOT BE COLLECTED OR ANALYSED BEFORE RECEIVING WRITTEN APPROVAL FOR YOUR THESIS PROPOSAL FROM THE ASSOCIATE DEAN.**

Here is the schedule of required meetings, activities, and steps in preparing your thesis proposal:

### ***Thesis Schedule***

<b>Time (dates will vary slightly from year to year)</b>	<b>activity</b>	<b>purpose</b>	<b>goal</b>
First week of classes in September	Thesis meeting	Faculty explain the process of doing a Master's thesis, and present projects they have available to students	Students learn about faculty research and begin to develop ideas about possible thesis projects
3 <sup>rd</sup> week of September	Students write a 2-page thesis proposal outline	Develop ideas and plan and submit to the faculty member with whom they would like to work.	Students and faculty decide who will work with whom, and on what
Thanksgiving (second Monday in October)	Thesis agreement completed and signed	Student and Faculty commit to working together on a particular project	Students enter into an agreement and begin to work in a systematic fashion on their thesis proposal
Mid-October to end of February	Development of proposal	To develop a thesis proposal that meets the criteria set out by the Faculty	Students meet with Thesis Advisor on a regular basis to write, obtain feedback, and improve proposal
March 1	Meeting with thesis advisor	To determine satisfactory progress on thesis proposal	Have thesis proposal ready for distribution by April 15
April 15	Completion of thesis proposal	Dissemination to Thesis Committee	To prepare for Proposal Meeting
First week of May	Proposal Meeting	To present and discuss proposal with Thesis Committee	Approval of thesis proposal by Counselling Psychology Faculty
May 31	Submission of thesis proposal	To the Associate Dean, Research, for approval	Approval of proposal, then thesis work can begin.
Summer year 2	data collection/analyses	Carry out research outlined in approved proposal	Complete all data gathering prior to September, Year 2
September-December year 2	Writing	Writing	Have full draft of thesis complete and turned in to Advisor prior to December break
January - February year 2	Revisions	Writing	Using feedback from advisor, revise and improve thesis
March 1	Final draft	Submission of thesis to Graduate Office	To prepare for Thesis Examination
April 1	Thesis Examination		Successful completion!

\*Note that this schedule is for *full-time* students only; part-time students will develop a schedule that includes all steps, individually with Faculty.

## Internship

ED9549. Internship in Counselling. For counselling interns who have completed the major part of their course work, study cases, examine current problems and apply theory.

Prerequisite: completion of core courses or their equivalent

Full course; two terms. Offered: Every Fall & Winter Term

Education 9549 involves a supervised Internship placement in counselling activities on at least a half-time basis over at least 8 continuous months of the academic year (namely September through April). Most students complete this requirement by working three days week on-site for approximately 21 hours a week for 26 weeks (a minimum of 550 supervised hours on site) as well as one day of independent study off-site related to client issues.

Student interns engage in direct individual, group and family counselling (depending on their internship placement) using anti-oppressive, feminist and social justice, and evidence informed approaches that include relational-cultural, person-centred, systemic, cognitive-behavioural, motivational, strength-based, trauma and violence informed and culturally sensitive approaches.

### Internship Activity Guidelines

While Internship settings vary greatly in terms of what is possible to arrange, there are several minimum requirements that should serve as guidelines for organizing your activities, subject to negotiation with site supervisor and faculty monitor.

1. Interns set learning goals for themselves for the first semester. Supervisors can help make these goals specific and realistic. Interns evaluate their progress on these goals with their supervisor in December and then modify or set new goals for the second semester.
2. Interns, along with their site supervisors meet with their faculty advisor at least three times, or as required, during the academic year. These meetings will typically be timed in late September, December and April. The content of these meetings is to help articulate the interns' goals and help in the evaluation. Additional meetings will be scheduled as needed, at the discretion of the Faculty.
3. Evaluations of the intern's progress will be the focus for the December and April meetings.
4. An informal evaluation of the intern's adjustment to their internship site will be conducted by mid October of the first semester. This evaluation period is to ensure that there is a good fit between the intern, their preparedness, the supervisor and the site that they are in. Any concerns that may arise at this point can be effectively responded to with the intern in consultation with their faculty and clinical supervisor.
5. Interns should work with a number of clients. They should attempt to tape sessions, analyze the tape for client themes and evaluation of responses. They should try to arrange for at least one long-term client (more than six sessions). They should

discuss ideas and concerns raised by this analysis with their supervisor.

6. Where possible, interns should design and lead a group. In some settings, there is the opportunity to co-lead a group in the first semester and then lead your own group in the second semester. Interns should involve their supervisors at all stages of this process (design, implementation, and evaluation at termination).
7. Interns must read appropriate material that is related to the clients they are seeing and the groups they are leading. Supervisors may be helpful in suggesting appropriate readings. The Internship is a time for interns to reflect, consolidate, integrate, synthesize, and deepen their understanding of clients, counselling, and themselves. Interns need to record the readings that they have drawn upon during the course of their internship.
8. Interns must keep a log of all of their activities and the time devoted to each activity for reference for possible future registration. This log should reflect the differential time spent in managing their client's concerns including face-to-face contact; outside consultation; and note recording time. A form for the log, in Excel format, will be provided. The completed, updated form must be sent to Faculty on the last working day of each month. Interns will want to consult with the *College of Psychotherapists of Ontario (CRPO; (<https://www.crho.ca/>)* or similar regulated college, and the *Canadian Counselling and Psychotherapy Association website (CCPA; <http://www.ccpa-accp.ca/>)* in order to know what is required of their time spent in their internship for registration following graduation. NOTE: CCPA requires that an internship include a minimum of 150 hours of direct client contact, while CRPO requires 100 hours. The Counselling Program requirement is 200 hours of direct client contact, with 40 of those hours in a group setting.
9. Beginning in the Fall of 2022 for those preparing to register with CRPO, information including the name of the internship site and the hours of client contact will be shared with CRPO through a secure portal for their recording requirements.

## Supervision

Supervision is a key element in the Internship. It is preferred that the supervisor have a doctoral degree. In some situations, the Faculty may approve supervisors who have a Master's degree and have had a supervised Internship or the equivalent. They must be a member in good standing of a regulatory college whose registrants may practise psychotherapy. They must have a minimum of 5 years of extensive counselling experience.

Interns meet with their supervisors for a minimum of one to two hours weekly, in a ratio of at least 1 clinical supervision hour for every 5 direct client contact hours, to discuss cases and related issues. It is your responsibility to plan for these sessions. This is not a time simply to "report" on what is happening in your Internship. Rather, bring questions and concerns about your cases and your readings. In many internship sites, additional supervision and training are provided within a group format. Interns are expected to take advantage of these opportunities along with their individual supervisory sessions in order to take as much from

their internship experience as possible.

As part of the learning experience in the Internship, interns may make video or audio recordings of their counselling interactions and use these recordings as a focus for discussion with their supervisor. At other times, arrangements may be made with clients to permit the discussion of counselling content with the supervisor or other consultant, or to allow a supervisor to attend or observe a counselling session. In all such cases, the full and informed written consent of the client(s) concerned is required. In consultation with persons other than the supervisor, the anonymity of the client will be protected by the use of pseudonyms and by deleting names from recordings and case notes.

If the student plans to be employed with his/her current employer during the internship year, the student must arrange for both individual and group counselling activities to a minimum of half-time. Specific arrangements for the internship are made during the Winter term of the first year in the program.

Students will be asked to sign a letter of agreement insuring their understanding and appreciation for the conditions of the internship and the importance of confidentiality, supervisee responsibility and clinical integrity.

### **Intern Evaluation (See Appendix C for details)**

In addition to ongoing feedback from supervisors, instructors, and others, interns will receive at least one formative evaluation during the Internship and one summative evaluation, the latter near the end of the Internship. The interim, or mid-term, evaluation will be used primarily for formative (i.e., feedback) purposes. The end-of-term evaluation will be used primarily for summative purposes in arriving at a final supervision report. Where possible, a consensual evaluation procedure will be used to derive a composite, final supervision report incorporating the observations and perceptions of both supervisor and intern.

Evaluation forms must be filed in writing to the Internship Chair at the end of the Fall Term (December) and at the end of the Winter Term (April). The forms used will either be the form provided by the Faculty or a standard form used by the agency for other employees. Supervisor and intern will choose the form most applicable. The intern's signature on the evaluation signifies agreement with the evaluation. In some cases, information from this form will be used for future reference letters.

Final grades in the Internship will be assigned on a pass-fail basis. Internship instructors and on-site supervisors are responsible for evaluating the degree to which minimally acceptable skill competencies are obtained by the intern and whether or not the intern acts in accordance with high professional and ethical standards. When an intern does not meet such competencies and standards, the Internship Chair will request the intern to withdraw from the Internship (a fail grade will be the result of not withdrawing under these conditions). Where an intern withdraws from the Internship due to insufficient

degree of skill acquisition or fails to attain minimally acceptable skill competencies by the end of the Internship period, an intern will be given the opportunity of repeating the Internship. In this case, only two attempts at the Internship will be permitted. If withdrawal or failure is due to noncompliance with high professional and ethical standards, the intern must withdraw from the Counselling Psychology program. Students in such circumstances may follow the policies and procedures provided by the University and Faculty of Education to appeal the result. In cases of withdrawal or failure in the Counselling Psychology program, students may continue in one of the Faculty's other Master's programs if accepted for another program. The Following is a Listing of the Most Common Internship Placements

1. Western University Student Wellness Services.
  2. Fanshawe College Student Services
  3. Thames Valley District School Board
  4. Daya Counselling
  5. Centre for Children and Families in the Justice System (London Family Court Clinic)
  6. Western University Student Success Centre- Career Services
  7. Family Services Thames Valley
  8. Madame Vanier Children's Services
  9. King's' University College Counselling Centre
  10. University of Waterloo Counselling Centre
  11. Western University Child and Youth Development Clinic
  12. Muslim Family Resource Centre
- Appendix A: Letter of Agreement for Thesis Completion

## ***Appendix A: Graduate and Thesis Advisor Agreement***

### **Roles and Responsibilities of Graduate Students and Thesis Advisors**

The combined effort of students and their supervisors is essential if we are to achieve excellence in graduate education. Because tension or conflict can arise in situations where expectations are unclear or mismatched, a clear understanding of each person's role is critical to productive learning and successful outcomes. The following guidelines describe the roles and responsibilities of graduate students and their thesis advisors in the M.A. Counselling Psychology program.

#### **OVERALL ROLES & RESPONSIBILITIES:**

##### **Thesis Supervisors:**

##### **It is my responsibility to:**

- make every effort to ensure that student's learning and research environment is adequately supported with guidance in choosing appropriate course work, and providing suitable resources
- ensure that the student's thesis has an appropriate hypothesis/question and achievable goals, using the Thesis Guidelines as a framework
- establish a professional working relationship and guide the student to approach her/his research in a scholarly manner
- guide student to work independently and as a member of a team, as appropriate
- give credit to graduate student contributions to scholarly activity, whether presented at professional meetings, publications, or in applications for grants
- meet regularly with students to provide guidance and assess progress so that student completes program in timely fashion for

##### **Students:**

##### **It is my responsibility to:**

- learn skills and approaches to thinking about problems that are suitable for an advanced degree
- exhibit independent judgment, academic rigor, and intellectual honesty
- devote adequate time to thesis work and make timely progress towards completion of degree
- meet regularly with supervisor and advisory committee to assess progress
- participate in departmental seminars and training regularly as appropriate and determined with supervisor
- interact with fellow students, both graduate and undergraduate, staff and faculty in a professional and mature manner



- negotiate amount of time and timing of holidays

#### **MEETINGS:**

Meetings can be called by the student or the supervisor, and usually by common agreement, with the frequency varying according to the stage of the program and the tasks at hand.

#### **Thesis Supervisors:**

##### **It is my responsibility to:**

- monitor the accuracy, validity, and integrity of student's progress
- respond in timely manner with comments and revisions to drafts of applications, reports or research presentations
- ensure that student is aware of relevant policies and procedures for the conduct of research
- be available to meet on a regular basis and as needed for progress and timely completion of the research and degree

#### **Students:**

##### **It is my responsibility to:**

- set up regular meetings with my thesis supervisor to discuss progress in research and to meet deadlines
- balance duties and allocate professional time to be academically effective
- provide a progress report and future plans to supervisor at each meeting
- plan appropriately to allow time for your supervisor to review and comment on reports before meeting

#### **TIMELINES:**

- every effort should be made for full-time students to complete the majority of course work in the first year, and complete the thesis within year 2 of the program
- students and advisors will have a formal meeting by March 1 of Year 1; if at that time the advisor feels there has not been sufficient progress on the thesis proposal, the student may be advised that timely completion of the program is not possible and will result in students completing their thesis during the summer term of Year 2, resulting in fees for an additional term, and not graduating with their cohort group at Summer Convocation.

#### **FUNDING:**

- understand that graduate student support may come from a variety of sources that may include Graduate Teaching Assistantships, Scholarship funding from the Faculty of Graduate Studies, internal and external scholarships and bursaries, and research funds acquired by your supervisor (designated as Research Assistantships)
- students are expected to apply for scholarships appropriate to program of study (e.g. SSHRC, OGS)

- supervisors are expected to provide consultation about scholarship and bursary applications in advance in order to look at ways of optimizing chances of success

**PUBLICATIONS:**

**Students & Supervisors:**

**It is our joint responsibility to**

- present research results that are publishable in reputable, externally refereed journals, thereby achieving the goals of creating new knowledge and reporting it to the appropriate community
- determine authorship – process for shared and non-shared authorship; the importance of first authorship for the student
- recommend timely completion and publication of manuscripts before completion of the program to facilitate preparation of thesis
- publish the findings from the research

**PROFESSIONAL DEVELOPMENT:**

- work together to find opportunities for students to attend suitable conferences and present research findings
- investigate sources of funding for travel
- encourage participation in non-academic programs for professional development, such as effective writing courses, teaching training programs, and workshops on research grants and conflict resolution

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Supervisor

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Date

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Student

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Date

## ***Appendix B: Thesis Proposal Form***

available on-line through the Graduate Office

[Forms and Guidelines - Faculty of Education - Western University \(uwo.ca\)](#)

## ***Appendix C: Internship Evaluation***

### **Intern Evaluation**

In addition to ongoing feedback from supervisors, instructors, and others, interns will receive at least one formative evaluation during the Internship and one summative evaluation, the latter near the end of the Internship. The interim, or mid-term, evaluation will be used primarily for formative (i.e., feedback) purposes. The end-of-term evaluation will be used primarily for summative purposes in arriving at a final supervision report. Where possible, a consensual evaluation procedure will be used to derive a composite, final supervision report incorporating the observations and perceptions of both supervisor and intern.

Evaluation forms must be filed in writing to the Internship Chair at the end of the Fall Term (December) and at the end of the Winter Term (April). The forms will be provided by the Faculty and were created in consultation with internship sites and supervisors and reflect the values and competencies of the MEd Counselling Psychology program, the CCPA, and the College of Registered Psychotherapists and Mental Health Therapists of Ontario. The intern's signature on the evaluation signifies agreement with the evaluation. In some cases, information from this form will be used for future reference letters.

Final grades in the Internship will be assigned on a pass-fail basis. Internship instructors and on-site supervisors are responsible for evaluating the degree to which minimally acceptable skill competencies are obtained by the intern and whether or not the intern acts in accordance with high professional and ethical standards. When an intern does not meet such competencies and standards, the Internship Chair will request the intern to withdraw from the Internship (a fail grade will be the result of not withdrawing under these conditions). Where an intern withdraws from the Internship due to insufficient degree of skill acquisition or fails to attain minimally acceptable skill competencies by the end of the Internship period, an intern will be given the opportunity of repeating the Internship. In this case, only two attempts at the Internship will be permitted. If withdrawal or failure is due to noncompliance with high professional and ethical standards, the intern must withdraw from the Counselling Psychology program. Students in such circumstances may follow the policies and procedures provided by the University and Faculty of Education to appeal the result. In cases of withdrawal or failure in the Counselling Psychology program, students may continue in one of the Faculty's other Master's programs if accepted for another program. Learning outcomes for this course are organized into the 6 key areas, based on the Ontario Universities' Graduate Degree-Level Expectations.

Graduate Program Policies:

All students are expected to familiarize themselves with the Graduate Program and University wide policies found here: <https://www.edu.uwo.ca/CSW/my-program/graduate-degrees/policies.html> . This link provides all information regarding enrollment, program progression, course policies, accessibility, privacy, scholastic offences and appeals.

Also available at the above link is the Western Student Code of Conduct. All students should familiarize themselves with this document. Students found to be in violation of this general

standard of conduct are subject to sanctions. Upon registration to a Graduate Program, students accept the rights and responsibilities associated with membership in the University's academic and social community. Students are reminded that they are responsible for observing the standard of conduct set out in this Code when using any means of electronic or digital communication to send, share, or post messages, images, or other material, including the use of social media sites.

<https://www.uwo.ca/univsec/pdf/board/code.pdf>

In addition to following all course expectations, students are reminded that they are in a program leading to registration as a psychotherapist in the province of Ontario. As such, students are expected to adhere to the ethical principles and professional standards outlined by the Canadian Counselling and Psychotherapy Association (2018) and the College of Registered Psychotherapists of Ontario (2018). All students should be aware about how these important documents may impact their candidacy. Current copies of both documents may be found at the following sites:

Canadian Counselling and Psychotherapy Association (2018) <https://www.ccpa-accp.ca/profession/regulation-across-canada/>

College of Registered Psychotherapists of Ontario (2018) <https://www.crpo.ca/code-of-ethics/>

#### Internship Evaluation - General Description

The Internship provides on-the-job experience. The overall goals are to help the intern relate theory to practice in counselling and related services. The Internship consists of experiences in counselling settings (under ongoing supervision) that assist the intern in developing skills to help clients in personal growth and learning, to learn to conceptualize clients at a deeper level, and to engage in critical analysis of professional practice, leading to self-improvement.

#### Length and Time Involvement

The Internship involves a supervised placement of two terms (one full course) over at least eight continuous months of the academic year (namely September through April). Most students complete this requirement by working 3 days a week on site for approximately 21 hours a week for 26 weeks (a minimum of 550 supervised hours on-site) as well as one day of independent study off-site related to client issues. Students are responsible for tracking their hours and are provided with a spreadsheet for this purpose. Supervisors may wish to review this periodically with students to check on progress toward attainment of the necessary practice hours.

According to CRPO guidelines\*\*:

- Hours must take place after the applicant/registrant's education program began. Hours completed before the education program will not be accepted. For clarity, "education program" means the earliest psychotherapy program accepted by CRPO for registration purposes.
- Clinical experience positions must fall within the scope of practice of psychotherapy, which includes both assessment and treatment.
- Clinical experience positions consisting primarily or exclusively of "Activities Outside the Controlled Act of Psychotherapy" will not be counted for registration.
- Registered Psychotherapist (Qualifying) Registrants shall receive clinical supervision regarding all clinical experience positions. That is, none of the clinical experience positions shall be unsupervised.

Clinical supervision shall be spread evenly at an approximate ratio of 1 clinical supervision hour for every 4.5 DCC hours.

- At least 50 out of 100 clinical supervision hours to transfer from Registered Psychotherapist (Qualifying) to Registered Psychotherapist shall be in individual/dyadic format. At least 25 of the remaining 50 clinical supervision to total 150 clinical supervision hours for Registered Psychotherapist independent practice shall be in individual/dyadic format.
- Starting April 1, 2022, reported group supervision shall not include more than 8 supervisees.
- Clinical supervision must meet CRPO's definition of clinical supervision and be provided by an individual who meets CRPO's definition of a clinical supervisor at the time the supervision was provided.
- DCC must meet CRPO's definition of DCC.
- DCC must be confirmed in writing by an employer, educational institution, or clinical supervisor. Confirmation in writing from a professional colleague experienced in psychotherapy may be considered in exceptional circumstances.
- Clinical supervision must be confirmed in writing by a clinical supervisor or educational institution. Confirmation in writing from a professional colleague experienced in psychotherapy may be considered in exceptional circumstances.
- Clinical supervision hours must be in relation to DCC hours that are accepted by the College.
- If clinical supervision hours for a clinical experience position are not accepted, any corresponding DCC hours that occurred after the registrant's registration date will not be accepted.
- There must be reasonable grounds to support that the applicant/registrant practises in a safe and professional manner.

\*\* [Clinical-Experience-for-Registration-Policy.pdf \(crpo.ca\)](#)

According to CCPA guidelines\*:

Students must complete a final 400 hour supervised practicum:

- Of the 400 hours of supervised practicum, a minimum of 200 hours is spent in direct client contact.
- Of the 200 hours spent in direct client contact, a minimum of 160 hours is spent in individual counselling.
- Of the 200 hours spent in direct client contact, a minimum of 40 hours is spent in group work.
- The practicum should provide the opportunity for the student to become familiar with a variety of professional activities in addition to direct service (e.g., record keeping, supervision, information and referral, team work, in-service and staff meetings);
- The practicum should provide an opportunity for the student to develop program-appropriate audio and/or videotapes of the student's interactions with clients for use in supervision;
- The practicum should provide the opportunity for the student to gain supervised experience in the use of a variety of professional resources such as assessment instruments, technologies, print and multimedia, professional literature, and research; and
- There should be a formal evaluation of the student's performance during the final practicum by a program faculty member in consultation with the site supervisor.

\*[Certification - Canadian Counselling and Psychotherapy Association \(ccpa-accp.ca\)](#)

## Intern Evaluation

In addition to ongoing feedback from supervisors, instructors, and others, interns will receive at least one formative evaluation during the Internship and one summative evaluation, the latter near the end of the Internship. The interim, or mid-term, evaluation will be used primarily for formative (i.e., feedback) purposes. The end-of-term evaluation will be used primarily for summative purposes in arriving at a final supervision report. Where possible, a consensual evaluation procedure will be used to derive a composite, final supervision report incorporating the observations and perceptions of both supervisor and intern.

Evaluation forms must be filed in writing to the Internship Chair at the end of the Fall Term (December) and at the end of the Winter Term (April). The current evaluation form reflects the competency standards and values of the CCPA and the Counselling Psychology Program. The intern's signature on the evaluation signifies agreement with the evaluation. In some cases, information from this form will be used for future reference letters.

Final grades in the Internship will be assigned on a pass-fail basis. Internship instructors and on-site supervisors are responsible for evaluating the degree to which minimally acceptable skill competencies are obtained by the intern and whether or not the intern acts in accordance with high professional and ethical standards. When an intern does not meet such competencies and standards, the Internship Chair will request the intern to withdraw from the Internship (a fail grade will be the result of not withdrawing under these conditions). Where an intern withdraws from the Internship due to insufficient degree of skill acquisition or fails to attain minimally acceptable skill competencies by the end of the Internship period, an intern will be given the opportunity of repeating the Internship. In this case, only two attempts at the Internship will be permitted. If withdrawal or failure is due to noncompliance with high professional and ethical standards, the intern must withdraw from the Counselling Psychology program. Students in such circumstances may follow the policies and procedures provided by the University and Faculty of Education to appeal the result. In cases of withdrawal or failure in the Counselling Psychology program, students may continue in one of the Faculty's other Master's programs if accepted for another program.

## Rating Scale

This rating scale and the accompanying general statements are intended to serve as a guide in the description of a student's level of performance:

NA	Not applicable/insufficient basis for making a rating	
5	Outstanding	Student intern performs at the highest level and display initiative, exemplary professional knowledge and practice, and is clearly exceptional. Top 5%.
4	Exceeds expectations	Exceeds the competency standard for student interns, and performance is clearly above the normal requirement in most clinical areas. Top 15%.
3	Meets expectations	Meets the competency standards for student interns. Expected level of performance. Mid 50%.
2	Does not currently meet expectations	Generally does not meet competency standards for student interns and requires further development and supervision. Bottom 15%
1	Far below expectations	Significantly below competency standards, and consistently performs poorly. Student interns in this category should be given specific training and development plans and target goals, and if improvement is not made, should be re-evaluated for suitability for the work. Bottom 5%.

If you wish to make comments or provide detail regarding your rating any or all of the items, please do so; however, you may choose to select numerical ratings only.

**NOTE: Evaluations are relative to the student's *current* level of training.**

### 1. Respect and value for clients and the process of counselling

This reflects the Counselling Program's values of social justice, social justice, and respect for all, and includes knowledge, skills and attitudes regarding non-judgment, value of the diverse lived experiences, and the contextual nature of mental, physical, and emotional well-being.

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

### 2. Assessment

The intern knows the nature and purpose of assessments, the selection and use of assessment instruments and techniques, and how to connect assessment results to treatment/recommendations; shows understanding and sensitivity to issues such as reliability, validity, and bias.

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:



### 3. Case conceptualization and treatment planning.

Knowledge and skill in identification of key issues, development of hypotheses and hypothesis testing, and treatment planning within a solid theory-to-practice framework.

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

### 4. Intervention knowledge and skills

Knowledge and skill in both articulation of client problems and connection between problem and intervention. Knowledge, understanding, and use of appropriate interventions; evaluates progress toward goals

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

### 5. Therapeutic relationships

Knowledge and skill in developing and maintaining therapeutic relationships; recognition of power and transference in these relationships. Prepares appropriately for clients

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

## 6. Consultation and liaison

Ability and willingness to engage in collaborative, consultative relationships, develops and maintains good rapport with colleagues and community partners/agencies, and makes appropriate referrals as part of therapy.

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

## 7. Advocacy and outreach

Ability to identify and name experiences of oppression and marginalization, as appropriate for each client, and work effectively with the client to identify strengths and resources; willingness and skill in doing outreach presentations.

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

## 8. Cross-cultural competencies

Knowledge and understanding of variations in age, gender, culture and ethnicity, race, religious preference, sexual orientation, physical and psychical ability, socioeconomic status, lifestyle and family patterns impact on the research and practice of counselling in communities within a diverse society. Selects and uses interventions and assessments with sensitivity to cultural variations.

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

## 9. Ethics and standards

Knowledge and skills in setting and maintaining appropriate boundaries, displays professional interpersonal behaviour and knowledge and application of ethical principles and standards. Can proactively identify potential ethical dilemmas and apply decision-making skills.

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

## 10. Personal Awareness

Displays self-confidence, empathy, self-awareness, concern and respect for others, and takes responsibility for self-care. Has good communication and conflict resolution skills and an awareness of the impact of experiences, attitudes and actions on others.

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

## 11. Professional Conduct

This reflects intern's use of positive coping strategies, ability to analyze own counselling performance, receive and incorporate feedback, and appropriate use of supervisions; knowledge and skill in administrative tasks, documentation, and commitment to confidentiality and respect for privacy of information standards.

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

12. Evidence-based Practice (theory and research)

Attitudes and actions consistent with developing and maintaining a professional approach to continuous learning and improvement of counselling knowledge and skills; actively seeks out professional development opportunities and brings theory and research into the work of counselling.

Circle one:

5	4	3	2	1
Outstanding	Exceeds Expectations	Meets Expectations	Does Not Currently Meet Expectations	Far Below Expectations

Comments:

Signatures:

\_\_\_\_\_ (Student)

\_\_\_\_\_ (Supervisor)

\_\_\_\_\_ (Date)