

St. Stephen's College

Department of Psychotherapy and Spirituality

Practicum Manual



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Dear Supervisor,

Your interest in supporting, guiding and inspiring our graduate students in their internship is greatly appreciated. We hope that you find that this opportunity is enriching to both you, and your organization.

The St. Stephen's College Department of Psychotherapy and Spirituality *Practicum Manual* is meant to provide practical information pertaining to the internship, and hope that it will be a useful guide. Please do not hesitate to contact me if you have any other questions or concerns. I look forward to working with you.

Best regards,

A handwritten signature in black ink, appearing to read 'O Perju', written in a cursive style.

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About St. Stephen's College

From its beginning, St. Stephen's College has had a reputation for innovation in theological education. At St. Stephen's College there is value placed on flexibility, non-traditional modes of learning, an action-reflection model of education, innovation, collegiality, inclusive imagery, self-directed learning, and the integration of theology with the arts. We seek to discover new and creative ways of education for the whole person – body, mind, and spirit.

St. Stephen's College is primarily oriented toward graduate theological education. As part of the St. Stephen's College community, students are encouraged to develop learning goals that fit their life experiences and spiritual commitments however they may be defined. Courses are offered in a variety of different formats: intensives on campus, semester-long online courses, and independent study. St. Stephen's College is committed to making courses and programs as accessible as possible, while maintaining a diverse learning community. Students and faculty are drawn from across Canada, the United States, and overseas. At St. Stephen's College, it is assumed that students have as much to offer the learning process, as they have to receive from it.

The people who make up the St. Stephen's College community share values that shape their responses to changing rural, urban, and global perspectives, and values that define their life together. Inclusiveness and justice in language and practice characterize these values for all persons, regardless of their race, creed, gender identity, age, sexual orientation, or physical ability. Together we recognize the challenges facing our society and our world and we endeavor to dissolve the barriers to deep spiritual reflection and study. We strive to create a safe space within a climate of respect and trust.

The St. Stephen's College community warmly welcomes your contribution as a practicum Supervisor for the Department of Psychotherapy and Spirituality!

Department of Psychotherapy and Spirituality

The Master of Psychotherapy and Spirituality program (MPS) was introduced at St. Stephen's College in 1998 (formerly the Master of Arts in Pastoral Psychology and Counselling program). The MPS program develops professional counsellors who are well grounded in the integration of psychological and spiritual knowledge as a holistic foundation for effective therapeutic practice. The MPS is a unique degree program. It was developed in response to an expressed need for formal graduate counselling training that integrates psychology and spirituality. This academic program blends theoretical knowledge and clinical skills with particular emphasis on the individual student's ability to integrate diverse learning perspectives with their personal growth, and to implement this integration into effective clinical practice. The MPS program has been designed for those who see professional counselling as both an aptitude and calling, and who want to include spiritual awareness and perspectives in their therapeutic understanding as well as skills development.

The Post-Master's Art Therapy Diploma (PMATD) program is designed for those who have previously completed a Master's or Doctoral degree in a related field. This program is intended for those interested in professional training that integrates their professional and academic learning alongside their personal development and interest in spiritually informed practice.

These programs offer a blend of academic course work with supervised clinical experience in community settings. Academic instruction is primarily offered through intensive weeklong instructional periods, which provide students with the opportunity to develop a strong cohort and build relationships allowing them to engage with and learn from the experiences and backgrounds of their classmates.

With regard to professional credentials, St. Stephen's has designed the MPS degree program so that it can assist students in acquiring professional counselling credentials. However, the program does not meet requirements to pursue registration as a psychologist in Alberta. With additional supervised clinical training, students can pursue the credentialing process with professional registering bodies such as the Canadian Counselling and Psychotherapy Association (CCPA), British Columbia Association of Clinical Counsellors (BCACC), and the Canadian Professional Counsellors Association (CPCA).

The MPS Art Therapy Specialization and the Post-Master's Art Therapy Diploma meet the Educational Standards of the Canadian Art Therapy Association (CATA). Whatever students' professional credentialing objectives, the onus will be on them to consult with their chosen professional association's registering body, acquire information about specific membership categories and specifications, and meet the expressed requirements, both during and subsequent to their academic training.

The Spirituality Component

The Department of Psychotherapy and Spirituality programs provide students with both psychological and theological education as it pertains to counselling. Students are taught to respect their clients' perspectives on spirituality and are encouraged to support a holistic approach to a client's healing and personal development.

It is the student's responsibility to identify their specific learning goals with respect to the spirituality component and their particular approach in clinical work with clients. In order to help facilitate the integration of spirituality in counselling, Supervisors are encouraged to listen for, support, and encourage the spiritual perspectives of student counsellors in their work with clients as deemed appropriate for the student's identified learning goals.

We welcome Supervisor's contributions to the theological perspective as they feel able; however, Supervisors for practicum placements are not expected to have theological training and a practicum site is not required to be spiritually affiliated. In fact, many of our students have very successful practicum experiences at secular agencies.

Program Requirements

Master of Psychotherapy and Spirituality

The program is equivalent to two years of full-time study. As the majority of students are enrolled on a part-time basis, they can take up to seven years to complete the program. Students can enroll in either the regular MPS, or the Art Therapy specialization. Art Therapy specialization students are required to complete all courses listed in the regular stream in addition to courses listed within their specialization.

MPS Regular Stream

Choice of:

SS071V Academic Writing, **OR**

SS074V Academic Skills: Writing, Research and Presenting

PPSYC581 Intro to Psychotherapy and Spirituality (completed before practicum)

PPSYC585 Basic Psychotherapy Skills (completed before practicum)

PPSYC583 Professional Ethics for Psychotherapy and Spiritual Care (completed before practicum)

Choice of:

SSC5710 Inquiry, Research and Evaluation, **OR**

SSC571V Research Methods

PPSYC584V Theories of Counselling and Psychotherapy

PPSYC5869 Systems Psychotherapy Skills

Choice of:

SSC511 Intro to Theology, **OR**

SSC5540 Spirituality: From Contemplation to Action

SSC589 Theological Reflection in Professional Practice

Choice of:

PPSYC587 Life Span Development, **OR**

PPSYC5896 Spiritually-Informed Developmental Psychology

PPSYC5812 Abnormal Psychology

*****PPSYC5870** Counselling Practicum course

Students must have completed the following prerequisite courses prior to enrolling in practicum:

- **PPSYC581** Introduction to Psychotherapy and Spirituality
- **PPSYC583** Professional Ethics for Psychotherapy and Spiritual Care
- **PPSYC585** Basic Psychotherapy Skills
- **PPSYC584V** Theories of Counselling and Psychotherapy

Two electives

Thesis **or**

PPSYC5892 Capstone

Thesis or Capstone demonstrate integration of psychological and theological learning.

Additional Art Therapy Courses

(See appendix for more information on Art Therapy Specialization stream)

PPSYC5841 Introduction to Art Therapy: Historical and Theoretical Foundations (completed before practicum)

PPSYC5830 Theories and Art Therapy Studio Training Group I (completed before practicum)

PPSYC5833 Theories and Art Therapy Studio Training Group II

PPSYC5880 Professional Issues in Art Therapy: Group, Family, and Diversity

PPSYC5890 Special Topics in Art Therapy

One elective in studio art therapy or expressive art therapy

*****PPSYC5878 (Art Therapy specialization/PMATD)** Counselling Practicum

Students must have completed the following prerequisite courses prior to enrolling in practicum:

- **PPSYC5841** Introduction to Art Therapy: Historical and Theoretical Foundations
- **PPSYC5830** Theories and Art Therapy Studio Training Group I
- **PPSYC581** Introduction to Psychotherapy and Spirituality
- **PPSYC583** Professional Ethics for Psychotherapy and Spiritual Care
- **PPSYC585** Basic Psychotherapy Skills
- **PPSYC584V** Theories of Counselling and Psychotherapy

Thesis **or**

PPSYC5892 Capstone

Thesis or Capstone demonstrating integration of psychological and theological learning in art therapy field.

*****Counselling Practicum Course PPSYC5870/5878:**

Students may not engage in a practicum prior to commencing this course. Potential practicum placements are identified for students in consultation with the Clinical Director as part of their advising sessions prior to the course start. Often interviews are conducted and placements secured months prior to the first day of class. This 6-credit practicum course consists of 600 (MPS) to 700 (MPS-AT/PMATD) hours of direct and indirect client contact and should be arranged to meet the student's desired professional association membership requirements.

Each student is required to complete **a minimum of two separate placements**. Earned hours do not need to be divided evenly between the placements.

Students are encouraged to email the Clinical Director prior to registering for the practicum course to discuss possible placement options.

Note: Practicum sites each have their own intake deadlines that may not necessarily coincide with the January PPSYC5870/5078 course start.

The practicum course begins with five days of face-to-face instruction, followed by monthly engagement in online topic-based modules over the course of one year. To fulfill the Program co-requisite of personal therapy, relationship with a therapist must be established no later than the start of this course.

Note: Clinical Supervision requirements for Art Therapy students must be discussed with the Clinical Director prior to registering for the Counselling Practicum course so they are aware of the specific requirements for clinical supervision in their practicum placements. Please see the [SSC Programs/Files Cabinet/MPS files/Clinical Supervisor Profile](#) on the SSC website to access the fillable form.

The Direct Client/Clinical Supervision hours required for practica are as follows:

Program	Practicum Hours
MPS	300 direct client contact hours (face-to-face therapy with clients) 60 clinical supervision hours (face-to-face time with Supervisors)
MPS-AT and PMATD	350 direct client contact hours 60 clinical supervision hours (at least 35 of those hours must be with a Registered Art Therapist)

Types of Practicum settings:

Individual Therapy	One-on-one
Couple/Family Therapy	On-on-one and group
Group Therapy – Closed Groups*	Closed group therapy should not exceed 50% of total Direct Client Contact hours required.
Group Therapy – Open Groups**	Open group studio, drop-in, and workshop sessions should not exceed 50 DCC hours.

*Closed groups are client groups that have a consistent membership from the beginning to end of therapy. Within this type of group structure, it is typical for a student to formulate individual client and group goals and treatment plans which are monitored and assessed throughout the duration of the group process. Note that the Practicum Process and Integrative Papers are based on video-recordings made with Individual Client sessions. In order to meet this course requirement, the student is advised that they should arrange to have individual sessions throughout the entirety of their practicum placements.

**Open groups do not have consistent membership and group composition may vary from session to session. Despite the less formal nature of some of these groups, the student is expected to follow practice and site guidelines with respect to note taking and client record keeping.

On-Site Clinical Supervision Requirements:

When securing a placement, students should seek an on-site Supervisor who meets the following criteria:

- Has a Clinical Master’s Degree (Psychology, Counselling, Social Work, or Creative Arts Therapies)
- If the Supervisor holds a Masters of Education or a Masters of Nursing Degree, they will need to have completed training specific to counselling psychotherapy.
- Has at least 5 years of post-graduate clinical experience
- Is registered with a professional body with a code of ethics and a complaints process.
- External supervision can be arranged with someone who does hold these credentials.

In addition to these requirements, art therapy students should also seek out an individual with a professional art therapy registration. This could be an individual who holds an RCAT, ATR, BCATA or an equivalent registration. In the event that an on-site Supervisor with art therapy credentials cannot be secured, the student will need to contract an off-site Clinical Supervisor to meet the Canadian Art Therapy Association’s (CATA) supervision requirements.

Clinical Supervision	Individual/Dyad Supervision – calculated at a 1:1 ratio Group Supervision – calculated at a 2:1 ratio Max. 4 students/group (CATA)
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Personal Therapy

For all students, a minimum of **40 hours of personal therapy** with a certified counsellor is required for the successful completion of the program. The Clinical Director **must approve and sign-off on the choice of therapist prior to the beginning of psychotherapy in order for hours to valid.** Personal therapy should be utilized by students as an opportunity to address personal issues as they relate to their professional development as a counsellor. These sessions can be in a group or individual setting. Up to 50% of therapy hours can be in group/family sessions. A signed and dated Therapy Completion Form from the counsellor is required indicating the number of hours of therapy that took place. As well, up to 20 hours of personal therapy, obtained previous to joining the program, is permitted/can be counted towards the student personal therapy requirements, pending Clinical Director approval of counsellor. The Psychotherapy Hours Verification forms can be found here: [Personal Therapy Forms](#)

Personal Therapy Hours	40 hours are required Up to 20 hours can be group or couples’ therapy Up to 20 hours can be ported-in but must be less than 5 years old
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Practicum Course Requirements

The Practicum Course syllabus is available through the Registrar's Office.

Practicum Process Paper

Mid-way through the required practicum hours, students are required to summarize their learning in a written process report. This report is intended to assist students in developing a sensitive awareness of the therapeutic process through reflection on a single session with a recent client from their practicum placement. The paper encourages students to demonstrate an ability to reflect upon their limitations, biases, and assumptions, as well as on their ability to implement their learning into practice. The paper will be submitted to the Counselling Practicum course instructor for grading.

Practicum Integrative Paper

After completing all practicum hours, students are required to write a case conceptualization describing the student's work with one client over a period of time. The client can be an individual, couple, or family. The purpose of this paper is to assist the student in the integration of psychology, counselling theory, spirituality, and personal growth in relation to their work with clients. The paper will be submitted to the Counselling Practicum course instructor for grading.

Post-Master's Art Therapy Diploma Program

The Post-Master's Art Therapy Diploma program is designed for those who have previously completed a Master's or Doctoral degree in a related field. It is equivalent to 16 months of full-time study and students are expected to complete the diploma in 2-4 years. Required courses are listed under "Art Therapy Additional Courses" above. The Counselling Practicum course, practicum hours, and personal therapy requirements are the same as the MPS-AT program. In addition, the courses below are co-requisites:

One elective in Studio Art Therapy or Expressive Art Therapy
Lifespan Development, **OR** Spiritually-Informed Developmental Psychology
Abnormal Psychology
Basic Psychotherapy Skills
Professional Ethics for Psychotherapy and Spiritual Care
Inquiry, Research and Evaluation **OR** Research Methods
Theories of Counselling and Psychotherapy
Introduction to Psychotherapy and Spirituality
Theological Reflection in Professional Practice
One theology/spirituality course

- **Please Note:** *Some professional associations require specific coursework and practicum hour totals that may be more or less than those required by these degrees and certificates. (i.e., BCACC and ACTA require more practicum hours while the CPCA requires less. Marriage and Family Counselling Associations generally require additional coursework and practicum hours in couples' therapy). It is each student's duty to inquire into their future professional associations' requirements for professional membership along with other credentialing and maintain their own professional records of documentation for after graduation.*

Considerations for Volunteering as a Practicum Supervisor

Benefits of Providing Site or Clinical Supervision

Supervisors who have worked with St. Stephen's College's practicum students have commented on the various benefits of supervision:

- They enjoy the unique perspectives, maturity, and enthusiasm that our students bring to their organizations
- They find that students' questions challenge them and introduce them to new ideas
- They enjoy the process of teaching and supporting students as they develop new skills
- Supervising students can help Supervisors ground themselves in their own practice
- Organizations can benefit from developing a pool of potential employees
- Supervisors are afforded a professional development opportunity to build and demonstrate Supervisory skills

What you May Have to Offer...

If your background is in psychology, social work, rehabilitation, youth work, nursing, pastoral counselling, victim services, community development or other related fields and you have significant direct experience working with clients, you have valuable skills to share with our practicum students.

Regardless of your discipline, you have much to offer our students. You have experience building rapport and relationships with different kinds of people. You know how to use the therapeutic alliance to meet therapeutic goals, when and how to use humor to lessen tension, and how to resolve ruptures. You know about the diversity of real-world problems that clients face.

Our students are training at the Master's level and you can expect them to come to their practicum placement with some preliminary training in counselling skills. The practicum placement further allows students to bridge the gap experientially between theory and practice, preparing them for the task of applying academic knowledge in a real-world setting. Lending your experience of that real-world setting to our students creates the supportive context for that learning to take place.

Expectations of a Practicum Clinical Supervisor

Practicum Clinical Supervisor's Qualifications

Clinical Supervisors must hold a current certification with a relevant regulatory body (e.g., social work, pastoral counselling, counselling, psychology, or an Art Therapist who is registered with an Art Therapy Association), a Master's degree in a relevant field (Master's level certification in Art Therapy for Art Therapists), and a minimum of 5 years post-graduation experience.

Note: To prepare for their membership application to CATA, students in the MPS-AT or Post-Master's Art Therapy Diploma programs, must receive 35 hours of clinical supervision from a Registered Art Therapist who will most likely be off-site.

Please note: Some regulatory colleges will be requiring Clinical Supervisors to be able to demonstrate clinical supervision training.

Clinical hours cannot be accrued at a practicum site or with a Supervisor not approved by the Clinical Director. Students must **not** contract with their Clinical Supervisor for personal therapy as there are dual role issues (in some cases exceptions apply; students must consult with Clinical Director). A Site/Clinical Supervisor Profile Form **MUST** be completed for each practicum placement. Students may have more than one Clinical Supervisor over the course of their various practicum placements.

*Occasionally students may want to access placements in which they function in the role of a workshop facilitator or as facilitators of drop-in open studio group sessions. Please note this type of placement requires assessment on a case-by-case basis to be discussed with the Clinical Director before initiating a practicum contract. The total number of hours allowed for this type of placement is **50** Direct Client Contact hours.*

Time Commitment

Practicum placements vary in their ability to accommodate students' need for direct hours within a particular time frame. As such, placements can take anywhere from three months to one year to complete, or more. As practicum models differ from site to site, it is important to discuss your expectations of time span, time commitment, and client load with the student during the initial interview.

Students in the MPS regular stream are required to complete a total of 300 direct client hours. Students in the MPS-Art Therapy stream and Post-Master's Art Therapy Diploma are required to complete a total of 350 direct client hours. Total direct client contact hours for the practicum placements should be obtained through a combination of group therapy, individual, couple, and family counselling. Supervisors must be meeting with students for individual supervision on a weekly basis, for a ratio of approximately 1:10 direct client contact to clinical supervision hours per week. Supervisors are encouraged to include direct observation, recorded session reviews and case consultations within supervision time. Group supervision is optional, according to the needs and the realities of each site.

Students in the programs at St. Stephen's College are typically mature individuals who may have multiple commitments to family, work, and academics. It is important for the practicum Supervisor and student to negotiate a workable schedule. It is the student's responsibility to arrange their schedule to accommodate the negotiated practicum hours. Any changes that may arise are to be discussed with their Supervisor.

Role of Clinical Supervisor

Your role as a Clinical Supervisor is to provide your student with an opportunity to learn, observe, develop, and gain confidence in practical clinical skills. You are there to help students to identify and develop a knowledge base and theoretical approach as it pertains to their client's observable behaviors, their own responses as a clinician, and their therapeutic interventions.

Students are responsible for directing their own learning by asking questions and making connections between what they observe and what they have learned in their course work. Due to the learning process, students may occasionally find themselves operating outside of their comfort level. A Supervisor plays a key role in both challenging and supporting a student through this process. Upon signing the Practicum Contract, you are considered part of the teaching team with St. Stephen's College as a Clinical Supervisor.

You are responsible for follow-up on behalf of clients with authorities related to disclosure/high risk issues, and informing the student/Clinical Supervisor/College in such cases.

Role of Site Supervisor

Your role as a Site Supervisor is to provide your student with an opportunity to observe, develop, and gain confidence. You are not responsible (unless you are also the Clinical Supervisor) to review clinical work. You are responsible for signing the Practicum Contract, providing a safe and confidential place to work, facilitate bookings and scheduling. You also provide art supplies (if applicable), facilitate interdisciplinary team meetings, assign a Clinical Supervisor (where applicable), provide evaluations of professional performance of the student, and ensure safe record keeping according to the law of the province/state. You are the main contact person for the agency/school/hospital for the College and together with the Clinical Supervisor, the student and the College assume responsibility for the care and wellbeing of your clients referred to our students.

You are responsible for follow-up on behalf of clients with authorities related to disclosure/high risk issues, and informing the student/Clinical Supervisor/College in such cases.

Session Recordings

Practicum students are required to digitally video record approximately 50% (or more, where possible) of their client sessions to support their learning. These sessions with clients will be reviewed by their Practicum Instructor and Clinical Supervisor. Consent forms must be signed by the client/guardian.

It is the student's responsibility to provide appropriate video recording equipment if such equipment is not available at the site. Please discuss with the student any policies regarding such recordings that are in place at your agency. See **page 45** for Practicum Recording, Information Transportation and Client Confidentiality Policy.

Helping Students to Meet their Goals

At the outset of the practicum, students will outline their learning goals within the Practicum Contract (see Appendix). These goals can be modified at any point in the practicum as the student's learning needs change. As a Supervisor, you are asked to provide the instruction and support needed for the student to meet their learning goals. It is also important that you make sure the student is trained in agency policies such as confidentiality, emergencies procedures, and/or theoretical orientation. You are also asked to provide the student with ongoing feedback about his or her performance with the goal of increasing the student's skill level and sense of professional identity throughout the practicum.

Paperwork and Evaluations

It is the student's responsibility to ensure that all paperwork is coordinated between the Clinical Supervisor, the site Supervisor (if different from the Clinical Supervisor), and St. Stephen's College. Once finalized, copies of all forms are to be forwarded to St. Stephen's College.

Students may begin the practicum only when the signed Practicum Contract has been submitted to, and approved by, the Clinical Director. It is also important that the Direct Client Contact and Clinical Supervision Hours Documentation form be reviewed with the student prior to forwarding to St. Stephen's.

Note: Students must keep a personal copy of **ALL** documentation (except clinical notes and Consents which are kept at the Site) submitted to the College for reference and future needs.

For your convenience, the specific forms required are noted below:

Beginning the practicum:

- Practicum Clinical Supervisor's Profile (with C.V.)
- Practicum Contract

Completing the practicum:

- Supervisors' Evaluation (Site and Clinical)
- Direct Client Contact & Clinical Supervision Hours Form
- Time log of direct and indirect client hours
- Student Practicum Feedback

Office Space and Equipment

In many agencies, space is at a premium. If your student requires a computer, desk or phone, please be specific about when and how he or she has access to the needed resources. Students will require a locked filing cabinet for the secure storage of their client files. In the case of Art Therapy students, they will also require a space where they can securely store client artwork. You will need to outline to the student the process by which space is made available, particularly when the student is required to share an office with other people.

The Priority of Clients

We recognize that practicum Supervisors have demanding jobs and the decision to take on a supervisory role increases workload and responsibility. We are aware that your primary and overriding concern is your clients. As such, we take very seriously any issues that could potentially affect your work with clients. Our goal is to have students enrich your workplace and eventually become a resource and a helping hand. We believe that a clinical placement is a privileged opportunity and students must aim to respect and enhance your agency's primary obligation to its clients. If you find a student's behavior is affecting your effectiveness on the job, please contact the Clinical Director of the Department of Psychotherapy and Spirituality.

Confidentiality and Professional Boundaries

Confidentiality within the therapeutic context is stressed in students' counselling skills training. They have learned not to use names or any identifying characteristics when discussing clients' problems. They will need guidance from you about how to balance the need for confidentiality with the need for responsible collegial consultation. Look for and discuss issues of confidentiality as they arise in your work together. Review with your student the limits of confidentiality, including the danger of imminent harm to oneself or others and the obligation to report child abuse. Students are instructed to not withhold any client information from their Supervisor.

Students' preparatory training emphasizes the importance of professional boundaries. You can help your student explore the differences between social relationships and the therapeutic interactions he or she has with clients. It will be necessary to explain your agency's guidelines around physical, emotional, and sexual boundaries with regard to clients. Other helpful suggestions are to review the definition of dual relationships and how they can be prevented and share and explore your experiences with these kinds of issues with your student so they have real life examples to consider as they integrate their learning around professional boundaries.

Ensuring Student Safety and Well-Being

Reasonable protocol is required of the clinical agency to protect a student's physical safety, emotional safety, and overall well-being. Please discuss this with the student at the beginning of the practicum. If you have a client or a group who have potential for physical aggression, the expectation is that agency staff will monitor the situation closely and be available to intervene immediately in the case of emergency. If your agency is involved in specialized forensic settings, please discuss any modifications that may be required with the Clinical Director.

Information on Requirements for Clinical Supervision for Students and Supervisors

Sixty hours of clinical supervision are required for graduation. As of 2014, students receive 25 hours of supervision during their Counselling Practicum Course work. The remaining 35 clinical supervision hours occur at a ratio of one hour of supervision for every ten direct client contact hours (depending on students' credentialing goals). Supervision should be scheduled regularly throughout the placement. Ideally, at least 50% of supervision hours must be done individually (1 or 2 students) with the Supervisor. When supervision is done in a group format, there will be a maximum of four students per Supervisor and clinical supervision hours earned will be halved (e.g., two hours of group supervision is equal to one hour of clinical supervision). Students are welcome to do more than the expected hours of practicum but will need to get regular supervision for these additional hours of client contact. See Counselling Practicum Course curriculum for details.

Expectations of the Student

We expect our students to approach their placements with enthusiasm and a positive attitude. It is a privilege for them to be a part of your organization. Practicum site placement is generally expected to be similar to an employment relationship for both the student and the placement site. This refers to areas of: Equal opportunity, freedom from harassment of any form, site operational policies (including communicable disease prevention and management programs), grievance and discipline procedures relevant to the site and client-counsellor, colleagues, and Supervisor relationships or responsibilities.

Students are expected to participate in orientation procedures, intake procedures, staff meetings, and any other clinical opportunities that would contribute to the student's learning and are deemed appropriate by the practicum Supervisor. You can expect the student to increasingly take part in the multitude of tasks that are an integral part of the life of your organization. By the time they have completed their practicum, it is hoped that they would be functioning in a similar capacity to one of your organization's staff members.

You can expect students to be on time, come prepared for any work they are undertaking at your agency, and to communicate with you and members of your organization in a timely and professional manner. Students understand that evening and weekend hours may be necessary and that they may be required to see clients through any holiday seasons. It is important to discuss with the student any expectations that you and the student have regarding availability prior to the beginning of the practicum.

Overall, our students are typically mature and bring a wealth of prior life experiences, interests and skills to their clinical placements. Although they have much to learn from you about working with clients and about agency life, you can expect a responsible professionalism from the student.

In their work with clients, students are expected to use all appropriate forms (e.g., release of information, permission to record a session), which they have access to through St. Stephen's College for the purposes of their practicum. If there are standard forms used by your agency, please feel free to explain these to the student and use them in conjunction with the College's forms, as needed.

Students are expected to inform clients in the first meeting that they are practicum students working under clinical supervision. As previously indicated, students will need to digitally video-record approximately 50% of their sessions in order to support their ongoing development as clinicians. Tapes will be reviewed with the Clinical Supervisor and Practicum Instructor.

Discipline Procedures

If you (Site or Clinical Supervisor) have a complaint about a student's behavior, the first step is to discuss your issue with the student. It is better to deal with any misunderstandings or frustrations at the first sign of a problem, rather than waiting until things become serious. Most problems can be resolved with verbal discussion through normal supervision channels. If this does not resolve the issue, you should contact the Clinical Director who will discuss and decide with you how to best proceed.

St. Stephen's College takes disciplinary concerns seriously. Depending on the severity of the problem, a letter of concern may be drafted which will document the problem behavior(s) and the proposed recommendations for follow-up. The letter will outline the roles of the student and/or the practicum Supervisor, as well as a timeline for resolving the issue. This document will be retained in the student's file until the concern has been resolved. The consequences for the student failing to make the necessary corrections will also be noted.

If there are no significant improvements in the student's behavior, the Clinical Director will assess the situation in conjunction with the practicum Supervisor and a decision will be made with respect to the consequences noted in the letter of concern. If the consequences of the student's behavior warrant, dismissal from the program may ensue.

Concerns Regarding the Department of Psychotherapy and Spirituality Program or Contacts

If you have concerns about the program, please raise the issue with the Clinical Director. If you have concerns about the Clinical Director, please raise the issue with that person directly. If you are not able to resolve your concerns with the practicum contact, please contact the St. Stephen's College, Principal and Dean, through the main switchboard at 780-439-7311.

Police/Vulnerable Sector Check

A Police/Vulnerable Sector check is required as part of the student's application to the MPS program.

The practicum site may request a copy of that Police check or, in certain circumstances, request an updated Police check before acceptance at that site. Updated vaccination information, C.V.'s and cover letters may also be requested. Both Alberta Health Services and Covenant Health require proof of basic immunizations and current Police Check. The only legislated immunization is Rubella (MMR3); however, the following immunizations are strongly recommended: tetanus, diphtheria, pertussis (Td, dTapmeasles), mumps (MMR), varicella (chicken pox) (Vz), Influenza (annual) (FLU), Tuberculosis (TST baseline) (PPD). Please refer to the HSP Net site for application details before applying.

Student Professional Liability Insurance

St. Stephen's College maintains 'Off-Premises Student's Professional Liability Insurance' in the amount of five million dollars, which covers students away from the College, working in North America, as they complete their program practicum. Insurance coverage ends when the practicum is completed. If proof of coverage or a Certificate of Insurance is required, documentation can be obtained from the Registrar's Office.

Alberta Workers' Compensation Coverage

Students in practicum placements in Alberta are included in the College's Alberta Workers' Compensation coverage. Students in practicum placements outside of Alberta are not covered by Alberta Workers' Compensation coverage, and should ensure that they have adequate health care coverage and that the host organization is able to offer WCB coverage for the duration of the placement.

Student Remuneration

Students are not paid for their practicum hours. Client fees collected by the student will be used to cover the supervision and administrative costs of their practicum. Students do not typically pay to engage in a practicum. If the client fees are not adequate to cover these costs, this should be discussed with the Clinical Director. This, and any potential costs to the student, should be assessed and discussed prior to the start of the practicum. However, an honorarium paid to students to offset their art therapy or required counselling (off-site clinical supervision fees) is always appreciated, where possible.

Professional Associations and Professional Code of Ethics

Both students and practicum Supervisors are expected to abide by the Code of Ethics of the professional association within which they are working. Students are encouraged to join a professional association of their choice as a student member, such as:

Canadian Counselling and Psychotherapy Association (CCPA; www.ccpa-accp.ca)

Canadian Professional Counsellors Association (CPCA; www.cpcarpc.ca)

Canadian Art Therapy Association (CATA; <http://www.canadianarttherapy.org>)

Canadian Association for Spiritual Care (CASC; www.cappe.org)

British Columbia Art Therapy Association (BCATA; www.bcarttherapy.com)

If your organization has your own professional practice guidelines, please share these with your student.

APPENDICES

More about Art Therapy

While many aspects of an Art Therapy practicum are similar to the regular counselling practicum, there are some important differences. This section of the manual is designed as a resource for site/clinical art therapy Supervisors of students in the Master of Psychotherapy and Spirituality Art Therapy Specialization (MPS-AT) and Post-Master's Art Therapy Diploma (PMATD) programs.

Additional Art Therapy Admission Requirements

In addition to the guidelines for MPS admission, a background in studio art and/or some experience with the artistic creative process is desirable for candidates for the MPS-AT or PMATD programs.

Frequently Asked Questions

What is art therapy?

Art therapy is a psychotherapy modality that integrates theories of personality, counselling skills, and visual media and processes into an integrated treatment modality. Art therapists are clinicians trained to treat a range of client populations and clinical issues. Art therapists work with children, adolescents, adults, couples, families, and groups, and treat clients individually or as part of a treatment team. They work in a range of settings and contexts, including private practice, counselling agencies, schools, and treatment programs. Though art therapists are trained to administer arts-based assessments, they are not qualified to administer formal psychological assessments. Like other mental health clinicians, art therapists are trained to be familiar with a range of theoretical approaches, and over the course of training and professional practice, typically develop an integrated style congruent with their training, personality, and life experiences. The practicum is an opportunity for the student art therapist to begin the process of consolidating a consistent theoretical orientation and style of practice.

Do clients always make art in art therapy?

Not always. Some clients are reluctant to engage in art-making, and/or have no interest in expressing themselves in this way. Though art therapists are predominantly trained to use visual art processes in therapy, they are also trained to adapt creative strategies to the needs, interests, and abilities of the client. Many art therapists apply their arts-based approach to extend beyond traditional art-making (e.g., through the use of storytelling, attention to metaphors and figures of speech, creative writing, and/or other creative modalities such as video, photography, movement, sand play, or puppet work, among others).

What is the role of art-making in the art therapy process?

The "creative act", whether it is painting, sculpting, building, writing poetry, or recording music or video, is central to the therapy, not an adjunct. Art therapists view the creative, artistic process within the bounds of a therapeutic setting and the therapeutic relationship as an opportunity to actively engage with the issues brought to therapy. By working with the sensory properties of the materials, by taking action (creating something tangible), and by literally "forming" their responses to life circumstances, clients are invited to self-reflect, make choices, navigate limitations and frustrations, express, and to explore solutions. The engagement of non-verbal (non-discursive) processes allows clients to access other, often underutilized, ways of accessing inner resources. The ratio of verbal to non-verbal client-therapist interactions is largely determined by the context, client population, and the individual needs of the client. The art therapist utilizes arts-based therapeutic interventions to facilitate treatment goals. The concrete creative products serve as vivid reminders of personal material shared in the therapy sessions. To the art therapist, the images (or art products) also provide a visual reference of therapeutic progress and/or change. Art therapists are trained to skillfully and sensitively engage in a meaning-making process with clients about their artwork.

How does supervision work in the art therapy practicum at St. Stephen's College?

Art therapy students may have up to three Supervisors at one time. They can participate in-group art

therapy supervision through the College, receive supervision from an on-site Supervisor, and, if the site Supervisor is not an art therapist, often receive off-site art therapy supervision with a Registered Art Therapist. If a student requires off-site art therapy supervision, the student is responsible for covering any associated fees. If the art therapy Supervisor is not in the student's community, the off-site art therapy supervision may be offered at a distance through phone, email, or Skype/Zoom. Students are required to receive one hour of supervision per 10 hours of client contact to graduate. ***(CATA educational standards state, "group supervision is a 2-hour session with 4 students for Clinical Supervision equaling 1 clinical supervision session per student – or double the ratio required". A Clinical Supervisor may see two students for an hour and credit each with an hour.)***

What are the limits of my supervision with an art therapy student?

It is generally advised that all components of the art therapy practicum related to materials, artistic processes, arts-based therapeutic interventions, arts-based assessment, and the art therapy Supervisor, who is a Registered Art Therapist, facilitates engaging in dialogue about the image.

What if the off-site art therapy Supervisor and the on-site Supervisor provide conflicting information to the student?

It is the student's responsibility to address these issues in the supervision with each Supervisor. If the conflict persists, the Clinical Director can be contacted for support/clarity.

Can I communicate with the other Supervisors?

If you assess that communication with the other Supervisor(s) would support the student's learning you may contact the Clinical Director who will connect you to the other Supervisors.

What are ethical considerations of art therapy practice that I need to know about?

Our students are to comply with the CATA Code of Ethics. This can be downloaded at canadianarttherapy.org. The student will also comply with the professional code of ethics referred to at the practicum site.

How should client art be stored?

The art made in therapy is the property of the client. While some clients may wish to take some of their art pieces home, generally the art is stored on site throughout the treatment. Safe, confidential, and respectful "holding" of the artwork during the therapy is an important component of the treatment process. In principle, artwork is treated like a file. CATA guidelines of practice require client artwork to be stored in a locked room/cabinet. Client artwork is stored in art folders larger than standard filing cabinets. 3D works (e.g., sculptures) typically require space of their own, either in a locking cabinet or on shelves. It is required that client artwork left on-site upon terminating therapy be stored for a minimum of six months of the final session. After six months, the artwork can be disposed of in a way that protects the client's anonymity (shredded, dismantled, etc.)

How should client art be electronically transported?

Students must treat digital images of client artwork with the same care and sensitivity as any other client-related information (like case notes). Students sending images to Supervisors via email must attach the document to the email, and encrypt it with a password that only the student and Supervisor know. This way if someone accesses the email account, they would not be able to open the document. If the student is meeting their Supervisor off site, they could transport the digital images within a password encrypted Word document, on a USB that is also encrypted with a password. Electronic devices used to photograph and store client artwork must not include any information which identifies the client, and the device (where applicable) must also be protected with a password. All such documents (unless consent allows) and prints of such must be destroyed after they have served their said purpose.

What materials are required for the art therapy practicum?

There are some standard art materials used in the profession of art therapy. Art therapists recognize that different art materials have unique sensory qualities and that these qualities are used intentionally to address therapeutic goals. Cheapest grade materials are discouraged as they interfere with the kind of

sensory and affective engagement needed for effective therapeutic work. Higher quality student-grade materials are recommended. However, many other supplementary materials (e.g., fabrics, collage papers, tissue papers, beads, found objects, and paintable surfaces) can be obtained at dollar stores, re-use centres, and rummage sales at low cost.

It is general practice that the practicum site covers the cost of the materials in exchange for the art therapy services the student art therapist provides. Students are expected to work within the available budget and to work creatively within budget limitations.

Standard Art Therapy Materials

Oil Pastels (Rose Brand is recommended)

Chalk pastels (Reeves, Munyo)

Pencil crayons (Most brands, softer are better)

Wax crayons (Crayola is fine, avoid cheapest ones)

Markers (Avoid dry erase, toxic, and/or dried out markers)

Tempera Paints (different colours; Chromotemp is highly recommended for brilliant colours and texture that doubles effectively as finger-paint.

Note that pearlescent colours are very popular [gold, silver, bronze, pearlescent red, pearlescent violet, pearlescent blue, etc.]. It is cheaper to buy bigger bottles [i.e., 32 oz.] and put paint in smaller containers for easy client use)

Clay (Natural clay, buffstone, cone 04, recommended)

Assorted brushes (Flat, different widths, palette knives, brayer (roller)

Wire (to cut clay)

Collage materials (National Geographics are an excellent choice, tissue papers, etc.)

Adhesives (Glue sticks, white glue, PVA, Acrylic polymer emulsion [gel medium])

Scissors (adult and child sizes)

Palettes (Plates, pie plates, big, plastic paint bucket lids)

Brown Kraft paper (For covering tables and other surfaces [48" wide roll works well])

Paper towels

Water containers

Drop sheets

Fibrex board or another hard surface

Assortment of paper:

- 8 x 11 Xerox paper.
- Construction paper, assorted colours, 8 x 11.
- Cartridge paper
- Heavyweight paper for painting. (Mayfair, single and double-weight, works quite well. Can be cut to assorted sizes.)
- Some art therapists like to use a 48" white Kraft roll of paper so that clients can cut as much paper as they need. Excellent for encouraging big movements and bilateral (both-handed) art-making.

Are there any specific office space requirements for an art therapy practicum?

Depending on the set-up of the therapeutic space, the art therapy student and clients will need easy access to water for set up, clean up, and hand washing. Art materials storage can be provided in the therapy room, or on a cart that can be wheeled in with the appropriate materials. The art therapy room may have all of the materials set out in a "smorgasbord fashion", or be selective about what materials are introduced and when, depending on the treatment goals and needs of the client.

What if an area is small and we cannot offer the ideal art therapy space?

Space is at a premium at many practicum sites. Effective art therapy work can be conducted in regular counselling offices (i.e., carpeted, nice chairs). There are ways to make it work! A wall that can be used as a vertical surface, a desk that can be covered in brown paper, a drop sheet can turn the space into a workable art therapy environment. Part of the art therapy student's learning is adapting to the needs and limitations of the situation. However, a space conducive to an active engagement with materials (including making messes) increases the student's range and provides more opportunity for art therapy-specific learning.

Supervisory Practice References

Reviewing research in the area of supervision may be helpful in a Supervisor's work with a developing counsellor. The following books and articles are suggested readings. Also, an e-book of the articles listed below is available for Supervisors at their request.

- Barnett, J. E., Cornish, J. A. E., Goodyear, R. K., & Lichtenberg, J. W. (2007). Commentaries on the ethical and effective practice of clinical supervision. *Professional Psychology: Research and Practice*, 38(3), 268-275.
- Bernard, J. & Goodyear, R. (2013). *Fundamentals of Clinical Supervision* (5th Ed.). London: Pearson.
- Blodgett, B. J. (2011). An experiment in feedback. *Alban Weekly*, 373. Herndon, VA: The Alban Institute, Inc.
- Edwards, D. (1993). Learning about feelings: The role of supervision in art therapy training. *The Arts in Psychology*, 20(3), 213-222.
- Falender, C., & Shafranske, E. (Eds.). (2008). *Casebook for Clinical Supervision*. Washington, DC: American Psychological Association.
- Falender, C. A., & Shafranske, E. P. (2004). What makes for good supervision? In *Clinical Supervision: A competency-based approach* (pp. 37-58). Washington, DC: American Psychological Association.
- Heckman-Stone, C. (2003). Trainee preferences for feedback and evaluation in clinical supervision. *The Clinical Supervisor*, 22(1), 21-33. doi: 10.1300/J001v22n01_03
- Henderson, K. L., & Dufrene, R. L. (2011). *Student remediation: Practical considerations for counselor educators and supervisors*. Retrieved from http://counselingoutfitters.com/vistas/vistas11/Article_45.pdf
- Huhra, R. L., Yamokoski-Maynhart, C. A., & Loreto, R. (2008). Reviewing videotape in supervision: A developmental approach. *Journal of Counseling and Development*, 86, 412-418.
- Jacobsen, C. H., & Tanggaard, L. (2009). Beginning therapists' experiences of what constitutes good and bad psychotherapy supervision: With a special focus on individual differences. *Nordic Psychology*, 61(4), 59-84. doi: 10.1027/1901-2276.61.3.59
- Johnson, W. B. (2007). Transformational supervision: When supervisors mentor. *Professional Psychology: Research and Practice*, 38(3), 259-267. doi: 10.1037/0735-7028.38.3.259
- Ladany, N., Friedlander, M., & Nelson, M. L. (2005). *Critical Events in Psychotherapy Supervision*. Washington, DC: American Psychological Association.



**CONSENT TO COUNSELLING
 /ART THERAPY SERVICES
 INFORMATION FOR NEW CLIENTS (ADULT)**

Name of Agency	
Practicum Student Name	

What is confidentiality?

Confidentiality is an essential aspect of counseling services. It is important for a client to be able to feel open and comfortable during counselling and/or art therapy sessions. This means that information about a client will only be accessed by those who have authorization. All case notes and/or artwork collected will be kept confidential.

What are the exceptions to confidentiality?

There are important exceptions to confidentiality regardless of the counselling setting. A client's information may be used and disclosed as authorized or required by law. Some examples when a counsellor is required to share confidential information are if there are:

1. Concerns about client's harm to him/herself, including suicidal ideation and behaviours
2. Concerns about client's harm to others, including threats of violence
3. Concerns of child abuse, elder abuse, dependent adult abuse
4. Orders by the court of law

Consent

	<i>Initial</i>	<i>Date</i>
I agree to participate in and receive counselling and/or art therapy services from a Practicum Student/Counsellor enrolled in a graduate program in the Department of Psychotherapy and Spirituality at St. Stephen's College. This Practicum Student/Counsellor is training as a psychotherapy counsellor and/or art therapist. I understand that the Practicum Student/Counsellor is being supervised by a Registered Mental Health Professional, which means my case will be discussed with the Clinical Supervisor, and that case notes may be read and co-signed by the clinical and site Supervisor(s) in the educational setting.		
I grant permission for my case notes and/or art to be shown to professionals for supervision and educational purposes. I understand that such materials may be shared confidentially via email and/or shown in-person.		
I grant permission for my case notes and/or art to be shown to students for educational purposes. I understand that such materials will be shared confidentially and that in doing so will not contain any identifying personal information.		
I grant permission for the use and verbal description of my case notes and/or photos of artwork to be used by the Practicum Student/Counsellor for academic assignments and research purposes, including a case study.		
I understand that the case notes and/or art work collected will be securely stored at the practicum site and that my counselling file is required to be securely kept for 7 years following the completion of counselling.		
I give permission for pertinent case notes and/or artwork to be included in the Practicum Student/Counsellor's graduate thesis and educational case study presentations. This permission is given with the understanding that identities will be protected to prevent public disclosure.		

	Initial	Date
<p><i>Permission for Digital Video-Recording:</i> I give permission to the Practicum Student/Counsellor to digitally video-record any counselling/art therapy session in which I am involved. I have been informed and understand that all digital video recording will be done with my full knowledge and will be used solely for counsellor training, supervision, and/or consultation purposes. [<i>Students in the MPS and PMATD programs at St. Stephen's College are required to complete a process and integrative paper as part of their practicum assignments, both of which require recording a counselling session. The focus of these papers is to reflect on the student's work.</i>] Any other use of this material is unauthorized unless I give informed written consent. I understand that the material is kept strictly confidential and that the record will be deleted or otherwise destroyed at the completion of the Practicum Student/Counsellor's practicum. I understand that I may withdraw this permission to record my sessions without penalty by informing the Practicum Student/Counsellor or the Agency/Organization Supervisor orally or in writing, at which point any recordings that have been created of my sessions will be immediately destroyed.</p>		
<p><i>Optional:</i> I give permission for pertinent case notes and/or artwork to be included in the Practicum Student/Counsellor's publications outside of the classroom. This could include conferences, courses, articles and books. This permission is given with the understanding that identities will be protected to prevent public disclosure.</p>		
<p><i>Optional Consent for Obtaining Confidential Information:</i> I authorize the Practicum Student/Counsellor to request and receive information concerning me from _____, (i.e. my doctor) which by law or otherwise, would be considered confidential or privileged. This information will be used for _____.</p>		
<p><i>Optional Consent for Releasing Confidential Information:</i> I authorize the Practicum Student/Counsellor to release information concerning me from _____, (i.e. my doctor) which by law or otherwise, would be considered confidential or privileged. This information will be used for _____.</p>		
<p>I understand my right to withdraw my participation in counselling at any time.</p>		

Signatures

Client Name: _____ Signature: _____

Practicum Student/Counsellor Name: _____ Signature: _____

Site Supervisor Name: _____ Signature: _____

Clinical Supervisor Name: _____ Signature: _____

Date: _____

The co-signature of the Practicum Student/Counsellor on this form acknowledges responsibility for the professional use and appropriate security of my personal information, protection of and disposal of recorded material. The Site and Clinical Supervisors' signatures are verification that this consent form has been reviewed and accepted by the Agency and Clinical Supervisor. **ORIGINAL:** kept in Client file at Practicum Site. **PRACTICUM STUDENT TO PROVIDE COPIESTO:** (1) Supervisor(s), (2) Client or their Guardian



**CONSENT TO COUNSELLING
 /ART THERAPY SERVICES
 INFORMATION FOR NEW CLIENTS (MINOR)**

Name of Agency	
Practicum Student Name	

What is confidentiality?

Confidentiality is an essential aspect of counseling services. It is important for a client to be able to feel open and comfortable during counselling and/or art therapy sessions. This means that information about a client will only be accessed by those who have authorization. All case notes and/or artwork collected will be kept confidential.

What are the exceptions to confidentiality?

There are important exceptions to confidentiality regardless of the counselling setting. A client's information may be used and disclosed as authorized or required by law. Some examples when a counsellor is required to share confidential information are if there are:

1. Concerns about client's harm to him/herself, including suicidal ideation and behaviours
2. Concerns about client's harm to others, including threats of violence
3. Concerns of child abuse, elder abuse, dependent adult abuse
4. Orders by the court of law

Consent

	<i>Initial</i>	<i>Date</i>
I grant permission for my child to participate in and receive counselling and/or art therapy services from a Practicum Student/Counsellor enrolled in a graduate program in the Department of Psychotherapy and Spirituality at St. Stephen's College. This Practicum Student/Counsellor is training as a psychotherapy counsellor and/or art therapist. I understand that the Practicum Student/Counsellor is being supervised by a Registered Mental Health Professional, which means my child's case will be discussed with the Clinical Supervisor, and that case notes may be read and co-signed by the clinical and site Supervisor(s) in the educational setting.		
I grant permission for my child's case notes and/or art to be shown to professionals for supervision and educational purposes. I understand that such materials may be shared confidentially via email and/or shown in-person.		
I grant permission for my child's case notes and/or art to be shown to students for educational purposes. I understand that such materials will be shared confidentially and that in doing so will not contain any identifying personal information.		
I grant permission for the use and verbal description of my child's case notes and/or photos of artwork to be used by the Practicum Student/Counsellor for academic assignments and research purposes, including a case study.		
I understand that the case notes and/or artwork collected will be securely stored at the practicum site and that my child's counselling file is required to be securely kept for 7 years following the completion of counselling.		
I give permission for pertinent case notes and/or artwork to be included in the Practicum Student/Counsellor's graduate thesis and educational case study presentations. This permission is given with the understanding that identities will be protected to prevent public disclosure.		

	<i>Initial</i>	<i>Date</i>
<i>Permission for Digital Video Recording:</i> I give permission to the Practicum Student/Counsellor to digitally video-record any counselling/art therapy session in which my child is involved. I have been informed and understand that all digital video recording will be done with my full knowledge and will be used solely for counsellor training, supervision, and/or consultation purposes. [<i>Students in the MPS and PMATD programs at St. Stephen's College are required to complete a process and integrative paper as part of their practicum assignments, both of which require recording a counselling session. The focus of these papers is to reflect on the student's work.</i>] Any other use of this material is unauthorized unless I give informed written consent. I understand that the material is kept strictly confidential and that the record will be deleted or otherwise destroyed at the completion of the Practicum Student/Counsellor's practicum. I understand that I may withdraw this permission to record my sessions without penalty by informing the Practicum Student/Counsellor or the Agency/Organization Supervisor orally or in writing, at which point any recordings that have been created of my child's sessions will be immediately destroyed.		
<i>Optional:</i> I give permission for pertinent case notes and/or artwork to be included in the Practicum Student/Counsellor's publications outside of the classroom. This could include conferences, courses, articles and books. This permission is given with the understanding that identities will be protected to prevent public disclosure.		
<i>Optional Consent for Obtaining Confidential Information:</i> I authorize the Practicum Student/Counsellor to request and receive information concerning my child from _____, (i.e. child's doctor) which by law or otherwise, would be considered confidential or privileged. This information will be used for _____.		
<i>Optional Consent for Releasing Confidential Information:</i> I authorize the Practicum Student/Counsellor to release information concerning my child from _____, (i.e. child's doctor) which by law or otherwise, would be considered confidential or privileged. This information will be used for _____.		
I understand my right to withdraw my child's participation in counselling at any time.		

Signatures

Client/Child's Name: _____

Custodial Parent(s)/Guardian Name: _____ Signature: _____

Custodial Parent(s)/Guardian Name: _____ Signature: _____

Practicum Student/Counsellor Name: _____ Signature: _____

Site Supervisor Name: _____ Signature: _____

Clinical Supervisor Name: _____ Signature: _____

Date: _____

The co-signature of the Practicum Student/Counsellor on this form acknowledges responsibility for the professional use and appropriate security of my personal information, protection of and disposal of recorded material. The Site and Clinical Supervisors' signatures are verification that this consent form has been reviewed and accepted by the Agency and Clinical Supervisor. **ORIGINAL:** kept in Client file at Practicum Site. **PRACTICUM STUDENT TO PROVIDE COPIESTO:** (1) Supervisor(s), (2) Client or their Guardian.



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PRACTICUM RECORDING, INFORMATION TRANSPORTATION & CLIENT CONFIDENTIALITY POLICY

Department of Psychotherapy & Spirituality

The Department of Psychotherapy & Spirituality at St. Stephen's College recognizes that reviewing recorded segments of clinical work and/or art work produced in session for educational and evaluative purposes adds value to the training experience. For this reason, PPSYC5870 and PPSYC5878 practicum course requirements involve presentation and discussion of case-based client information, case conceptualizations, recorded audio-visual segments of sessions, and client artwork. Some or all of these pieces of information are shared in classroom discussions with fellow students and instructors, are written about in course assignments and are discussed with practicum Supervisors both on-site and off-site. The later includes Art Therapy Supervisors (RCATs) who are contracted by the student as part of their degree requirements for registration with the Canadian Art Therapy Association.

St. Stephen's College recognizes that transportation of recordings of client sessions and/or client art does introduce an increased measure of risk related to protecting client confidentiality. For this reason, it is important to have clear policies for the handling of session recordings, digital copies of artwork and original client art. On-site practicum Supervisors have the right to request modifications of this policy to meet the unique needs of their specific practicum sites and students are required to follow their specific site policies.

Students are expected to familiarize themselves with practicum site policies, with this policy and with jurisdictional practice guidelines. Failure to follow this policy, regardless of the outcome may result in remedial action in line with the Code of Student Behaviour as outlined in the St. Stephen's Calendar; such remedial action could include academic probation, immediate termination of practicum site placement, or expulsion from this degree program. If, due to the specific nature of the practicum experience or specific training needs, a student is unable to comply with this policy, they should contact the Practicum Instructor, Clinical Director and their practicum on-site Supervisor for consultation about how to proceed.

POLICIES

In order to complete the Process Paper assignment, the Integrative Paper assignment and to meet the requirements for comprehensive clinical supervision, students will be required to make audio-visual recording of segments of their therapeutic sessions. For comprehensive clinical supervision, art therapy students might take digital images of client artwork or might remove the original piece of artwork from the site.

Consent for Recording Sessions and for Use of Client Art: Students must obtain appropriate consent and release of information from the client in order to record sessions and/or show a client's artwork off site. Students are encouraged to use the consent forms provided in the practicum manual or they may also use a practicum site form developed for this purpose. If site-specific forms are used, they must clearly indicate that the session recordings, digital copy of art and/or original artwork will be transported off the agency site and used for educational and evaluative purposes at St. Stephen's College. Clients should be fully informed in session about the purposes of the use of the recordings and/or art and what will be done with them after this purpose is fulfilled. When filming the session, the student should position the recording device towards themselves and away from the client; the image should capture the back of the client.

Please be aware that any client artwork or digital image of the artwork is considered part of the counselling or medical record. All client artwork generated during clinical sessions is a part of the legal case file for the agency. Each piece must be dated with the client's initials on it; numbered (if a series of images were created within one session). Artwork must be stored confidentially on site or in a locked portfolio bag. Artwork must be recorded for legal purposes and included with your case notes. If a practicum site has no procedures in place for the storage and/or documentation of client images, please consult with your Practicum Instructor and/or Clinical Director who will help you in educating the site and/or how to set up ethical procedures for handling your client's art.

Location of Storage:

Any session recordings or digital images of artwork taken for educational purposes must be kept on an encrypted, password protected portable hard drive and stored in a locked filing cabinet at the practicum site. Any original client artwork needs to be stored at the practicum site in a secure (locked) location unless students are directed to do otherwise by the on-site practicum Supervisor. If, under Supervisor directions, files are to be stored off site, they need to be stored on an encrypted, password protected portable hard drive and stored in a locked, secure location (e.g., Locked, fireproof filing cabinet). This is to fulfill the best practice policy, which suggests using a double locking system (e.g., a locked filing cabinet inside a locked closet). Students are permitted to take files off-site for a maximum of four weeks (less is preferable). If files are taken off site, they are either to be returned to the practicum site or deleted after four weeks.

Securing Recordings & Client Art-In-Transit

Best practice is always to keep such digitized information on site at the practicum location, ideally stored in a locked filing cabinet. In instances when such digitized information needs to be transferred off the practicum site, always password-protect each individual file if possible. When session recordings or digital images of client art are in transit to or from the practicum site, they must be securely stored on a password protected USB Drive or password protected external hard drive, which should be kept inside a lockable pouch. Wi-Fi enabled devices and smart phones are NEVER acceptable recording and storage devices. If students are transporting original client artwork it must be secured in a locked portfolio or a lockable briefcase without any identifying information on the artwork.

St. Stephen's has lockable briefcases and encrypted USB drives that are available for borrow from the College, however you are encouraged to purchase your own as they will be necessary tools for your professional practice. The brief case or encrypted USB drive can be checked out from the college for up to two weeks at a time in order to ensure their availability for other students. Transit briefcases or portfolios must have a locking mechanism and clearly indicate that the contents are confidential, that the contents are of no cash value and specify that they can be returned to the St. Stephen's College mailing address if lost.

If a practicum course instructor or Clinical Supervisor notices that the student has failed to use a secure lockable briefcase, portfolio bag or password protected USB Drive to transport originals or recordings between the site and the classroom or supervision office, the student will receive a written warning that will go in their student file. Continued ethical violations are grounds for remedial action, which may include dismissal from the degree program.

Duration of Use:

All recordings/images of artwork must be erased or destroyed after the educational purpose for which they were created has been fulfilled. If a student has a reason for keeping a recording/art work past the completion of its original use, the student must consult with the Supervisor and obtain additional consent from the client for the new use. The recording/art images must be stored at the practicum agency in a secure (locked) location as described above, with the practicum Supervisor being aware of its existence and location.

With respect to the writing of the Process Paper and Integrative Paper, it is unacceptable to keep session recordings off the practicum site for more than four weeks. The student has a total of four weeks to take the recording off-site (via an encrypted device), write the assignment, and turn it into their practicum instructor for grading. The practicum instructor must store the files using the standard of double-locking storage. The instructor will delete the recording after grading has been completed at which point the student may retrieve the empty USB drive.

Under no circumstances should a recording be mailed to or from the College or the instructor via regular post. Under no circumstance should a recording be uploaded and /or stored on a cloud-based internet server (e.g., Dropbox, Google Drive, etc.). If the student is not local, the session recordings might be submitted to the practicum instructor on an encrypted USB device by registered mail or courier upon approval of the Clinical Director.

No copying to personal computers. If an electronic file on a protected USB drive is taken from a practicum agency, under no circumstances can a copy of the electronic file be made while it is taken off site. For example, copying the file to a personal computer or other electronic device is in strict contravention to this policy.

No Storage on Recording Devices. If a student creates a digital recording of a session using a video recorder that stores electronic files, the student must as soon as possible transfer the file to an encrypted

hard copy (DVD, CD) or password protected USB drive or portable external hard drive and delete the file from the recording device. If the recording device itself is password protected and secure, a student may treat it as equivalent to a password protected USB drive. If a student takes pictures of art work on a camera the student must transfer the images as soon as possible to a password protected USB drive and then delete the images from the camera memory card.

Online communication:

Sending client information to your off-site Clinical Supervisor online is prohibited as this increases risk of client confidentiality breach. In cases involving substantial geographic distance, if absolutely no other option is available, the student will need to contact the program Chair and practicum site Supervisor to seek direction. If the arrangement is approved, the student and off-site Supervisor may be directed to encrypt all files and both parties may be required to use secure email service such as Hushmail.com or Privace.com for all communication. The college will not bear the cost incurred from this email subscription service. Please refer to the following documents for additional guidance on how digital privacy issues:

Schell, D. (2018). Guidelines for the Uses of Technology in Counselling & Psychotherapy. Ottawa: TISC CCPA.

Government of Canada. (2018). Personal Information Protection and Electronic Documents Act (PIPEDA). Queen's Printer. Retrieved from: https://www.priv.gc.ca/en/privacy-topics/privacy-laws-in-canada/02_05_d_15/



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Department of Psychotherapy & Spirituality

STUDENT POLICY ACKNOWLEDGEMENT

I have read through, understand and agree to abide by St. Stephen's College *Practicum Taping & Transportation Policy* in my practicum student role throughout the duration of any and all practicum hours that I complete as part of my degree at St. Stephen's College.

Name (please print)

Signature

Date