

2020-2021

Practicum Program Evaluation

Student Counselling, Health & Well-being



The strengths and challenges of the program from the perspective of clients, practicum students, and supervisors.

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What is Program Evaluation?

Evaluation refers to “the systematic assessment of the design, implementation or results of an initiative for the purposes of learning or decision-making”. – Canadian Evaluation Society

Evaluation is important because it:¹

- Clarifies purpose & direction
- Develops common language
- Provides opportunities for collaboration
- Contributes to credibility & helps secure funding
- Promotes motivation & excitement
- Promotes organizational learning & improvement
- Increases effectiveness
- Furthers good decision making

Program Logic Model

Program logic models play a vital role in program evaluation. They offer a “systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve”² Program logic models should present a strong and well-reasoned case for how a program will produce the desired outcomes and typically consists of 5 interconnected parts:³

Resources:

Items that are required for the program to run (e.g. human, financial, and technological)
Resources can be internal or external to the department.

Activities:

The events, or actions, that are accomplished with the resources to obtain the desired results of the program. Activities may include creating promotional materials, locating resources to use in sessions, delivering sessions, or creating evaluation materials.

Outputs:

The direct products (which can be counted) that are produced by the activities. This may include hours of training offered, session attendance, or the number of students served.

Outcomes:

Specific changes in attitudes, beliefs, knowledge, skills, behaviours, or level of functioning expected to result from program activities- often expressed at an individual level.

Impact:

The ultimate change intended by the program. When specific program outcomes are achieved, they are intended to have a greater impact on the student and/or broader community.

Program Logic Model Template:

RESOURCES	ACTIVITIES	OUTPUTS	OUTCOMES	IMPACT
What do you need?	What will you do with your resources?	What are your countable outputs?	What is the intended effect of your program?	What does the sustained effect of your program look like?
← PLANNED WORK →		← INTENDED RESULTS →		
Crating Materials	Develop...	Developed x ...	Increased feelings of...	Change in social or economic condition
Staff	Recruit..	Recruited x ...	Decreased use of...	
Computers	Teach...	Taught x ...	Better understanding of...	Communal/ societal benefit
	Provide...	Provided x ...		

Logic Models assist with:

- Program Development (e.g. serving as a planning tool to develop a structured program)
- Program Implementation (e.g. providing a model for how the program should be delivered)
- Program Evaluation (e.g. identifying key stages where program evaluation may take place)

Frequently revisiting the program logic model provides opportunities for continuous improvement.

Evaluation Questions

Process Evaluation Questions

- Was the program implemented according to plan?
- How can the program be improved?

Outcome Evaluation Questions

- What are the outcomes of the program?
- How can we evaluate these outcomes?

A Note from the Evaluation Team:

Prior to the next section of the report, the evaluation team would like to acknowledge that some of the strengths of the 2020-2021 SCHW Counselling Practicum Program (e.g. team-building) may have been lost through the shift to remote implementation due to the ongoing pandemic.

The evaluation team would also like to acknowledge the work of the practicum committee over the last year to shift program priorities and logistics in response to the uncertain and changing environmental landscape.

SCHW's Counselling Practicum Program

The [Counselling Practicum at SCHW](#) is an eight-and-a-half-month program which offers graduate students a placement with the department to [bridge theory with practice](#), further their clinical [expertise](#), obtain direct client contact hours, and work towards [the completion of their academic programs](#).

[Schools/Programs in the Ontario region will be prioritized, given that clinicians in our department are registered to practice in Ontario, and as such are familiar with the professional, legal, and ethical standards of the respective regulatory bodies in Ontario.](#)

According to the Internship Program Evaluation report released in 2019 (and assuming that the purpose has not since changed), the purpose of the Internship Program upon which the Counselling Practicum is designed is two-fold: to provide training, teaching, and education to graduate students completing a placement at the department, and to provide mental health services to York University students.

2020 – 2021 Practicum Evaluation Reference Documents

The following documents were available to support the evaluation team (see Authors & Contributors, page 7) with information gathering. This does not include all sources of data one can possibly attain in an ideal setting, but rather what we had access to/made use of this year:

- Counselling Practicum Handbook, 2020 – 2021 [Internal document]
- Individual Student Learning Contract/Evaluation Templates [External Documents]
- Internship Program Evaluation 2019 [Internal document]
- Supervision training notes from the University of [Lethbridge](#) [External Documents]
- Journal article on live supervision⁴

Evaluation Design

The advantages of including a pre-test and follow-up in the evaluation design are as follows:^{5,6}

Pre-tests:

- Control for the knowledge and skills of participants before involvement in a program
- Allow for the development of baseline measurements, and
- Provide better evidence of the effectiveness of the program

Follow-up:

- Allow evaluators to determine whether the program has lasting effects and if so, what these long-term impacts may be

With that said, few measures were put in place to obtain pre-test data prior to the start of the counselling practicum. Furthermore, Student Counselling, Health & Well-being has not followed-up with practicum participants after the completion of their placement historically. Considering these limitations, the current evaluation follows a primarily post-test design and recommends that the department move towards a pre-post and follow-up evaluation design in the future.

Practicum Program Logic Model

RESOURCES	ACTIVITIES*	OUTPUTS	OUTCOMES	IMPACT
<p>Staff Members</p> <ul style="list-style-type: none"> • Management • Practicum Committee • Policy Analyst • Primary Sup. • Secondary Sup. <p>Workspace & Assets</p> <ul style="list-style-type: none"> • Computers • Owl Practice • Service Delivery Model Framework <p>Partners</p> <ul style="list-style-type: none"> • “Feeder” schools • YU Legal • YU Comms • Osgoode • FGS 	<ul style="list-style-type: none"> • Orientation • Bi-Weekly Seminars • Professional Ethics & Standards • Professional Education & Practice • Campus Outreach • Walk-in Counselling • Co-facilitate workshop & groups • Ongoing Caseload • Supervision Agreement • 1-1 with Primary Supervisor • 1-1 with Secondary Supervisor • Supervision Team Meetings • Peer Support Group/ Consultation • End of Semester Check-In • Learning Contract • Mid-term Evaluation • Final Evaluation 	<p>Week-long orientation</p> <p>10-20 Biweekly seminars</p> <p>100s of walk-in counselling sessions</p> <p>Practicum student co-facilitation of 5-10 different groups</p> <p>100s of ongoing counselling sessions</p> <p>Multiple meetings with supervisors throughout the year</p> <p>20-30 Peer Group Support/Consultation</p> <p>2 End of Semester Check-ins</p> <p>1 Completed Learning Contract for each student</p> <p>1 mid-term (formative) and final (summative) evaluation of the program</p>	<p>Practicum students experience an increase in their theoretical knowledge and clinical skill</p> <p>Practicum students are confident in their ability to engage in psychotherapy with clients</p> <p>Clients feel better after attending the walk-in session</p> <p>Clients have a better understanding of what their challenge is and how it impacts them.</p> <p>Clients learn new skills that they can apply to the challenge they’re facing</p>	<p>Developing competent clinicians who are skilled in providing a broad range of supports to a diverse group of people.</p> <p>York University students are better equipped to (proactively) address their mental health concerns</p>

* Activities are indicated on page 7 of the Practicum Handbook (see Appendix A for additional information)

Evaluation Methodology

Stage 1: Updating the Program Logic Model

Revisiting the aspects of the Practicum Program we've evaluated in the past and determining what we'd like to focus on this year.

Stage 2: Framing the Evaluation

Stakeholders are asked to provide general feedback on what has and has not worked this year. General feedback is used to develop high-level themes for evaluation.

Stage 3: Surveying Stakeholders

Surveys are issued to stakeholders who are invited to share additional thoughts on each of the areas of interest identified in Stage 2 (see Appendix B and C for additional information).

	Clients	Practicum Students	Counsellors
Timeframe	April 12-19	April 15-21	April 15-21
Submissions Received	75	7	16
Total Eligible/ # of People Survey Issued to	290	10	17
Response Rate	26%	70%	94%
Anonymous	Yes	Yes	Yes
Voluntary	Yes	Yes	No
Survey themes (links to forms available below)	<ul style="list-style-type: none"> • Informed Consent • Live Supervision • Meeting with a Practicum Student Counsellor 	<ul style="list-style-type: none"> • Completing a Clinical Placement Remotely • Learning Objectives & Evaluation • Live Supervision • Supervisory Relationship • Overall Experience 	<ul style="list-style-type: none"> • Facilitating a Clinical Placement Remotely • The Role of Supervisors • Live Supervision • Overall Experience

Student Feedback to Meeting with a Practicum Student Counsellor

https://docs.google.com/forms/d/e/1FAIpQLScM-2HVBP4qVj9p0yFTpUtLabv_W_VINzkvY0DX3b-FKuupcQ/viewform

2020-2021 Counselling Practicum: Student Feedback Form

<https://docs.google.com/forms/d/e/1FAIpQLSetLX1b49vPiQMEjTlidFGvZkJKGLwzUA0-t3lgestHglR1A/viewform>

2020-2021 Counselling Practicum: Counsellor Feedback Form

https://docs.google.com/forms/d/e/1FAIpQLSe70bk2c_Q5vwwxrBZbemZZwbuy-2XZPZe3u4_GrwaZXIh2aQ/viewform

Stage 4: Writing the Report

Data collected from surveys and through file reviews is analyzed for common themes and presented in a topical format. Additional research is obtained as needed and recommendations for next steps are provided.

Authors & Contributors:

Written by: Policy/Program Evaluation/Data Analyst

Support provided by: Policy Placement Student, SCHW Presidents Ambassadors

Edits by: Practicum Committee

The current report uses a coloured legend to distinguish between stakeholders:

Clients/Students Accessing Service: Green

Practicum Students: Blue

Supervisors: Red

Not all questions and responses received from stakeholders are presented in this report. Questions and responses were chosen according to the urgency of the concern at hand as well as its direct impact on the Counselling Practicum.

Stage 5: Communicating Findings

An executive summary of the report may be shared with clients and practicum students. The full report is presented in a staff meeting and uploaded to the department's shared drive.

Scope

Areas which are out of scope of the evaluation include the following:

- Updating the website to enhance the accessibility and accuracy of program information
- Determining the effectiveness of remote counselling vs. in-person counselling
- Items that can be addressed through individual discernment (e.g. arranging for days-off with the co-supervisor, taking "greener" students, etc.)
- Technological issues- to some extent (see Appendix D for more information)

Anti-Oppressive Practice (AOP)

Efforts made to reduce barriers for the 2020-2021 program include: the application website welcoming equivalent experience as opposed to formal prior experience in a placement, no applicants screened out by the practicum committee, and all supervisors were involved in the application process-heightening the transparency and accessibility of the application process.

With that said, a meaningful approach to addressing AOP concerns and embedding AOP into SCHW's service delivery model framework (including the counselling practicum) involves a multi-faceted approach from multiple institutional-level university stakeholders. Reviews and strategies should align with York University's [Framework to Address Anti-Black Racism](#), [Indigenous Framework](#), [Student Census](#), and future [EDI Framework](#). Areas of AOP which are out of scope for the current evaluation include the following:

- Creating partnerships with new schools and the department's commitment to selecting a diverse pool of practicum students (to be addressed by the Practicum Committee)
- Evaluating whether any current policies create barriers for BIPOC students
- Including a statement on our webpage seeking applications highlighting that SCHW operates from a culturally safe and anti-oppressive lens

Onboarding

Primary Stakeholders: Practicum Students & Supervisors

Orientation

Orientation took place Monday, August 31 to Friday, September 4, 2020. Students were expected to attend 5 full days of learning which covered 11 modules (see pages 26-27 of the Practicum Handbook for additional information).

93% of staff agreed or strongly agreed the online orientation was effective at onboarding and teaching placement students

43% of practicum students felt orientation provided too much information



Relationship-Building

Practicum students had more difficulty than supervisors bonding with other practicum students in a remote learning environment. When asked whether they were able to do so,

54% of staff agreed and **40%** of staff strongly agreed, whereas **43%** of practicum students agreed and **0%** strongly agreed

Students also felt disconnected from the wider department, with one student sharing the following:

“ I felt very disconnected from the rest of the staff and what was happening at the department. I wish more had been done to thoughtfully include practicum students in the culture of the department remotely. – Practicum Student ”

Recommendations

- Check-in at the start of every orientation day to gauge how students are doing/processing the previous day's learnings
- Incorporate more opportunities for reflection and tangible practice/interaction into orientation
- Create informal and formal time for departmental staff and practicum students to get to know each other during orientation and throughout placement.
 - Supervisors and practicum students exhibited strong support for this (80% and 86% respectively).
- Consider involving practicum student in staff meetings as had been done in the past.

Peer Support Group

Primary Stakeholders: Practicum Students & Supervisors

Peer Support Group/Consultation takes place weekly Wednesday mornings and are co-facilitated by rotating secondary supervisors. Time can be used for case presentations, discussing clinical issues, roleplay, presenting research topics/ special projects, etc. (Practicum Handbook, pg. 19).

50% of practicum students enjoyed the opportunity to connect with supervisors/peers



67% of practicum students cited challenges regarding unstructured consultation time:

- Consultation being too short or too long (e.g. not enough case presentations)
- Lack of a pre-determined/purposeful agenda

While **38%** of supervisors indicated wanting, but not having, access to information about consultation, notes on Teams was identified as a resource at the start of placement.

Summary of Peer Consultation Notes (Teams)

In the first semester, students were introduced to the importance of confidentiality and working from home. The role of secondary supervisors was explained. Facilitators discussed special projects and students responded with ideas they looked forward to. Case presentations began midway through the semester. As the semester went on, students indicated their confidence as counsellors was increasing. Towards the end of the semester, students indicated they were comfortable with providing ongoing counselling, with the exception of two individuals who struggled with what to talk about after 6-8 sessions. Students also discussed their motivations for becoming counsellors and actively sought to improve their skills through consultation.

In the second semester, case presentations discussed topics such as boundary-setting. Other topics that were shared during consultation include burnout, and self-care. Students indicated interest in pursuing training opportunities within/outside placement and discussed supporting clients through collaborations with organizations such as CAMH. Students also expressed concern regarding their counselling experience being limited to a virtual format. At the end of the semester, students discussed their feelings surrounding finishing their program. After placement, some will continue with research, while others will seek employment or take time off.

Recommendations

- Dedicate time during consultation to build rapport among participants/encourage dialogue
- Meet in smaller groups (e.g. 3-4) so quieter students have more opportunities to speak up
- Make case presentations mandatory
- Organize additional activities/teaching or end consultation early if there is extra time
- Use a standardized template for consultation notes so readers have an easier time following

Biweekly Seminar

Primary Stakeholders: Practicum Students & Supervisors

Biweekly seminars are held on Wednesday afternoons and provide students with the opportunity to engage in interactive training sessions, presentations in areas of clinical interest, discussions of ethical issues, and case presentations. Sessions are facilitated by secondary supervisors or guest speakers (Practicum Handbook, pg. 7).



The seminar schedule was shared with practicum students and supervisors at the start of placement:

https://docs.google.com/document/d/1czdZJESA82857e2QKnxOvli_dPAz-IB3U2Deifc4X6l/edit

67% of practicum students commented on the value of knowledge/learning opportunities and relevance of topics

Learning about Different Counselling Modalities

Students and staff expressed interest in different counselling modalities with students indicating interest in evidence-based modalities (e.g. DBT, CBT, ACT, SFBT) with an underpinning through the solution-focused approach.

“ I think it would be helpful for SCHW to make it clear to practicum students that they are not required to know and use 1 modality. I noticed this as a common theme in last few years and it often takes the student away from being open to learning and deepening important micro skills. – Supervisor ”

Recommendations

- Canvass practicum students on topics of interest at the start of placement each year
- Increase (early) training on reporting, risk assessment, and chronic suicidality
- Schedule seminars consistently to minimize potential interruptions for client sessions and remove overlap with staff meetings so more staff can attend
- Facilitate through a more informal “laid-back” format and consider shorter weekly sessions as opposed to longer biweekly sessions to prevent Zoom fatigue
- Implement additional feedback-seeking mechanism for biweekly seminars

Informed Consent

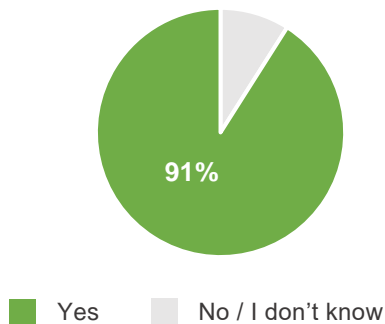
Primary Stakeholders: Clients, Practicum Students, & Supervisors

Clients who met with a student counsellor at least once from September 2020 to April 2021 were invited to respond to a survey for this report. While the survey was anonymous and collected aggregate data, the name of the practicum student was indicated in the email to validate the sample of survey respondents.



91% of client respondents confirmed that they met with the practicum student counsellor identified in the email.

Figure 1: Students who indicated having met with the practicum student counsellor identified in the email



Of these clients:

96% indicated that the practicum student counsellor informed them of their student (i.e. supervisee) status and that the practicum student was working with a counsellor on staff (i.e. supervisor) who was responsible for the client's care

79% indicated they would be comfortable reaching out to the supervisor for additional support if they didn't feel safe during the session with the practicum student or if the session did not meet their needs

Clients Reaching out to Supervisors for Additional Support

In an effort to better understand help-seeking behaviours from clients who felt unsafe or unsatisfied in their meetings with practicum student counsellors, the Practicum Evaluation survey issued to supervisors asked the following:

Did any of your practicum student's clients reach out to you for additional support as the supervisor during the last 8 months? If so, what was the support regarding?

Unfortunately, the question was wrongly interpreted by supervisors who instead identified times in which their practicum student reached out to seek additional supervisory support.

Recommendations

- Embed questions regarding meeting with a practicum student counsellor and informed consent into the Walk-in Counselling Feedback Form for more accurate data collection, higher response rates, and more immediate feedback for the department

Live Supervision

Primary Stakeholder: Clients, Practicum Students, Supervisors

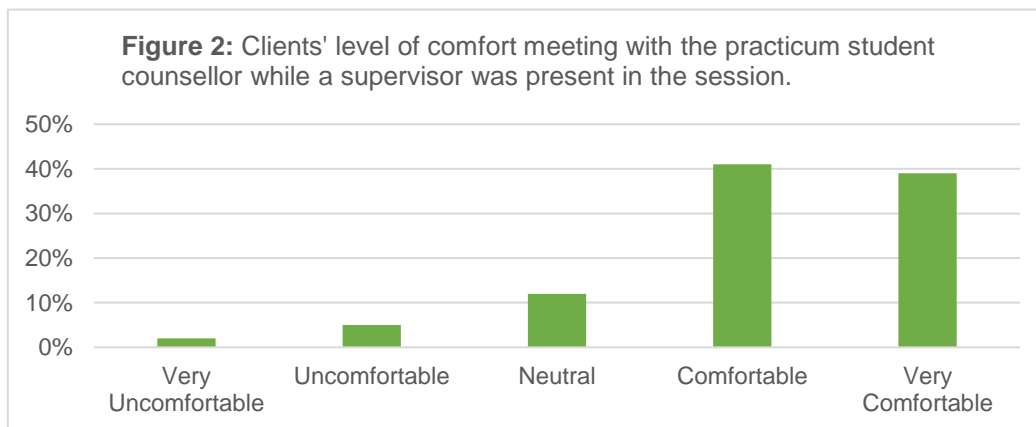
In the survey issued to clients, live supervision was defined as follows:

“Live supervision takes place when a counsellor on staff/supervisor is present in the counselling session with the practicum student counsellor/ supervisee and yourself. The purpose of supervision in these sessions is to support the training of the practicum student and to enhance the quality of service provided to you.”



60% of clients who indicated meeting with a practicum student counsellor stated that live supervision occurred within at least one of their counselling sessions together

80% of clients were comfortable or very comfortable meeting with the practicum student counsellor while a supervisor was present



Benefits & Drawbacks

When asked to share their perspectives on the counselling session involving the client with both the practicum student counsellor and a supervisor, stakeholders indicated a wide range of benefits and drawbacks.

In the table on the following page, these pros and cons are summarized by statements followed by the % of stakeholder respondents that agreed with each statement. Clients provided open-ended feedback while practicum students and counsellors indicated their level of agreeance on a checklist of statements.

Table 1: Benefits and Drawbacks of Live Supervision

LEGEND: Clients: Green Practicum Students: Blue Supervisors: Red

Benefits	Drawbacks
<ul style="list-style-type: none"> • Opportunity for clients to receive additional input on the spot from a counsellor on staff (100%) (73%) <ul style="list-style-type: none"> ○ Clients perceive an added layer of safety as the supervisor can provide additional perspective, ensure the quality/ appropriateness of service, and intervene if necessary (67%) • Practicum students experience increased confidence in decision-making due to the additional input from supervisors (67%) • Decreased anxiety regarding the outcome of the session knowing the supervisor can jump-in if needed. (67%) (33%) • Opportunity for immediate feedback on learning after the session (which can save time having to schedule a separate debriefing meeting) (100%) (87%) <ul style="list-style-type: none"> ○ Supervisors can provide more detailed feedback to the practicum student (e.g. therapeutic alliance, non-verbal cues, etc.) having observed the session first-hand (100%) (87%) (21%) • Clients appreciate meeting with someone closer to their age (12%) 	<ul style="list-style-type: none"> • Increased anxiety for all parties: <ul style="list-style-type: none"> ○ Practicum students, with their supervisor watching (83%) ○ Clients feel uncomfortable/a lack of privacy knowing someone else is in the room watching, which decreases their rapport-building with practicum students. (67%) ○ Supervisors, keeping track of two people at the same time (42%) • Disruption to the session through the supervisor's interjections (66.7%) (58%) <ul style="list-style-type: none"> ○ Clients worry this will undermine the student/disrupt rapport-building, etc.) (14%) • Practicum students experience a decreased sense of autonomy (83%) • Practicum students feel less confident with decision-making as supervisor input may conflict with their perspective/direction (50%) • Debriefing taking place immediately after the session ends doesn't provide enough time for reflection on the session prior to meeting (50%) (0%)

Clients appeared to demonstrate an impressive level of awareness and empathy for the how live supervision both helps and hinders their therapeutic relationship with as well as the learning of the practicum student counsellor.

“ The client may not feel the most comfortable to share their thoughts and feelings which will hinder the counseling progress and maybe even the therapeutic relationship between the client and the practicum students. The practicum student may be under pressure to perform, which interferes with their ability to focus during the session... The pressure may also interfere with the student's insight into the client' story. – Client ”

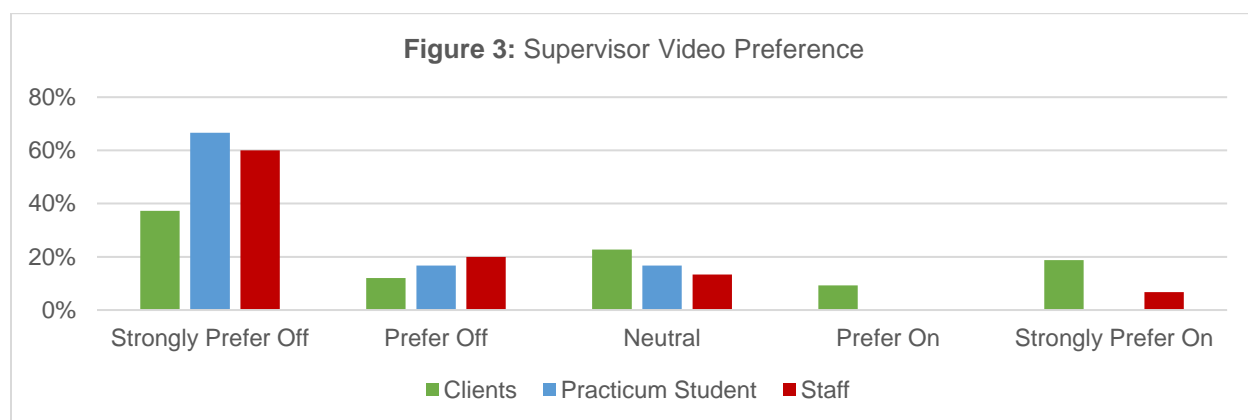
Most practicum students and supervisors agreed that overall, the benefits of live supervision outweigh the drawbacks (83% and 65% respectively).

Supervisor Video Preference

Clients, practicum students, and supervisors were asked to respond to the following question:

If live supervision were to take place during one of your counselling sessions, do you have a preference for whether the supervisor's video is on or off?

Majority of stakeholders strongly prefer the supervising counsellor's video to be off during counselling sessions with a practicum student. With that said, clients have the highest preference for the supervising counsellor's video to be on in these cases (28%).



Research on Live Supervision

Overall, our findings were consistent with research on live clinical supervision which indicated that “live supervision provides immediate feedback and support to the counselor trainee while posing unique challenges to supervisors and trainees.”⁴ Practicum student feedback also affirmed research findings that “when the relationship with the supervisor is positive, live supervision decreases trainee anxiety.”⁴

“ Honestly, you forget the supervisor is even there after awhile - you get into a groove and the cons of having live supervision really aren't significant as long as there is good communication of expectations prior to the session. – Practicum Student ”

Recommendations

- Practicum students and supervisors to review Table 1 at the start of placement and collaboratively determine what and how supervisor involvement will look like in session
 - “Supervisors are recommended to prepare supervisees for their training experience by [explaining] the purpose of live supervision, how the particular format works, and the expectations supervisors have for trainees”⁴
- Include benefits and drawbacks on the confidentiality agreement which will be reviewed with clients at the start of the session as a part of informed consent
- The supervisor should turn on their camera at the start of the session to introduce themselves/their role, and whenever they are interjecting comments into the session
- Due to the adverse impact on rapport-building, counsellors should ask each client about their individual preference for the supervisor's video to be on or off.

Therapeutic Alliance Between Clients & Students

Primary Stakeholders: Clients & Practicum Students

Clients who met with a practicum student counsellor were asked to indicate their level of agreeance with a series of statements.

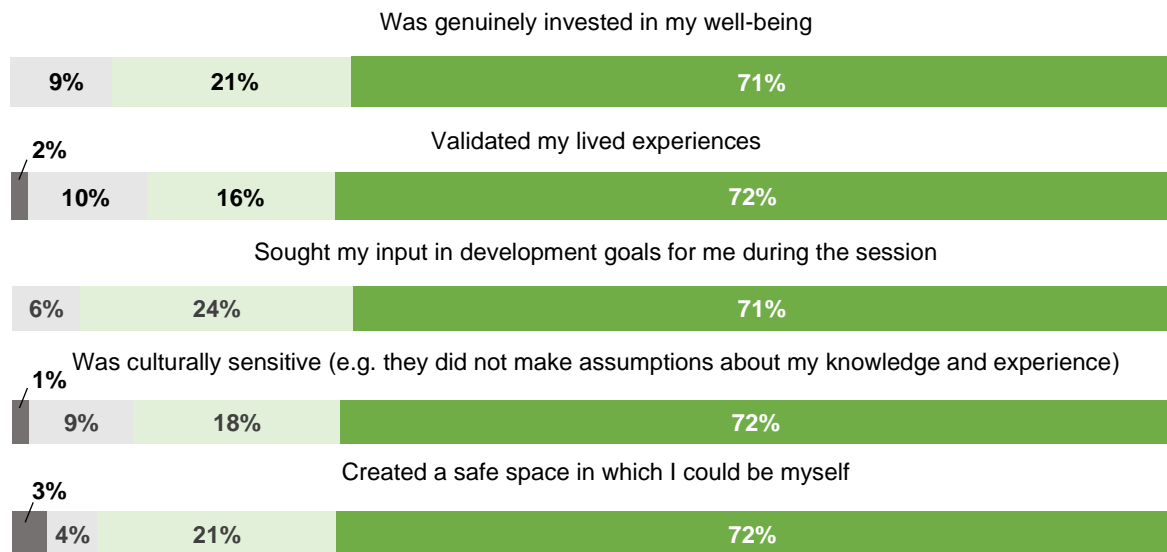
Responses were provided on a 5-point Likert scale and used to assess the overall therapeutic alliance between clients and practicum students.



Figure 4: Therapeutic Alliance Between Clients & Practicum Students

Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
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The practicum student counsellor I met with...



Recommendations

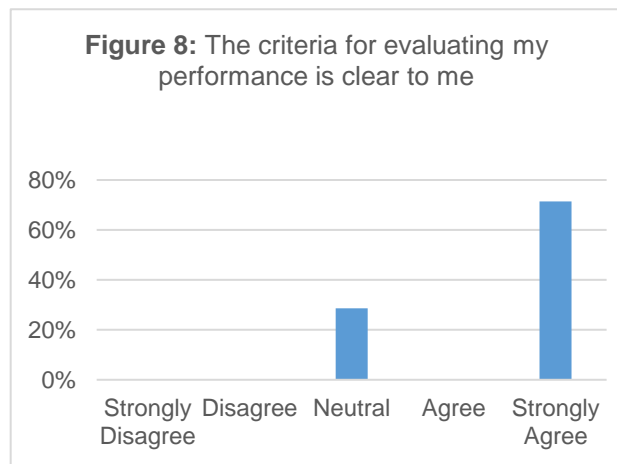
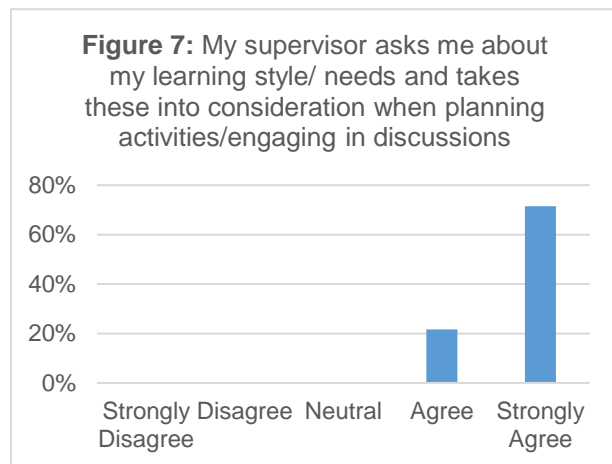
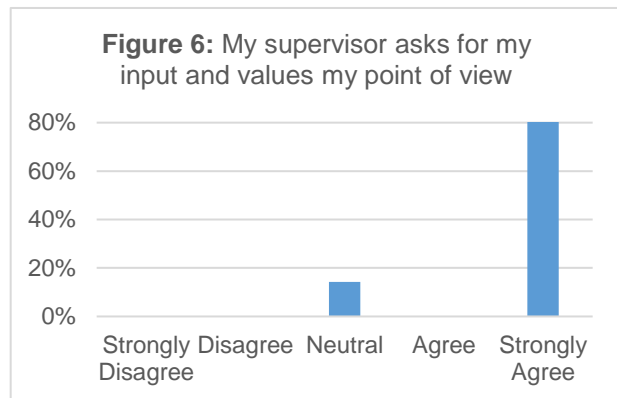
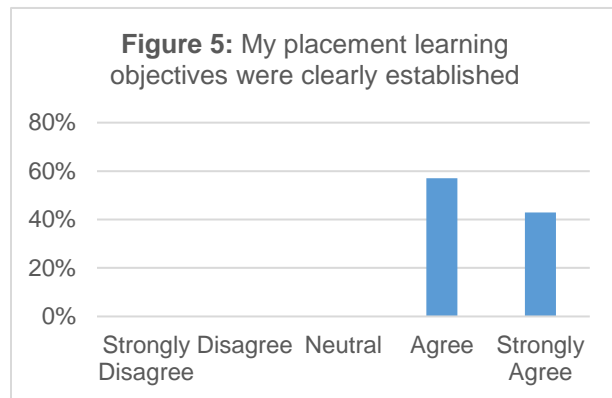
- Embed questions regarding the therapeutic alliance with the practicum student counsellor into the Walk-in Counselling Feedback Form for more accurate data collection, higher response rates, and more immediate feedback for the department

Role Clarity: Practicum Students

Primary Stakeholder: Practicum Students

Practicum students were surveyed regarding the clarity of their role and placement activities.

Overall, students provided positive feedback regarding the clarity of learning objectives, student-centered learning, and placement evaluation.



Recommendations

- Encourage supervisors and supervisees to have more thorough 1-1 discussions throughout the year. The SCHW director and practicum committee chair should also check-in regarding role clarity during end of the semester check-ins with supervisory triads

Role Clarity: Supervisors

Primary Stakeholders: Supervisors

63% of supervisors indicated that the distinction between the roles of primary vs. secondary supervisors as indicated on page 16 of the 2020-2021 Counselling Practicum Handbook was clear.



Recommendations

- Provide clarity on whether the special projects are mandatory:

“ The messaging I received was that practicum students will be working on a special project only if they did not have a healthy caseload, given covid conditions.
– Supervisor ”

- Revisit the role of the secondary supervisor:
 - Clarity around what additional training opportunities look like
 - The expected availability of supervisors for back-up
 - Issues with repetition or conflicts with the teachings of the primary supervisor
 - More opportunities to monitor the practicum student's development to allow for comprehensive and meaningful involvement in the student's evaluation
 - More regular meetings between primary and secondary supervisors to connect on the progress and growth of the practicum student

“ “Monthly check-ins as a triad are limited in meaningfulness. Time was not well used and felt forced and uncomfortable... Clearly, if there is a significant concern with the intern's [sic] performance, the primary supervisor could intentionally increase the involvement of the secondary supervisor to have another supervisors' professional lens, but outside of this or a similar need, it seems unnecessarily burdensome to require the secondary supervisor to give input on the interns [sic] performance without their having adequate information to inform this input.” – Supervisor ”

Supervision: Relationships & Capacity-building

Primary Stakeholders: Practicum Students & Supervisors

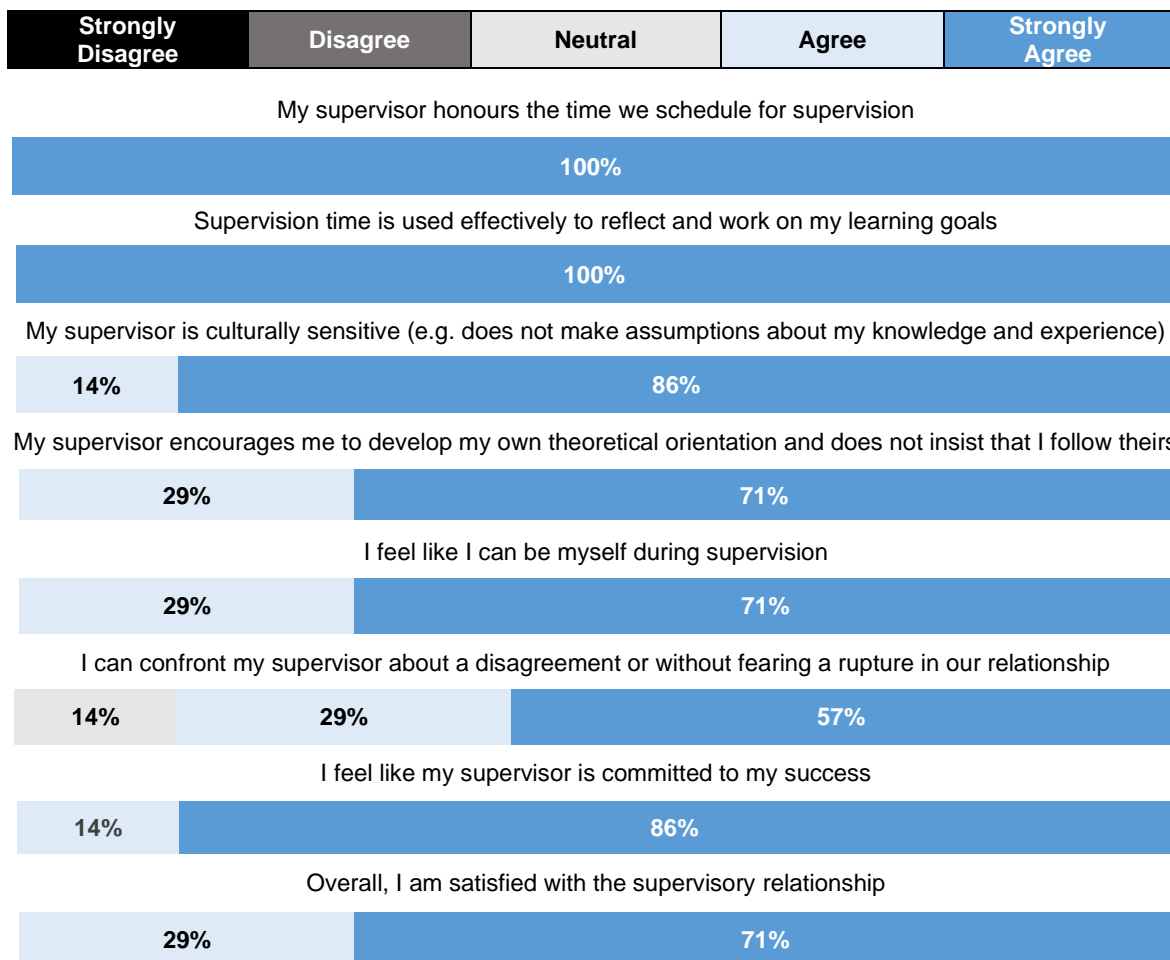
Research indicates need for balance between instructional (clear direction) and supportive (collaborative and helpful) stance.⁴

Overall, students provided positive feedback regarding their relationship with their supervisor.

Responses were provided on a 5-point Likert scale:



Figure 9: Supervisory Relationships



“ Really great supervision, I'll always be grateful for the experience and the support. Amazing that we could develop such a strong supervisory relationship over zoom.

– Practicum Student

”

Shadowing

100% of practicum students indicated that they had the opportunity to shadow their supervisor in session with a client and found this time to be valuable. Students found value in the following:

- Seeing the supervisor's approach/style
- Seeing how supervisors implement the solution focused, short-term model.
- Seeing techniques in practice
- Experiencing an increase in their confidence to practice after shadowing a supervisor

Primary & Secondary Supervisor Meetings

81% of supervisors agreed or strongly agreed that the department should provide dedicated time (i.e. separate from Tuesday/Wednesday consultation) for primary and secondary supervisors to meet during the week and check-in with each other

Capacity-building

60% of supervisors indicated that they complete training/independent study throughout the year to brush up on their supervisory skill set.

While the remainder of supervisors indicated that they do not engage in ongoing capacity-building due to lack of need (e.g. having the role of a supervisor in practice, having already completed training before, etc.), research underscores "the importance of continued education and professional development in supervision [such as] educational workshops for on-site supervisors for training in fundamentals of supervision and particular approaches, including live supervision."⁴ Therefore, capacity-building should be grounded in best practice--not simply personal experience, and conducted in an ongoing manner as opposed to just done once.

Recommendations

- Provide practicum students with more enriching shadowing opportunities:
 - Opportunity to shadow more than one session with their supervisor
 - Opportunity to shadow supervisors other than their own
 - Opportunity to shadow supervisors over the course of placement to see a broader range of clients, issues, and interventions
- Ensure that at least one supervisor is on-call each day for immediate consultation if needed
- Provide primary and secondary supervisors with dedicated supervisory consultation time
- Provide in-service supervisory training to staff on the following topics (indicated by staff):
 - Self-Care
 - AOP, Anti-Racism, & Culturally responsive counselling approaches
 - Working with intersectionality: BIPOC students and Queer and Disability issues.
 - Supporting practicum students struggling with note-writing

Outcomes

Primary Stakeholders: Clients & Practicum Students

The purpose of the Counselling Practicum is two-fold:

1. to provide training, teaching, and education to graduate students completing a placement at the department, and
2. to provide mental health services to York University students.



Practicum Students

Although there are limitations to measuring outcomes through post-test, self-report data (see evaluation design on page 4) practicum students indicated the following:

43% agreed and **57%** strongly agreed that placement increased their theoretical knowledge.

100% strongly agreed that placement enhanced their clinical skill.

100% strongly agreed that placement enhanced their confidence as a counsellor

Clients: Walk-in Counselling Feedback

Table 2: 2019-2020 vs. 2020-2021 Walk-in Counselling Feedback Overview

	Historical	Present
Period of Analysis	Sept 2019 – Feb 2020	September 2020 – April 2021
Total Attended Walk-in Counselling Sessions	1507	844
Service Provider	100% Counsellors on staff	48% Practicum students
Estimated Form Issue Rate	N/A	39%
Responses Received	949	131
Response Rate	63%	16%
Quantitative Feedback Rate	100%	100%
Qualitative Feedback Rate	35%	25%
Positive Qualitative Feedback	90%	97%
Negative Qualitative Feedback	10%	3%

Table 3: 2019-2020 vs. 2020-2021 Walk-in Counselling Feedback- Quantitative Ratings

	Historical	Present
“I felt heard, understood, and respected”	9.4	9.6
“I was able to talk about what is important and helpful to me”	9.2	9.2
“I have a clearer understanding of what I want – my goals”	8.5	8.4
“The session helped me move towards an acceptable solution”	8.8	8.4
“I feel more confident that I can reach my short-term goal(s) and work towards my preferred future.”	8.3	8.2

* Quantitative Feedback via ratings are currently collected on a 5-point scale and have been normalized for comparison to historical ratings which were collected on a 10-point scale

Quantitative and qualitative feedback from clients regarding walk-in counselling remain the same from the 2019-2020 academic year (when 100% of walk-in was provided by counsellors on staff) and the 2020-2021 academic year (when 48% of walk-in was provided by practicum students and 52% by counsellors). Students had a positive experience overall. Constructive criticism provided by clients was consistent between these years as well and include feeling rushed, unsure about how to access ongoing counselling, and wanting to see the same counsellor.

“ It’s difficult to make much progress with such a short session but this definitely exceeded my expectations. – Client ”

SCHW Skills Workshop

The purpose of the SCHW Skills Workshop is to equip participants with the skills they need to better manage stressors and to reach their full academic potential. Topics typically covered include what is stress, symptoms of Stress, what burnout can look like at school, combatting unhelpful thinking behaviours, and developing positive coping strategies.

While this workshop was a primary referral for walk-in clients during the 2019-2020 academic year, due to the pandemic and a subsequent alteration of the service delivery model, this was no longer the case for the 2020-2021 academic year. Of the 23 sessions that were facilitated by practicum students between October 19, 2020 – March 11, 2021, attendance records (on Teams) indicate a 74% no-show rate.

Feedback from Clients

<https://forms.students.yorku.ca/view.php?id=60291>

Between October 19, 2020 and November 19, 2020, a total of 4 students attended the Skills Workshop and the feedback form received a 100% response rate during this period.

75% of clients indicated the workshop was a helpful “next step” regarding their concerns

100% of clients agreed or strongly agreed that the workshop was engaging

100% of clients agreed or strongly agreed that the workshop was informative

Table 4: SCHW Skill Workshop Feedback from Clients

The skills that were learnt by the students:	Suggestions for future topics:
<ul style="list-style-type: none"> • Relaxation exercises • Changing thought processes that are negative • Working on self-care • Breathing techniques 	<ul style="list-style-type: none"> • Sleep • Dealing with COVID related stress/ changes • Time management

The process for practicum students to be involved in additional opportunities/exposure to working with clients (e.g. through the SCHW workshop, support groups, etc.) were shared with practicum students and staff in a transparent manner (see Appendix E).

Recommendations

- Arrange for students to be able to see the same counsellor for walk-in

“ Adjust the Walk-in Model so clients can see the same counsellor consistently if they come in for multiple sessions. I had a few clients mention that to me as an issue, and therapeutic alliance is so important for client outcomes. – Practicum Student ”

“ It sometimes feels like one person is more informed about your situation and it’s not a great feeling being back and forth with different counsellors. When you work with one counsellor most of the times you develop a better connection with them, and you would just feel better seeing them. – Client ”

- Build practicum student capacity to provide effective counselling service (e.g. sharing services, explaining the “how” and “why” of clinical issues rather than just the “what”)

“ I found it unhelpful after a few sessions, I felt I needed more intense treatment but didn’t know how to ask for it – Client ”

“ Encourage practicum students to engage with the client better in terms of providing advice and explaining the mechanics of how invasive thoughts are created/reinforced more so than just provide resources and telling them to talk about how they felt. – Client ”

- Check-in with clients at the end of the session on whether resources shared were helpful

“ We decided to go with DBT skills as treatment, but I would have preferred something along the lines of talk or emotional therapy. – Client ”

“ I am still worried about finding short-term solutions. – Client ”

- Supervisors to work with the department to conduct pre-post tests measuring practicum student outcomes
- Checking for the potential of dual relationships:

“ I don't think that there is anything majorly wrong with having the supervisor being present in my counselling session. However, in my particular case, the supervisor was my former counsellor, which at the beginning did make me feel a bit uncomfortable.. – Client ”

- Include additional questions in the Walk-in Counselling Feedback Form to support more in-depth analysis of feedback:
 - “Did you meet with a practicum student or counsellor on staff?”
 - “Are you providing feedback for a walk-in counselling or short-term therapy session?”
 - “Do you find virtual counselling to be more accessible than in-person counselling?”
 - “Overall, would you prefer to meet with a counsellor virtually or in person?”
- Reconsider the purpose and execution of the SCHW Skills Workshop
- Connect the Health Education & Promotion team with SCHW Skills Workshop Feedback
- Evaluate student involvement in other workshops (e.g. support groups)
- Revisit the implementation of more robust outcome measures (this recommendation was made in the Internship Evaluation in 2019)

Communication

Primary Stakeholders: Practicum Students & Supervisors

Supervisor-Supervisee

71.4% of practicum students and **64.3%** of supervisors agree that it would be beneficial for future placement students to have individual conversations with their supervisors regarding most topics addressed in the evaluation.



Departmental Communications

Both practicum students and staff shared challenges regarding communication and confusion around who feedback should be provided to. Challenges to communications was also identified in the 2019 Internship Evaluation with students sharing: “Even though we are consistently told to consult with our direct supervisor, it is confusing to hear of other colleagues/teams doing things completely different - I have second-guessed what is correct.”

“ Sometimes communication could be muddled... sometimes you'd get different messages depending on who you asked if you had a question. – Practicum Student ”

“ There were changes to the name and function of the department that were never communicated to students, and feedback was taken very defensively. – Practicum Student ”

Self-Care

“ I felt pressured to constantly check my email even on my offsite days (even though this was never stated by anyone, but somehow, I felt this way), but then also encouraged to not check my email - it was inconsistent and stressful! There would be deadlines to respond to things and I felt I had to work on my offsite days in order to complete everything in the associated timelines. – Practicum Student ”

Recommendations

- Supervisors to have individual conversations with their practicum students on topics addressed in the evaluation as the application of feedback is limited when collected/discussed in an aggregate format (e.g. self-care plans, additional time for projects, etc.)
- Clarify the roles of practicum stakeholders and where questions should be directed
- Share the 2020-2021 Practicum Program Evaluation report in part (e.g. Executive Summary) or in whole with past/present/future program stakeholders (e.g. clients, past/present/future practicum students, partnering schools, etc.)

Recommendations

Following the completion of the report, the evaluator met with counsellors and reception staff in 1-1 meetings to debrief and reflect on report findings. Ahead of these meetings, the following prompts were provided to staff:

- What are your overall thoughts on the evaluation?
- Did anything in the report surprise you?
- Was anything in the report unclear?
- What are your thoughts on the recommendations?
- Are there any recommendations in particular that you would like to contribute to?
- What can be further elaborated on through group discussion on June 16?
- How might the department approach the group discussion on June 16?
- Is there anything else you'd like to share?

Meetings were informal in nature and not all staff responded to the prompts. Corrections to the report/additional feedback collected during these meetings have been added to the report and are distinguished in [blue font](#).

Overall Thoughts from Staff on the Report include the Following:

- Recognition for the importance of evaluation
- Acknowledgement of/appreciation for the time and effort taken to produce the report
- Feeling that the report did a good job of capturing the “big picture”, prompting staff to think deeper about their involvement in the practicum program

Ways in which staff described the report are displayed in the word cloud below:



Overall, staff were pleased with the report’s recommendations with additions specified on the following pages.*

* For ease of reading, additional recommendations are listed as a .# even if there is no inherent connection between the added recommendation and the prior/“parent” recommendation. Additional recommendations should be given the same consideration as original recommendations.

Big Picture Questions & Considerations

The following questions and considerations brought-up by staff through 1-1 evaluation meetings were out of scope for the present evaluation but have important considerations for how future iterations of the program:

- What is the rationale for having two supervisors? Do the pros outweigh the cons? (see recommendation 23 for additional information)
- How many hours do supervisors put into the practicum program (e.g. teaching, supervising, etc.) that would have been otherwise spent with clients? How might we balance the needs/interests of practicum students and clients?
 - The 2019 Internship Program Evaluation indicated that having interns in the department did “not increase SCD’s quantitative capacity to serve clients in a significant way.” (pg. 48)
 - Given the decrease in client demand due to the pandemic, was time better used supervising practicum students?
 - in future iterations of the program?
- Would the department revert to a “team-model” in-person? What aspects of the team model can be incorporated into the present practicum program?
- If the department is seeing a shift towards greater demand for ongoing vs. walk-in counselling sessions during the pandemic, should practicum students still have 1 walk-in and 1 ongoing day per week?

Screening Applicants

No.	Recommendation	Tasked To
0.	<p>Mitigating opportunities for interviewer bias through training (e.g. departmental workshop is presented prior to screening for the incoming cohort in February each year) and presenting a safe way for counsellors to hold each other accountable by bringing concerns/ opportunities for improvement forward.</p> <p>Resources include:</p> <ul style="list-style-type: none"> • https://uwosh.edu/hr/wp-content/uploads/sites/90/2018/04/Bias.pdf • https://www.digitalhrtech.com/interviewer-bias/ 	Practicum Committee

Methodology

No.	Recommendation	Tasked To
0.1	A future pre-test design should involve considerations from individual supervisors based on their student’s learning contract. With that said, the incoming practicum committee	Policy Analyst, Supervisors &

	<p>may also consider a baseline curriculum for skill-building that all practicum students completing a clinical placement at SCHW should be expected to obtain/achieve competence in (e.g. micro-skills, person-centered therapy, AOP, etc.)</p>	Practicum Committee
0.2	<p>Make the evaluation mandatory for practicum students and set this expectation at the start of placement.</p>	Policy Analyst & Practicum Committee
0.3	<p>Clarify who the report will be shared with and for what purposed it is being used/what it will inform.</p>	Practicum Committee
0.4	<p>The present/future evaluation should have included important stakeholders such as reception staff into the evaluation. Additional thoughts that emerged include the following:</p> <ul style="list-style-type: none"> • Including the role of reception in orientation, how to work with/expectations of receptionists, etc. Perhaps reception staff can walk-through their process on Owl • Highlighting where cell phone numbers of practicum students are shared • How/whether to alert staff that a student doesn't want to see a counsellor in particular • Difficulty scheduling walk-in sessions when practicum students are booking follow-up and ongoing session on walk-in days • How/whether to accommodate practicum students who wanted an hour between walk-in sessions to debrief with supervisors • A process to pass information between receptionists when they switch over 	Reception Staff, Manager of Operations & Policy Analyst
0.5	<p>The present/future evaluation should have highlighted the unique experiences "Walk-in Supervision Support" Staff, specifically:</p> <ul style="list-style-type: none"> • The nature of the role • The hours involved (especially as part-time staff) 	Policy Analyst
0.6	<p>Pertaining to the scope of the evaluation and the application of an anti-oppressive lens in particular: Embed the following questions into the survey sent to practicum students and develop parallel questions for clients providing feedback on their sessions with practicum students:</p> <ul style="list-style-type: none"> • My supervisor is culturally humble (e.g. brings sensitivity and curiosity to client social location, avoids making assumptions, etc.)- rated on a 5-point scale • Did your supervisor demonstrate how to provide culturally sensitive counselling? • Do you feel you are confident in providing culturally sensitive/anti-oppressive oriented therapy? 	Practicum Committee, Supervisors & Practicum Students

On-boarding

No.	Recommendation	Tasked To
1.	Check-in at the start of every orientation day to gauge how students are doing/processing the previous day's learnings. <i>Ask students about their learning styles/preferences for pacing.</i>	Orientation facilitators
2.	Incorporate more opportunities for reflection and tangible practice/interaction into orientation. <i>Revisit modules and prioritize accordingly to make room for team-building and to not overwhelm students.</i>	Orientation facilitators
3.	Create informal and formal time for departmental staff and practicum students to get to know each other during orientation and throughout placement.	Practicum Committee
4.	Consider involving practicum student in staff meetings as had been done in the past. <i>Many counsellors would prefer that staff meetings are closed to practicum students with rare exceptions. Other ways in which the department can facilitate further rapport-building between program members include:</i> <ul style="list-style-type: none"> • Primary/secondary supervisors to meet in-person with practicum students at the start/throughout/end of the year • In-person consultation (e.g. 1x/semester) • In-person team-building activities (e.g. 1x/semester) • Drop-in team events throughout the year (e.g. recipe swapping over lunch, attending live A&R sessions together, etc.) • Ask the incoming cohort what works for them • Hosting "meet and greets" at the start of the year for students to meet individuals with supervisors • Facilitating events for specific practice groups 	Management

Peer Support Group

No.	Recommendation	Tasked To
5.	Dedicate time during consultation to build rapport among participants/encourage dialogue.	Peer Support Group Facilitators
6.	Meet in smaller groups (e.g. 3-4) so quieter students have more opportunities to speak up. <ul style="list-style-type: none"> • <i>The cohort will be smaller in the 2020-2021 year. Cons to smaller groups include needing more facilitators/back-up. Pros to keeping everyone in the same group include consistency of experience.</i> • <i>Other ways to encourage dialogue include facilitating a "speaking circle" and having a consistent facilitator throughout</i> 	Practicum Committee

	each semester so that this individual can manage the team dynamics and encourage all students to participate	
7.	<p>Make case presentations mandatory (e.g. halfway through the fall to halfway through the winter semester)</p> <ul style="list-style-type: none"> Emphasize tenants of Adult Learning Theory to students during orientation and their joint responsibility in making the best use of program time 	Practicum Committee
8.	<p>Organize additional activities/teaching or end consultation early if there is extra time:</p> <ul style="list-style-type: none"> Teaching activities should include PD articles and ethical discussions through an AOP lens 	Peer Support Group Facilitators
9.	<p>Use a standardized template for consultation notes so readers have an easier time following (see template in Appendix F).</p> <ul style="list-style-type: none"> Not everyone engages in print media. Therefore, verbal updates can also be provided during dedicated practicum updates time during staff meetings. 	Practicum Committee

Biweekly Seminar

No.	Recommendation	Tasked To
10.	Canvass practicum students on topics of interest at the start of placement each year.	Policy Analyst
11.	Increase (early) training on reporting, risk assessment, and chronic suicidality.	Practicum Committee
12.	<p>Schedule seminars consistently to minimize potential interruptions for client sessions and remove overlap with staff meetings so more staff can attend.</p> <ul style="list-style-type: none"> Develop a rationale for why seminar is biweekly throughout the year 	Policy Analyst
13.	<p>Facilitate through a more informal “laid-back” format and consider shorter weekly sessions as opposed to longer biweekly sessions to prevent Zoom fatigue. Some topics discussed are of a heavier nature and may require a more formal approach. Pros of biweekly sessions include scheduling biweekly clients on off-seminar weeks.</p> <ul style="list-style-type: none"> During the winter semester, practicum students should facilitate biweekly seminars to share learnings with participants (peers and supervisors) 	Practicum Committee & Supervisors
14.	<p>Implement additional feedback-seeking mechanism for biweekly seminars.</p> <ul style="list-style-type: none"> Topics discussed in seminar should be brought back to Peer Support Group/Consultation for application & dialogue 	Policy Analyst

Informed Consent

No.	Recommendation	Tasked To
15.	Embed questions regarding meeting with a practicum student counsellor and informed consent into the Walk-in Counselling Feedback Form for more accurate data collection, higher response rates, and more immediate feedback for the department.	Policy Analyst
15.1	<p>The department/Supervisors may prepare a “script” template for practicum students to use to introduce themselves to students. Aseel was generous enough to provide an example of pointers for her practicum student which includes:</p> <ul style="list-style-type: none"> • Stating your name and that you are a graduate student doing your practicum with SCHW • Introducing your supervisor. (If the supervisor is present they can say hello while on camera). • Going over forms with the client • Indicating that there is 50-60 minutes in the session to address the desired goal for the session and explore next steps and resources at the end of the session. • A script for ongoing clients may speak to: the practicum student’s style/modality of therapy, how to determine a realistic goal throughout their meeting together 	Practicum Committee & Supervisors

Live Supervision

No.	Recommendation	Tasked To
16.	Practicum students and supervisors to review Table 1 at the start of placement and collaboratively determine what and how supervisor involvement will look like in session.	Supervisors & Practicum Students
17.	Include benefits and drawbacks on the confidentiality agreement which will be reviewed with clients at the start of the session as a part of informed consent.	Policy Analyst
18.	The supervisor should turn on their camera at the start of the session to introduce themselves/their role, and whenever they are interjecting comments into the session.	Supervisors &
19.	Due to the adverse impact on rapport-building, counsellors should ask each client about their individual preference for the supervisor’s video to be on or off.	Supervisors & Practicum Students

Therapeutic Alliance Between Clients & Students

No.	Recommendation	Tasked To
20.	<p>Embed questions regarding the therapeutic alliance with the practicum student counsellor into the Walk-in Counselling Feedback Form for more accurate data collection, higher response rates, and more immediate feedback for the department:</p> <ul style="list-style-type: none"> The department may encourage practicum students to issue the Working Alliance Inventory (WAI) measure through Owl prior to the mid-term (e.g. fall) and final (e.g. winter) review. Results of the WAI can be discussed between the practicum student and supervisor as well as the Executive Sponsors (i.e. SCHW Director and AWC Manager). Ongoing clients can also be asked about their experience in therapy at the beginning, middle, and end of their sessions with the counsellor (starting with reflections on rapport and moving towards questions about effective goal-setting and identifying specific strategies for addressing the challenge at hand, etc.) 	Policy Analyst, Supervisors & Practicum Committee

Role Clarity: Practicum Students

No.	Recommendation	Tasked To
21.	<p>Encourage supervisors and supervisees to have more thorough 1-1 discussions throughout the year. The SCHW director and practicum committee chair should also check-in regarding role clarity during end of the semester check-ins with supervisory triads.</p>	Management, Supervisors & Practicum Students

Role Clarity: Supervisors

No.	Recommendation	Tasked To
22.	<p>Provide clarity on whether the special projects are mandatory:</p> <ul style="list-style-type: none"> This may not be needed if the student's schedule is full with direct client contact Secondary supervisors should review the student's learning contract with them to ensure the project is meaningful Projects should include an AOP lens 	Practicum Committee
23.	<p>Revisit the role of the secondary supervisor:</p> <ul style="list-style-type: none"> Clarity around what additional training opportunities look like The expected availability of supervisors for back-up 	Management & Practicum Committee

<ul style="list-style-type: none"> • Issues with repetition or conflicts with the teachings of the primary supervisor. Supervisors should take initiative to meet with each other to determine what a collaborative model of teaching and mentorship will look like for their trio (e.g. whether the secondary supervisor will be shadowing the student or vice versa) • More opportunities to monitor the practicum student's development to allow for comprehensive and meaningful involvement in the student's evaluation • More regular meetings between primary and secondary supervisors to connect on the progress and growth of the practicum student • Provide relevant updates from staff meetings during Peer Support Group/Consultation 	
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Supervision: Relationships & Capacity-building

No.	Recommendation	Tasked To
24.	<p>Provide practicum students with more enriching shadowing opportunities:</p> <ul style="list-style-type: none"> • Opportunity to shadow more than one session with their supervisor • Opportunity to shadow supervisors other than their own • Opportunity to shadow supervisors over the course of placement to see a broader range of clients, issues, and interventions • Pros and cons are present for a student shadowing a supervisor other than their own. Supervisors should have discussions with practicum students to determine how sessions/techniques/modalities should be debriefed • The department needs a process in place so that shadowing can happen through Owl 	Supervisors
25.	Ensure that at least one supervisor is on-call each day for immediate consultation if needed.	Management & Practicum Committee
26.	Provide primary and secondary supervisors with dedicated supervisory consultation time.	Management
27.	<p>Provide in-service supervisory training to staff on the following topics (indicated by staff):</p> <ul style="list-style-type: none"> • Self-Care • AOP, Anti-Racism, & Culturally responsive counselling approaches • Working with intersectionality: BIPOC students and Queer and Disability issues. • Supporting practicum students struggling with note-writing 	Management

27.1	<p>Encourage supervisors to issue individual supervisory feedback forms to supervisees and review together during 1-1 supervision time.</p> <ul style="list-style-type: none"> • Marcie is happy to share that she used this tool with her student and that it made for great discussion and feedback: https://www.health.qld.gov.au/_data/assets/word_doc/0036/385884/super_work_invent_supervisee.doc • Stephanie used an adapted tool with her policy placement student which was also very much appreciated and strengthened the supervisory relationship from both the student and supervisor’s perspective: https://forms.gle/6JQ5aWrg9XwjRSqD9 	Management
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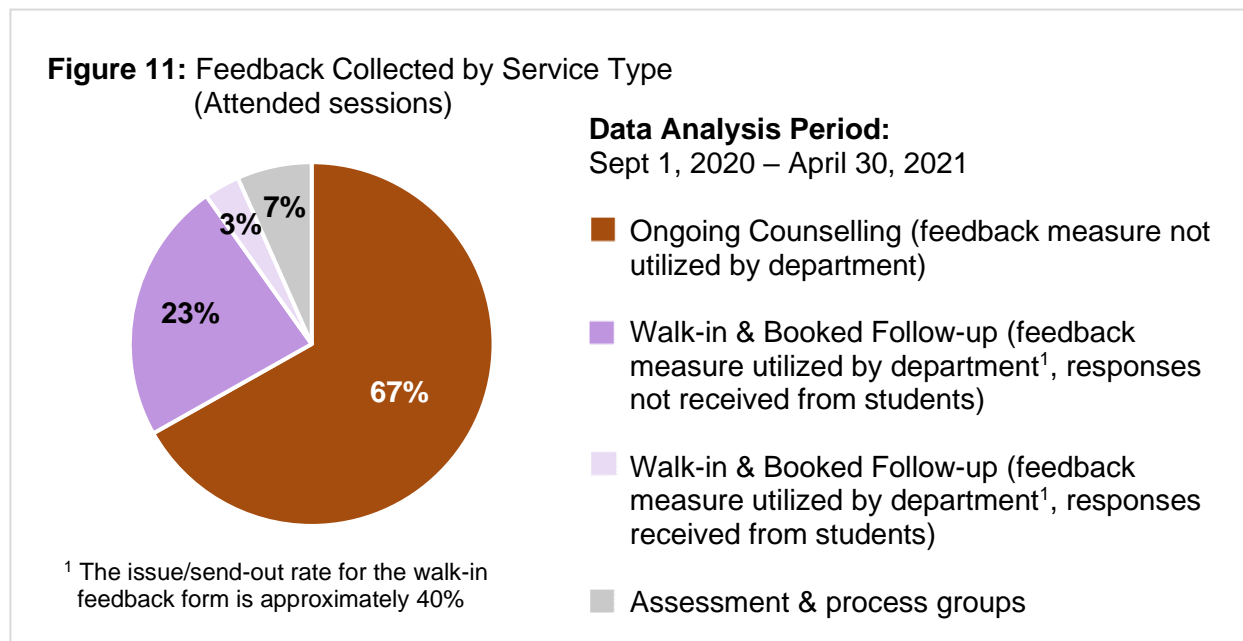
Outcomes

No.	Recommendation	Tasked To
28.	Arrange for students to be able to see the same counsellor for walk-in.	Management
29.	Build practicum student capacity to provide effective counselling service (e.g. sharing services, explaining the “how” and “why” of clinical issues rather than just the “what”).	Orientation facilitators & Supervisors
30.	Check-in with clients at the end of the session on whether resources shared were helpful.	Supervisors & Practicum Students
31.	Supervisors to work with the department to conduct pre-post tests measuring practicum student outcomes. (see recommendation 0.1)	Practicum Committee, Supervisors
32.	Checking for the potential of dual relationships.	Reception & Supervisors
32.1	Collecting additional demographics through Owl including: program, year, faculty, international/domestic, resident/Don, etc.	Policy Analyst
32.2	Considering a department-wide policy regarding how long students should be waiting on the wait list before being picked-up.	Management
33.	<p>Include of additional questions in the Walk-in Counselling Feedback Form to support more in-depth analysis of feedback:</p> <ul style="list-style-type: none"> • “Did you meet with a practicum student or counsellor on staff?” • “Are you providing feedback for a walk-in counselling or short-term therapy session?” • “Do you find virtual counselling to be more accessible than in-person counselling?” • “Overall, would you prefer to meet with a counsellor virtually or in person?” 	Policy Analyst


34.	Reconsider the purpose and execution of the SCHW Skills Workshop.	Management & Supervisors
35.	Connect the Health Education & Promotion team with SCHW Skills Workshop Feedback. Provide opportunity for students to receive follow-up to feedback form if they indicate interest in another workshop topic.	Policy Analyst
36.	Evaluate student involvement in other workshops (e.g. support groups).	Policy Analyst
37.	Revisit the implementation of more robust outcome measures (this recommendation was made in the Internship Evaluation in 2019). See recommendation 20 and 33 for additional information.	Management

A Note about the Need for More Robust Outcome Measures:

During Fall 2020-Winter 2021, approximately 30% of client demand (i.e. booked sessions) was for walk-in counselling or booked-follow-up and 70% of client demand was for ongoing counselling. Therefore, it is not enough to only provide an analysis of workshop feedback and walk-in counselling feedback- the latter of which has a response rate of approximately 11%. Doing so provides an incomplete picture of the client experience and obscures potential areas of improvement for the department. Furthermore, clients accessing ongoing counselling are often those which are experiencing a heightened complexity of challenges and require more in-depth support. Implementing increasingly robust outcome measures not only helps the department to paint a more holistic picture of client feedback, but also ensures that outcomes are assessed in an equitable manner.



For the present evaluation, data was presented on a departmental level which limits the ways in which feedback can be meaningfully applied and integrated into future iterations of the program/clinical work with clients and supervisory work with practicum students. During 1-1 conversations with staff members, counsellors indicated interest in implementing some or all of the following aggregate levels/types of feedback mechanisms:

Feedback Type	Application	
Department Feedback is collected at a departmental level (e.g. SCHW- and AWC as a whole).	Feedback is not specific to any individual or group. Department-wide findings can be present to all counsellors. However, positive feedback is not shared with individual counsellors and recommendations provided are broad in scope and are not directed to any individual.	General Feedback & Application 
Counsellor Group Feedback is collected at the counsellor group level (e.g. all practicum students, all counsellors on staff).	Feedback is specific to a particular counsellor group. Practicum students and/or counsellors as a group can see their respective areas of strength/for growth from clients. Feedback can also be discussed during supervision with a supervisor/meetings with a manager.	
Individual-Counsellor Feedback is collected at the individual counsellor level (e.g. abc practicum student, xyz counsellor).	Feedback is specific to a particular counsellor and can be presented anonymously. Counsellors are able to see their own areas of strength/for growth from clients. Feedback can also be discussed during supervision with a supervisor/meetings with a manager. Sharing positive individual feedback creates a safer space for sharing feedback regarding ways one may improve their practice.	
Individual-Counsellor & Client Feedback is collected at the individual client level (e.g. therapeutic alliance/ outcomes)	Feedback is specific to a particular counsellor-client relationship and can be discussed in-session with the client for application/improvement.	
		Specific Feedback & Application

Communication

No.	Recommendation	Tasked To
38.	Supervisors to have individual conversations with their practicum students on topics addressed in the evaluation as the application of feedback is limited when collected/discussed in an aggregate format (e.g. self-care plans, additional time for projects, etc.) <ul style="list-style-type: none"> Include policy in Handbook informing practicum students that there is no expectation to check emails outside of hours Provide more time for students to respond to the survey 	Supervisors & Practicum Students
39.	Clarify the roles of practicum stakeholders and where questions should be directed (e.g. Practicum Committee, Managers, Receptionists)	Management & Practicum Committee
40.	Share the 2020-2021 Practicum Program Evaluation report in part (e.g. Executive Summary) or in whole with past/present/future program stakeholders (e.g. clients, past/present/future practicum students, partnering schools, etc.)	Management, Practicum Committee

References

- ¹ Program Evaluation 201: How Do I Show This Works?, Debbie Chiodo, PhD, Centre for Addiction and Mental Health (CAMH), Western University
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- ³ Focus On: Logic model—A planning and evaluation tool <https://www.publichealthontario.ca/-/media/documents/F/2016/focus-on-logic-model.pdf?la=en>
- ⁴ Champe, J., & Kleist, D. M. (2003). Live Supervision: A Review of the Research. *The Family Journal*, 11(3), 268–275. <https://doi.org/10.1177/1066480703252755>
- ⁵ Zint, M. (n.d.). Types of Evaluation Designs. meera. <https://meera.snre.umich.edu/types-evaluation-designs>
- ⁶ National Center for Chronic Disease Prevention and Health Promotion (2016, November 16). Promoting Science-Based Approaches to Teen Pregnancy Prevention Using Getting to Outcomes (PSBA-GTO). Centers for Disease Control and Prevention. <https://www.cdc.gov/teenpregnancy/practitioner-tools-resources/psba-gto-guide/>

Appendices

Appendix A: Access to Data Matrix

For each counselling practicum program activity identified in the Practicum Handbook, the evaluation team reviewed the data that was available to support the evaluation. The purpose of this review was/is not to collect data for and evaluate every activity within the program, but to be mindful of what sources of information currently exist and what the department may want to collect moving forward. A summary of findings is presented below.

Data Available: Data is centrally collected, and accessible by the evaluation team

No Access to Data: Data is not centrally collected/accessible by the evaluation team

Activity	Access to Data	Notes/Limitations
Orientation	Data Available	Survey on Google Forms
Bi-Weekly Seminars	Data Available	Schedule in Google Document Topic covered in survey
Professional Ethics & Standards	Data Available	Topic partially covered in survey (e.g. Peer Support Group/Consultation, etc.) Supervisors should have a record
Professional Education & Practice	Data Available	Topic partially covered in survey (e.g. Peer Support Group/Consultation, etc.) Supervisors should have a record
Campus Outreach	No Access to Data	N/A
Walk-in Counselling	Data Available	Walk-in feedback form does not distinguish between clients meeting with a practicum student vs. counsellor on staff which limits analysis.
Co-facilitate workshop & groups	Data Available	SCHW Skills Workshop Schedule & Attendance on Teams. Feedback collected through MachForms
Ongoing Caseload	Data Available	The walk-in feedback form does not distinguish between walk-in vs. ongoing sessions which limits analysis.
Supervision Agreement	No Access to Data	Supervisors should have a record.
Meetings with supervisor(s): 1-1 or as a group of 3	Data Available	Topic covered in survey. Supervisors should have a record.
Peer Support Group/ Consultation	Data Available	Consultation notes are available on Teams
Special Projects	Data Available	Show & Tell Discussion and Projects Posted to Teams
End of Semester Check-In	No Access to Data	N/A
Learning Contract	No Access to Data	Supervisors should have a record
Final Evaluation	Data Available	(Present document). Additional links shared under "Methodology" on page 6.

Appendix B: Email Template and Link to Survey Issued to Clients

Good afternoon,

Our names are Mujtaba and Stephanie, and we are part of the evaluation team at Student Counselling, Health & Well-being (SCHW). SCHW is a department in the division of students that provides mental health and well-being services to York University students. SCHW is also proud to be a training facility for graduate students (i.e. practicum students) who are looking to develop their clinical skill. Our records indicate that you met with practicum student counsellor [placeholder] during the last academic year. If you haven't met with this individual or are receiving this email in error, please ignore this message.

We hope you will be interested in providing the department with feedback regarding your experience working with a practicum student counsellor. Your responses will be anonymous and help the department with improving our training program for graduate-level practicum students, and our counselling services for York University students. The survey takes approximately 10 minutes to complete and interested respondents are invited to submit their contact information through a separate survey for a chance to win 1 of 10 \$20 Tim Hortons gift cards.

Link to survey:

https://docs.google.com/forms/d/e/1FAIpQLSeGTIhpHo2ZfTUz2rFdgQOZ1-EifjFvRnxAG5cM2RzXcWlrVQ/viewform?usp=sf_link

The survey will close on Monday, April 19, 2021.

Thank you for your time and consideration. We hope to hear from you.

Kind regards,

Mujtaba & Stephanie

Appendix C: Script for Calling Clients who Indicated (on the survey) Interest in Providing Additional Feedback

Purpose:

The “Student Feedback to Meeting with a Practicum Student Counsellor” survey that went out to clients invited those who were interested in providing additional feedback to share their phone number so an evaluator in the department can connect with the student between the hours of 9:00 a.m. to 5:00 p.m. EST. The following process & script were developed to use with clients in this regard.

Process:

- Mujtaba will call the students between 9am-5pm EST as indicated on the feedback form.
- If the student does not pick-up, no message is left. Mujtaba will try to call back 1 more time.
- Mujtaba will take notes to review with Stephanie and incorporate into the practicum evaluation

Script:

Hi! My name is Mujtaba Ahmed-Hassan and I am a placement student at Student Counselling, Health & Well-being at York university. Our department sent out a feedback form to students who have met with a practicum student counsellor this year and you indicated interest in providing further feedback over the phone. Please know that your feedback will be anonymous.

Just to confirm, are you still interested in providing your feedback to us?

[No] No problem, thank you for your time. I hope you have a great day.

[Yes] Okay.

And are you okay speaking with me, or would you prefer if Stephanie Cheung, a staff member at SCHW calls you back another time?

[Stephanie] Sure, I will let her know, thank you. I hope you have a great day.

[Yes] Great! Before we get started, I just want to note that I am not a registered clinician so if throughout or after the call you require any additional support, I encourage you to reach out to the department and set up an appointment with a counsellor.

Does that make sense?

[No] *Further clarify*

[Yes] Great! What kind of feedback did you have for the department?

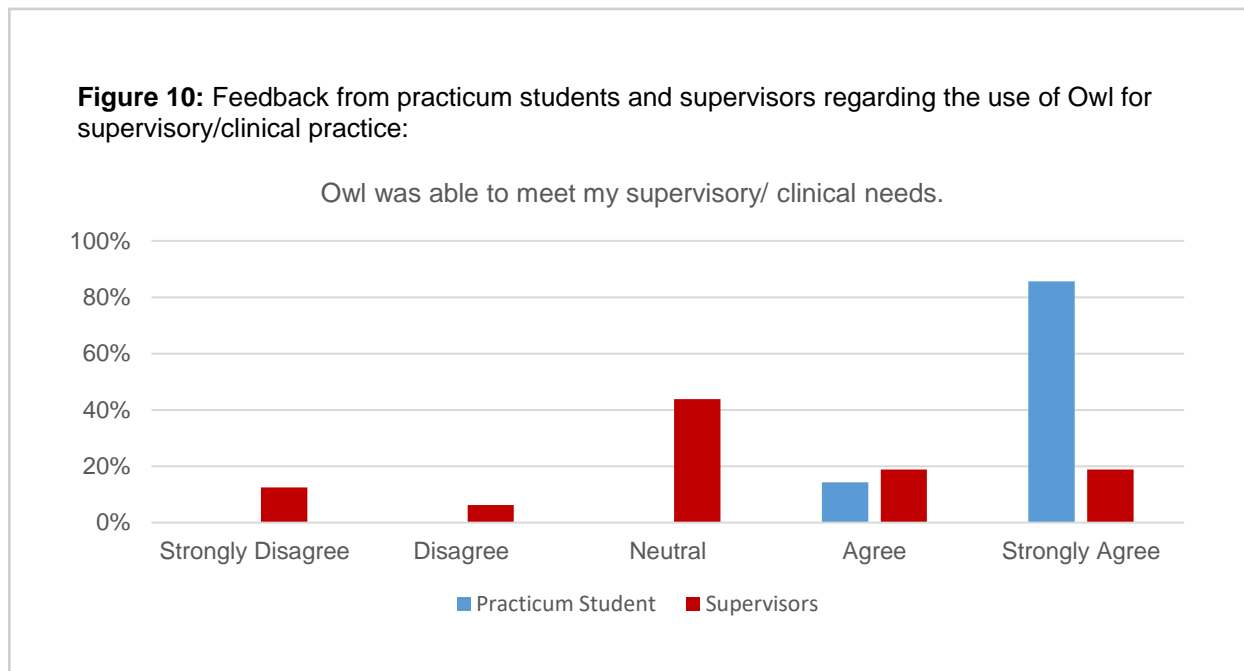
At the End of the Call

Thank you for your feedback. Is there anything else you would like me to know?
Have a great day!

Appendix D: Other Challenges: Owl & Logistics

Technological issues (e.g. with Owl) and challenges with logistics are often individualized and subject to constant change. Therefore, the scope of these discussions in the Practicum Program Evaluation is limited.

Challenges with Owl:



Challenges with Logistics:

“ I found it difficult to accumulate hours, because there was so much scheduled on Wednesdays, so it only left one walk in day and one ongoing day, and it was difficult to find time to schedule follow up sessions with walk-ins. – Practicum Student ”

“ I had hard time adjusting to scheduling my clients around walk in days (my own and my practicum students') and supervision. Things got a better once my practicum student could be autonomous on her walk-in day. However, I think it would be helpful for primary supervisors to be able to book walk in follow ups on their walk-in day. Also, I think primary supervisors should be placed at the end of the list on walk in days. – Supervisor ”

Notes:

Supervisors should (encourage their practicum students to) bring challenges surrounding technological limitations and logistics directly to the Practicum Committee/Director as soon as these challenges arise during the practicum so they can be addressed in a timely manner.

Appendix E: Workshop Selection Script

*** FALL SEMESTER ***

Good morning everyone,

Attached is the summary of workshops and groups being offered by SCD and AWC this upcoming academic year.

As previously mentioned, spots will be given out on a **first come, first served basis (i.e. replying to this email)**.

When submitting a response: Specify the type of group/ weekday it is run

Some notes:

You may sign-up to facilitate a workshop/ group on your on-call, walk-in day. If no one shows up for the workshop/ group, it is cancelled, and you will become available to see walk-in clients. You may also sign-up to facilitate a workshop/ group on your “non-clinical days” (i.e. days that you are not officially “on-site”) if you are available and that is of interest to you.

Kind regards,

Stephanie

*** WINTER SEMESTER ***

Good afternoon everyone,

Time flies and we are nearing the end of the fall semester. As such, I am writing to you to determine workshop/group facilitation in the upcoming winter semester when we return from the holiday break. In total, there are 8 co-facilitating spots open to choose from. Each of the options as well as the individuals who have co-facilitated in the fall semester are outlined below

...

When submitting a response: Provide your top 2-3 choices and specify the type of group/ week day it is run. Please note that in addition to a first-come, first-served basis, students who are behind in hours as well as those who were not able to obtain a spot in the fall will have priority during sign-up. This does not preclude those of you who co-facilitated in the fall from signing-up again.

Some notes:

You may sign-up to facilitate a workshop/ group on your on-call, walk-in day. If no one shows up for the workshop/ group, it is cancelled and you will become available to see walk-in clients. You may also sign-up to facilitate a workshop/ group on your “non-clinical days” (i.e. days that you are not officially “on-site”) if you are available and that is of interest to you.

Please do not hesitate to let me know if you have any questions.

Kind regards,

Stephanie

Attachment (Outline of Workshops)

Name	Date & Time	Facilitator(s)	Frequency	Referral Needed
SCHW Skills Workshop				
Monday 10:30am-12:00pm	Co-facilitating practicum students	Weekly Start: Oct 12	No (Contact Glendon email for the link)	2 student co-facilitators/ term
Thursday 1:00pm-2:30pm	Co-facilitating practicum students	Weekly Start: Oct 15	No (Contact Glendon email for the link)	2 student co-facilitators/ term
Process Group				
Monday 2:00-3:30pm	Scott	Weekly	Yes (Massimo zoom link & notes)	1 student facilitator/ term
Tuesday 2:00-3:30pm	Marcie	Weekly	Yes (Contact Marcie for the link)	1 student facilitator/ term
LGBTQ+ Support Group				
Tuesday 11am-12pm	Karen, Scott, Liz	Weekly Start: Sept 29	No (Contact Glendon email for the link)	1 student facilitator/ term
Support Group for Survivors of Sexual Violence				
Tuesday 2-3pm	Scott, The Centre	Weekly	No (Referral through the Centre-email/phone)	N/A
Racialized Students Support Group				
Thursday 2:00-3:30pm	Tara, Sawan, Dhivya, CASS	Weekly	No (Contact Tara & Sawan for the link)	N/A
Racialized Students Support Group for the Black Law Students Association (BLSA) (Not on website but on Next Step Sheet)				
Monday 1-2:30pm	Tara, Sawan	Biweekly Start: Oct 5	No (Contact Tara & Sawan for the link)	N/A

Appendix F: Peer Support Group/Consultation Template

Counselling Practicum Program

Student Counselling, Health & Well-being

Peer Support Group/Consultation Note Template

Date:

Facilitators:

Attendees:

AGENDA:

1. Check-in/ Icebreaker Activity
2. Housekeeping (e.g. updates from staff meeting)
3. Teaching
 - Notes (e.g. PD article, AOP lens, ethical dilemma presented by supervisor, etc.)
4. Case Presentation 1: *Facilitator Name*
 - Notes (e.g. consider/apply teaching of the week)
5. Case Presentation 2: *Facilitator Name*
 - Notes (e.g. consider/apply teaching of the week)
6. Additional Discussion

OTHER NOTES:

Plans for Next Week

Support from Supervisors

