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# GUIDANCE AND COUNSELLING PRACTICUM MANUAL

(A LOG BOOK)

*For*

**COUNSELLORS-IN-TRAINING/PRACTICE**



IORDAAH T.A.  
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PRACTICUM MANUAL  
(A LOG BOOK)**

**FOR**

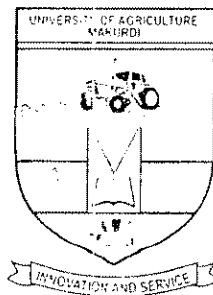
**COUNSELLORS – IN-TRAINING/PRACTICE**

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**2015**



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## PREFACE

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The guidance and counselling practicum manual you have, your hands is a work book for both counsellor trainees and practising counsellors. It is developed, in a concise manner and put in an easy to understand language for both beginning and advanced counsellors trainees. There are sections on guidelines and details or how the manual should be used at both the undergraduate and post graduate level. Information on professional and ethical guidelines is also provided as well as procedures for conducting group and individual counselling services.

It is expected that you properly digest all these piece of information to enable you make the best use of the manual. This will give you a better chance to have a wonderful practicum and counselling experience.

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PERSONAL DATA OF COUNSELLOR TRAINEE

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Name: \_\_\_\_\_

Student's Matriculation Number: \_\_\_\_\_

Gender: \_\_\_\_\_

Student's phone number: \_\_\_\_\_

Department: \_\_\_\_\_

Course option: \_\_\_\_\_

Level of study: \_\_\_\_\_

Days of practicum:(specify) \_\_\_\_\_

Place of practicum (site): \_\_\_\_\_

Name and phone number of supervisor at practicum site: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Name/Signature of supervisor from your University: \_\_\_\_\_

## **NOTE TO PRACTICUM STUDENTS ON USE OF THE COUNSELLING MANUAL**

We warmly welcome you to the counseling Practicum/ Internship, which is the clinical/practical experience component of the counsellor training scheme. This gives you an opportunity to put formal knowledge into practice within the field. This manual is designed to provide comprehensive information that will assist you in completing the Practicum and Internship exercise required for the completion of your degree /higher degree program. We encourage you to become thoroughly familiar with its contents, much of which is designed to meet state and national licensure requirements.

We suggest that you set aside a minimum of one hour to read the information, to understand the process, and to grasp the minimal standards needed to have a successful Practicum and/or Internship experience. During the Practicum and Internship experience, the mutual development and learning which occurs between the counsellor trainers and trainees gets intensified. We enjoin you to enjoy the process and remember this programme of training will endow you with requisite skills to lead and to serve others in diverse ways. The following must be noted:

- ❖ Practicum students should fill the manual with all necessary information as provided in each section. No section of the manual should be dismembered except for supervisor's use and recordings should be made neatly.

- ❖ Students are expected to document a concise summary of both individual and group counselling activities at the end of the practicum exercise for onward submission to their supervisors. These will form part of their assessment in the course on counselling practicum.
- ❖ Students should ensure that the daily recording/logging are duly authenticated and signed by the resident school guidance counsellor biweekly.
- ❖ Practicum students should keep in touch with their supervisors for adequate flow of information and for update on changes in time schedules, practicum sites and for any other relevant issues.
- ❖ Group guidance/counselling activities should be conjointly organized by all practicum students serving on the same site and the submission of the activity summary report made for the whole group. All must actively participate in the group activity.
- ❖ At the end of the practicum exercise, the student is expected to transcribe one of the cases handled by him or her, type and submit for assessment. The tape/CD or memory card should be attached to the manual transcription.



**PROFESSIONAL AND ETHICAL GUIDELINES FOR THE COUNSELLING PRACTICUM**

- i. The materials or equipments to carry with you are: logbook, CDs and tape/video recorders and memory cards.
- ii. The logbook must be filled correctly by the trainee and timely too.
- iii. At the end of the counselling practicum a concise summary shall be made by the counsellor in-training for their complete assessment.
- iv. The counsellor in-training should ensure that he/she works closely with the resident school guidance counsellor.
- v. At the end of the exercise, the logbook shall be submitted to the supervisor for final assessment.
- vi. Trainees should respect their clients no matter their age and dispositions.
- vii. It is professional for trainees to keep clients' problem secret (confidentiality) except where it is life threatening (even then such information must not be kept on "an orange tray" for the whole public.
- viii. Trainees must be conscious of the fact that they can influence their clients and the community over time so should avoid being a negative influence.
- ix. Practicum exercise will last for six weeks during which the counsellor trainee should show evidence of how well (with records) he/she has used the period.
- x. The counsellor trainee should command confidence of the client.
- xi. The counsellor trainee should control his/her emotions and be stable enough.

**Forms To Complete During & After Practicum**

The appendices contain some forms that you may need to use during the course of your practicum exercise. It is your responsibility to give the forms out to the appropriate person(s) where required. Please read these forms carefully and if necessary, make multiple copies as may be required.

## Counselling Practicum/ Internship Dress Code

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It is important to dress professionally each day. Practicum students must make special effort to be viewed as being serious and professional. They should wear clothes that make them look mature and professional. The national dress code for counsellors is black and white corporate wear. They should not wear revealing, low-cut, or overly tight shirts or short skirts. They should not dress in dirty or wrinkled clothes, avoid jeans, shorts, or informal sandals. They should not wear hats or inappropriate head coverings as their dresses make a significant part of their assessment. Note that appropriate attire is a first step in conveying the right impression even to your supervisors and above all be a model in decency, dressing and neatness.

### Competencies Required for Counselling Practicum

The following are competencies that provide a sound foundation for counseling students' practicum experience.

1. **Interviewing** –This involves developing skills necessary in the interview process and these skills include:
  - ❖ Utilizing interviewing skills such as observing, listening, interpreting and rapport-building.
  - ❖ Skills for gathering psychosocial history to elicit pertinent information such as problem history, family and work history, medical history, substance abuse indicators, and accurate referral sources.
  - ❖ Skills for ascertaining the present mental status to make preliminary diagnosis.
  - ❖ Making recommendations based upon the interview.
2. **Evaluation and Diagnosis** -The development of skills necessary in the clinical assessment/ Counseling process, including the effective use of measurement instruments and the Diagnostic and Statistical Manual (4<sup>th</sup> ed) (DSM IV-TR). The evaluation and diagnostic competencies include:

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- v Ability to handle and utilize evaluation/appraisal instruments such as intelligence scales, achievement scales, aptitude scales, anxiety scales, and personality/interest inventories as well as the ability to interpret and relate these instruments to diagnosis and treatment plans.
  
  - v Ability to differentiate between various diagnostic classifications (psychosis versus personality disorder, etc.) and the ability to classify disorders according to the DSM IV (for higher degrees).
3. Treatment —This involves the planning, implementation, and termination of individual counseling, family counseling, and group counseling, utilizing various treatment modalities. The specific treatment skills include:
- ❖ Skills for utilizing definable treatment modalities and the ability to effectively utilize basic counseling skills such as listening, reflecting, reality testing, and interpretation. It also includes the ability to determine timeframes and methods necessary for each therapy.
  
  - ❖ Ability to assist in family counseling by utilizing counselling skills such as listening, reflecting, reality testing, and interpretation, addressing of needs of individual family members, interpreting family interaction patterns, and interpreting dysfunctional family behavioral patterns.
  
  - ❖ Ability to lead group therapy utilizing definable treatment modalities and interpretation in the process of group therapy like techniques and skills.

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❖ Skills for engaging in substance abuse treatment when feasible and gaining at least minimal knowledge of such treatment through visitation to substance abuse agencies or through participation in related training programs. Ability to identify symptoms of substance abuse, to become knowledgeable regarding appropriate treatment modalities, and to understand the impact of substance abuse on family relationships. 4. Agency Administration and Professional Behavior —This has to do with the administrative structure of the host agency, (practicum agency) internal committees of the agency, philosophy of the agency, and professional, ethical, and legal considerations within the agency and in counseling. The professional behavior competencies here include:

- ❖ Knowledge of the administrative and operative structure of the agency, funding sources and operational policies.
- ❖ Ability to utilize agency resources such as records, psychological and psychiatric consultations, or library and other related information sources.
- ❖ Knowledge of and adherence to professional standards and quality assurance policies of the agency and policies regarding the client-counsellor relationship, record keeping, referral, consultation and the peer review processes.
- ❖ Knowledge of and adherence to professional ethics and legal responsibilities, in accordance with standards of local, state and national professional associations/ licensure laws —particularly those of the Counselling Association of Nigeria (CASSON).

## NOTE TO PRACTICUM SUPERVISORS

The scoring key below serves as a guide to all practicum supervisors. Be informed that students on practicum earn their marks from all the aspects of the practicum: the actual cases supervised as contained in the practicum manual a group counselling, case and a transcribed case study.

### Scoring Key

30% actual cases supervised at practicum site. Maximum of 3 marks for each item.

20% from practicum manual 5 marks each.

30% from group counselling case

20% from transcribed case study. 5 marks Maximum per item.

Total 100%

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### Transcribed Case

20%	1	2	3	4	5
Establishment of Rapport					
Working Stage					
Counselling Intervention					
Termination Stage					

At the end of the practicum, the student is expected to transcribe one of the cases handled by him or her, using the sheets in appendix B. This should attract 20 marks Maximum.

#### Key for Scoring Group Counselling Procedures

30%	1	2	3	4	5	6
Organisation of the group activity (banners, instructional materials, decoration of venues etc).						
Appropriateness of the topic.						
Content (calibre of resource persons used).						
Appearance of the student counsellors (adherence to counselling dress code/uniformity of purpose).						
Welfare of client participants at the group activity						

#### Key for scoring daily Logging/Recording

20%	1	2	3	4	5
Appropriate recording of cases.					
Number of cases recorded.					
Follow-up on appointments/assignments given.					
Professional handling of cases/records.					

**Transcribed Case**

20%	1	2	3	4	5
Establishment of Rapport					
Working Stage					
Counselling Intervention					
Termination Stage					

At the end of the practicum, the student is expected to transcribe one of the cases handled by him or her, using the sheets in appendix B. This should attract 20 marks Maximum.

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Content (calibre of resource persons used).						
Appearance of the student counsellors (adherence to counselling dress code/uniformity of purpose).						
Welfare of client participants at the group activity						

**Key for scoring daily Logging/Recording**

20%	1	2	3	4	5
Appropriate recording of cases.					
Number of cases recorded.					
Follow-up on appointments/assignments given.					
Professional handling of cases/records.					

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## **RECOGNISED TOPICAL ISSUES FOR GROUP COUNSELLING PROCEDURES**

Group counselling should be on topical issues identified using the methods of identifying problems for group counselling like problem inventories. Topical issues include health talk/ prevention of HIV/AIDS, cult activities, Teenage Pregnancies, Drug misuse, alcoholism, examination malpractices, militancy and restiveness, thuggery, political violence and executive stress, career days, orientation for new students, preparation for higher education, entrepreneurship training and leadership training for school prefects.

Other issues may border on helping the clients to know who they are, to identify their life objectives/values, goal setting and decision-making should be taught to the students. The relevance of information galore from the ICT (social media/internet, Cell phones) and their appropriate use could also be taught to the students.

Career days, in addition to featuring career talks from different resource persons, can also feature training of clients on writing Curriculum Vitae, Application Letters and guidelines for life in the University /preparation for higher education.



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# COUNSELLOR TRAINEE'S PERSONAL PROFILE

Name: \_\_\_\_\_ Reg. No: \_\_\_\_\_

Degree Option: \_\_\_\_\_

Sex: \_\_\_\_\_

Place of Practicum (Site): \_\_\_\_\_

\_\_\_\_\_

Date of Report to Site: \_\_\_\_\_

Name of Supervisor at Site: \_\_\_\_\_

Name of Supervisor at the University: \_\_\_\_\_

Additional Information: \_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

### SCORE CARD

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

Registration Number: \_\_\_\_\_

Level of Study: \_\_\_\_\_

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

Date supervised: \_\_\_\_\_

Problem counselled on: \_\_\_\_\_

S/N		1	2	3
<b>A</b>	<b>Establishment of Rapport</b>			
i.	Welcomes the client.			
ii.	Exchange of pleasantries to ease the client.			
iii.	Introducing/taking the client's bio-data			
<b>B</b>	<b>Working Stage</b>			
i.	Counsellor's communication skills in client problem presentation.			
ii.	Identification of client's problem.			
iii.	Counsellor's response to client's problem presentation (paraphrase, reflect, restatement and exploration).			
iv.	Use of non-verbal cues (eye contact, observations on client's non-verbal behaviour).			
<b>C</b>	<b>Counselling Intervention.</b>			
i.	Appropriate use of counselling technique s (behavioural therapy, psychoanalytic techniques etc).			
ii.	Appropriate use of counselling skills (clarification, empathy, exploration, questioning, prodding etc).			
iii.	Ability to see connection in issues expressed.			
<b>D</b>	<b>Termination Stage</b>			
i.	Appropriate summary of counselling process.			
ii.	Offering relevant referrals.			
iii.	Appropriateness of closing remarks (Date of next appointment).			

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### SCORE CARD

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

Registration Number: \_\_\_\_\_

Level of Study: \_\_\_\_\_

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

Date supervised: \_\_\_\_\_

Problem counselled on: \_\_\_\_\_

S/N		1	2	3
<b>A</b>	<b>Establishment of Rapport</b>			
i.	Welcomes the client.			
ii.	Exchange of pleasantries to ease the client.			
iii.	Introducing/taking the client's bio-data			
<b>B</b>	<b>Working Stage</b>			
i.	Counsellor's communication skills in client problem presentation.			
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iii.	Counsellor's response to client's problem presentation (paraphrase, reflect, restatement and exploration).			
iv.	Use of non-verbal cues (eye contact, observations on client's non-verbal behaviour).			
<b>C</b>	<b>Counselling Intervention.</b>			
i.	Appropriate use of counselling techniques (behavioural therapy, psychoanalytic techniques etc).			
ii.	Appropriate use of counselling skills (clarification, empathy, exploration, questioning, prodding etc).			
iii.	Ability to see connection in issues expressed.			
<b>D</b>	<b>Termination Stage</b>			
i.	Appropriate summary of counselling process.			
ii.	Offering relevant referrals.			
iii.	Appropriateness of closing remarks (Date of next appointment).			

# DAILY RECORDING

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Date	Personal data	Problem as presented by the client	Problem as identified by the student counsellor	Type of Problem

**SUMMARY/REPORT OF GROUP GUIDANCE/COUNSELLING  
ACTIVITIES**

SP

Area of Group Activity (Educational, Vocational and personal-social)

Topic \_\_\_\_\_

Date \_\_\_\_\_

Number of Clients involved \_\_\_\_\_

Type of Resource persons used (where applicable,  
specialization/qualification) \_\_\_\_\_

Concise summary of the conduct of the group activity \_\_\_\_\_

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

Clients' response \_\_\_\_\_

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

Major challenges experienced (itemize) \_\_\_\_\_

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

### SELF EVALUATION OF PRACTICUM EXERCISE BY THE COUNSELLOR IN-TRAINING

a. General comments about the problems identified that you could not handle: (itemize)

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b. The Clients responses to counselling

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c. The difficulties encountered:

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d. What would you like to discuss with your supervisor about your practicum experience?:

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e. Describe what you would like to be modified in the practicum programme:

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f. How helpful are the workers in your place of practicum?

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g. Is there a counsellor in your place of practicum?

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---

---

h. What impact has the programme on;

1. You: \_\_\_\_\_

---

---

2. Clients: \_\_\_\_\_

---

3. Organization/Agency: \_\_\_\_\_

---

---

i. What are areas that Guidance and Counselling training programme should emphasize to help you become a better trained counsellor?

---

---

---

\_\_\_\_\_  
Name /Mat. No.

\_\_\_\_\_  
Signature /Date

Comments and observations of the University Supervisor

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## RESIDENT GUIDANCE COUNSELLOR'S OR TEACHER'S GUIDANCE COUNSELLOR'S ASSESSMENT OF THE PRACTICUM STUDENT

**Instructions:** please rate the student counsellor on the items below

S/N	Items	1	2	3	4	5
1	Personal appearance					
2	Punctuality					
3	Hard work /Dutifulness					
4	Cheerfulness					
5	Impact of counselling activities on school tone					
6	Students' response to the counsellor trainee's services					
7	Sense of responsibility					
8	Cooperative /team spirit					
9	Resourcefulness (use of assemblies, notice boards, career albums etc)					
10	Record keeping (logging, folders etc)					

**Rating Key**

Poor=1
Fair=2
Good=3
Very Good=4
Excellent=5

**General Comments**

---



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Name of Resident Guidance Counsellor \_\_\_\_\_

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date



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## RESIDENT GUIDANCE COUNSELLOR'S OR TEACHER'S GUIDANCE COUNSELLOR'S ASSESSMENT OF THE PRACTICUM STUDENT

**Instructions:** please rate the student counsellor on the items below

S/N	Items	1	2	3	4	5
1	Personal appearance					
2	Punctuality					
3	Hard work /Dutifulness					
4	Cheerfulness					
5	Impact of counselling activities on school tone					
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7	Sense of responsibility					
8	Cooperative /team spirit					
9	Resourcefulness (use of assemblies, notice boards, career albums etc)					
10	Record keeping (logging, folders etc)					

**Rating Key**

Poor=1
Fair=2
Good=3
Very Good=4
Excellent=5

General Comments

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Name of Resident Guidance Counsellor \_\_\_\_\_

\_\_\_\_\_

Signature

\_\_\_\_\_

Date