



Doctoral Programme in Clinical Psychology
Department of Psychology
University of British Columbia

Practicum and Internship Policies and Procedures Handbook

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Introduction

This manual is designed to acquaint students with program policies and procedures relating to practicum and internship training. Students working in the UBC Psychology Clinic should also acquaint themselves with the Clinic Policies and Procedures Manual.

The sequence of practicum training begins with the first year of graduate school, when students take several courses to provide them with foundational knowledge necessary for ethical and effective clinical practice. First year students take Introduction to Psychotherapy (PSYC 541) and Ethics and Professional Issues (PSYC 537) as well as a two-course series on Assessment (PSYC 530 and 531). Clinical Case Conferences, integrated into PSYC 537, provide students with the opportunity to prepare and deliver case presentations as well as learn from older students who also present cases in this venue.

In the second and third years, students are carefully supervised by clinical faculty in practica based in the Psychology Clinic. A community-based practicum is required of all students and is best undertaken after the third year of graduate school. Most students do additional practicum training in subsequent years of the doctoral programme to develop further competencies in readiness for internship.

From the very beginning of graduate school, students are encouraged to keep a detailed log of their clinical training experiences. As part of the application for internship, students will be asked to provide very detailed information about practicum training. For example, students should be able to state how many hours they have engaged in individual, group, or family therapy; how many patients they have seen in total; characteristics of the patients they have seen; how many assessments they have completed; total number of reports written, and how many hours of supervision received.

Accordingly, students need to keep careful track of the hours accrued during each practicum training experience and have these hours certified by the practicum supervisor. The certification (generally on the practicum evaluation form) will be kept on file for future reference when the Director of Clinical Training is asked to certify a student's training for internship applications or application for registration or licensure. A template for keeping a detailed log suitable for preparation for internship applications is available from the Clinic Director or the Director of Clinical Training.

Academic Requirements

Students are required to take 3 credits of Clinical Practicum (Psychology 534) in both the second and third year of graduate studies.

A community-based practicum experience (minimum 450 hour placement) is required of all students. This practicum takes place in a community agency and is taken as a full-time experience during the summer after Years 2 or 3 or as a part-time experience during the 3rd or 4th academic years. All practica must be approved in advance in writing by the student's faculty advisor and the clinical program; a form is provided for making requests for this approval.

An APA- or CPA-accredited internship must be completed prior to awarding of the Ph.D. Students must obtain approval from the clinical faculty for internships to which they wish to apply. Before applying to internship, students must have advanced to candidacy, completed data collection on their dissertation research, and, for students admitted in 2007 or later, complete a book review on historical foundations of psychology. See the Clinical Students Handbook for more detail on these requirements.

Practica

In-House Practica

Students are assigned to an in-house practicum team (PSYC 534) during both their second and third years in the program. Each team usually consists of two students who are supervised by a clinical faculty member. A typical caseload for the practica is 1-2 cases at a time, for a total of 3 to 4 cases per academic year. Students are not permitted to repeat the same practicum team for both years in order to begin to establish some breadth of clinical skills. Faculty members are closely involved in supervising students during these initial practicum experiences, directly observing students' sessions during co-therapy sessions, live observation (behind an observation window), or on DVD recordings of sessions.

The Canadian Psychological Association's principles regarding practicum training for clinical psychology graduate students includes the following statements, which guide the program's approach to in-house practicum training:

Practicum training should facilitate the development of the following important capacities:

1. *an understanding of a commitment to professional and social responsibility as defined by the status of the ethical code of the profession;*
2. *the capability to conceptualize human problems;*
3. *awareness of the full range of human variability;*
4. *an understanding of one's own personality and biases and of one's impact upon others in professional interaction;*
5. *skill in relevant interpersonal interactions such as systematic observation of behaviour, interviewing,*

psychological testing, behavioural assessment, interviewing, psychological testing, behavioural interventions, psychotherapy, counseling, consultation; and

6. the ability to contribute to current knowledge and practice.

Achievement of these objectives in the practicum setting will require a high degree of access to professional psychologists who will serve as appropriate role models. Such contact is intended to facilitate the student's development of a professional identification and skills as a practicing psychologist.

Specific guidelines for in-house practica are:

1. Each practicum lasts for a full academic year (September - April).
2. A standard amount of time should be allotted to face-to-face client contact (recommended minimum 1 hr/week) and to regular direct face-to-face supervision of practicum students (1 hr/week). This supervision shall include discussion of clinical theory and methods as well as provide opportunities for professional and role development.
3. Each supervisor will provide a written evaluation on each practicum student. Standard forms are used for this purpose, although supplementary letters from supervisors are sometimes added.
4. Students will be responsible for presenting a minimum of one case at a case conference.
5. Students must prepare timely intake and discharge summaries and progress notes for each client session. These notes must be read and signed by the supervisor, and they must be kept in a locked file in the clinic.
6. Students and supervisors wishing to establish practica that do not comply with the above guidelines require approval by the area for their individual arrangements.
7. In the event of problems, the student should first consult their practicum supervisor. If the problem cannot be resolved, the student should contact the Director of Clinical Training.

Community-Based Practica

The minimum requirement for community-based practica is a 450-hour placement in an agency where the student will be supervised by a psychologist who is registered in the province of British Columbia. This practicum ideally occurs as a full-time placement during the summer after the third academic year of the program. It may also be completed on a part-time basis during the fourth academic year. Practica should occur in psychological service settings that have as part of the organizational mission a goal of training professional psychologists.

Available practica sites vary from year to year. Practicum sites our current students have attended include:

Back in Motion
 BC Centre for Sexual Medicine
 BC Children's Hospital
 Centre for Addiction and Mental Health (Toronto)
 Changeways Psychological Services
 Correctional Service of Canada Regional Risk Assessment Centre
 Dialectical Behaviour Therapy Centre of Vancouver
 Forensic Psychiatric Hospital
 Forensic Psychiatric Services Commission
 Friends For Life Anxiety Prevention Program
 Interior Health Authority Children's Assessment Network
 LifeMark Clinic
 Living Effectively with Anxiety and Fear (LEAF) Program
 Maples Adolescent Treatment Centre
 Ministry of Children and Family Development
 Mood Disorders Association of BC
 North Shore Stress & Anxiety Clinic
 Rainbow Psychology Services
 Richmond Mental Health Outpatient Services
 Royal Columbian Hospital Psychiatric Inpatient Unit
 Social Anxiety Treatment Outcome Study
 St. Paul's Hospital Heart Transplant Program
 St. Paul's Hospital Chronic Pain Program
 Summit Psychology Group
 Traumatic Stress Clinic at UBC Hospital
 UBC Sexual Health Laboratory
 VCH Alzheimer's Clinic & Geriatric Psychiatry Outreach Team
 VCH Anxiety Disorders Clinic
 VCH Geriatric Psychiatry Outreach Team
 VCH North Shore Child & Adolescent Program
 Vancouver General Hospital Brief Intervention Unit
 West Coast Child Development Group

Funding is sometimes available for practica, but they are typically unpaid, as they are training experiences rather than jobs. Advance planning is required to secure a practicum placement in the community. Each fall, the UBC and SFU clinical psychology programs jointly host a Practicum/Internship Night to facilitate an exchange of information between students and agencies. In addition, information about practicum settings is kept on file in the Clinic TA Office. Practicum choices require formal area approval. Application forms (Appendix A) are available from the Clinic Secretary.

At the Practicum/Internship Night, practicum site directors decide on local uniform application and notification dates for each year. In the past, the application date has been sometime in mid-February with the notification date set approximately one month following the application date (i.e., mid-March). UBC and SFU training directors strongly encourage sites to use specific dates, but we have no control over what they actually do. Therefore, students may receive an offer from one site before decisions have been made at other sites to which

they have applied, and they should be prepared to deal with this possibility.

Specific guidelines for community-based practica are:

1. Specific Requirements for the Required 450-Hour Practicum

- a. The practicum is a full-time (40 hours/week) experience of at least 3 months duration, during the summer after the second or third academic year, or the equivalent number of hours (450) as a part-time experience (10 hours/week) of 40 weeks duration during the fourth academic year.
- b. In general, the practicum will be spent in one agency. If the student wishes to split the practicum across two settings, a detailed plan and justification must be provided on the Departmental Practicum Application form. This plan must be approved in advance in writing by the clinical faculty.

2. Approval of Graduate Training Program

Students must obtain approval from their research supervisor and the graduate program before commencing any practical work. They must submit a practicum application form (blue form), with their faculty advisor's signature, to the Director of Clinical Training.

Students must be evaluated on practicum work if they choose to claim these hours as training relevant to their application for pre-doctoral internship. The supervising psychologist's name, address and contact information should be listed on the practicum application so that the Clinic Secretary can send an evaluation form.

This rule, and all other guidelines below, apply to all community-based practica, whether they are identified as the 450-hour practicum required as a minimum for the degree program or as advanced practica.

3. Training Plan

Students generally engage in several part-time practicum placements of appropriate scope and graded complexity over the course of their graduate training. The overall sequence of practicum training outlined by the program aims to first provide a foundation of knowledge in psychopathology, ethics, and assessment as well as basic interviewing and assessment skills before students begin formal therapy training. Students should consult with program faculty when planning their community-based practica to aim for experiences that are appropriate in complexity in light of previous academic preparation, previous practicum training, and the individual student's identified areas for development. During practicum training, ethical practice

requires that students provide services at a level that is appropriate to their prior education and experience.

There shall be a written training plan (or "practicum contract") that delineates various aspects of the practicum experience and outlines what the student can expect from the supervisor and what the supervisor will expect of the student. This training plan, or contract, is developed collaboratively by the supervisor and student at the beginning of the practicum. The training plan is signed by the supervisor, the student, and the Director of Clinical Training in the UBC Clinical Psychology programme and is subsequently stored in the student's clinical file. The training plan for each practicum experience describes how the trainee's time is allotted and aims to assure the quality, breadth, and depth of the training experience by specifying the goals and objectives of the practicum and the methods of evaluation of the student's performance. Practicum training plans also describe the nature of supervision, the identities of supervisors, and the form and frequency of feedback from the practicum supervisor to the student. Templates are available from the UBC Psychology Clinic, but contracts should be tailored to suit each training experience. See Appendix C for an example.

A written practicum training plan helps to keep both students and supervisors on track and serves as a useful guide for evaluating student (and supervisor) performance at the end of practicum. Examples of practicum contracts for the various in-house treatment teams are on file in the Clinic TA Office.

4. Practicum Activities

In order to be approved by the program, a practicum training plan must involve service-related activities appropriate for learning knowledge, skills, roles, and responsibilities of a professional psychologist and must involve appropriate levels of supervision.

At least half of the student's time in the practicum should be in direct service-related activities, including psychotherapy or other intervention, assessment, interviews, report-writing, case presentations, and consultations. Direct (face-to-face) contact with clients is expected to be the most frequent service-related activity, accounting for at least 25% of the student's time in the practicum. The remaining time in practicum settings is typically devoted to activities such as supervision (discussed below), learning new assessment instruments, observing the clinical work of others, reading about relevant issues (e.g., treatment interventions, specific medical or diversity issues), and attending didactic seminars.

EXAMPLE: A student completing a practicum placement with 16 hours (2 days) of experience in each week would spend at least 4 hours in face-to-face contact with clients and an additional 4 hours in other service-related activities as described above.

5. Supervision

Supervision is probably the most important element of a practicum. Supervision needs to be of sufficient quality and quantity for the student's level of training. Overall, the number of supervision hours should be at least 25% of the number of service-related activity hours (i.e., maximum 4:1 ratio of service:supervision time). for pre-internship students. At times, a smaller ratio will be required, such as for students who are earlier in their training, learning a completely new area of practice, or encountering personal challenges. Supervision in community-based practica is generally expected to be in individual face-to-face format, but some group supervision is also acceptable as part of the overall experience.

EXAMPLE: The student in the above example who has completed 8 hours of service-related activities during the week would engage in at least 2 hours of individual, face-to-face supervision each week. Note this leaves about 6 hours for other activities such as preparation, background reading, or seminars.

Please note: Clinical positions that do not provide a similar level of supervision are not appropriate training opportunities for pre-internship students and will not be approved as practica. This is an important consideration for students who are deciding whether or not to pursue a paid clinical employment position. Although employment hours can be counted on the application for internship, such hours are recorded in a separate section from practicum hours and are typically given less weight by internship sites. Students should consider carefully whether these positions are the best way to spend their time.

6. Supervisor Qualifications

A psychologist registered with the College of Psychologists of British Columbia shall be responsible for maintaining the integrity and quality of the experience for each student. This person has primary supervisory responsibility for the entire practicum experience and must be on the staff of the setting in which the practicum takes place. Up to 25% of the time spent in supervision may be provided by a licensed mental health professional from another discipline (e.g., social worker, psychiatrist). Supervision from interns or more advanced students is acceptable only if the supervising psychologist is present at all times to supervise the more advanced student in a vertical team model; independent "supervision" by non-licensed professionals is more properly regarded as "consultation" rather than supervision.

7. Evaluation of the Practicum

Student's performance in the practicum must be formally evaluated by their supervisors at the end of each practicum. A standard evaluation form (Appendix D) is to be completed by the supervisor, reviewed with the student and signed by both. The form is returned to the Director of Clinical Training for review, and any concerns regarding the student's performance are

discussed at the next Clinical Area meeting. Identification of areas for student development is an important function of these evaluations and is not necessarily cause for concern. Students who are concerned about any aspect of their evaluation should discuss their concerns with the supervisor (if possible) as well as the Clinic Director or Director of Clinical Training.

Supervisors are also formally evaluated by students at the end of each practicum. A standard evaluation form (Appendix E) must be completed by the student. To alleviate student concerns about the power imbalance involved in evaluating a supervisor, the program has taken several steps to protect students anonymity. The evaluation itself is completed anonymously, of course, but the extremely small size of most supervision groups can leave students feeling vulnerable when evaluating their supervisor. Two further steps are taken to preserve the anonymity and confidentiality of evaluations that students complete. First, students placed in a setting with more than one supervisor can choose to rate either the overall quality of supervision at that site or individual ratings for each supervisor. Second, the student's evaluation will initially be available only to the Director of Clinical Training or to the Clinic Director (in the case of evaluations of the DCT's supervision). The actual supervisor will only receive aggregate feedback offered by multiple students over multiple years (at least 4 students over at least 2 years). This is why it is so important that every student complete one of these evaluations - otherwise the feedback to supervisors is seriously delayed. In addition to these written evaluations, student's are encouraged to share their comments directly with their supervisors whenever they feel comfortable doing so.

Students are also encouraged to speak with the Director of Clinical Training if they have concerns about being identified by this evaluation, as alternate ways to keep the information confidential may be possible.

New practicum opportunities need to be consistent with these guidelines, and students should inform the Clinic Director or Director of Clinical Training if their practicum site seems to be falling short of these guidelines.

Internship

One of the requirements for the Ph.D. in clinical psychology is a year-long internship at a site that is accredited by APA or CPA. Accredited internships carry a stipend for the student. Students must obtain approval from the clinical program for sites to which they are applying. Application forms (Appendix B) are available from the Clinic Secretary.

Internship sites have informative websites, which are the best source of current information about each site. In addition, the Association

of Psychology Postdoctoral and Internship Centers (APPIC) directory of pre-doctoral internships is a helpful resource. It is available online at http://www.appic.org/directory/4_1_directory_online.asp.

The Canadian Council of Professional Psychology Programs (CCPPP) has a similar directory for Canadian internship sites. Some sites listed in the APPIC directory are not listed in the CCPPP directory (and vice versa). Thus, any student interested in Canadian sites should consult both. The CCPPP directory can also be accessed online at <http://www.ccPPP.ca>.

In the spring, the Clinic Director (Brandy McGee) and Director of Clinical Training (Sheila Woody) organize an informal meeting with prospective internship applicants to discuss issues related to applications and interviews, department requirements, match and APPIC guidelines. Junior students are also welcome to attend this meeting. Students are encouraged to speak with faculty and with more senior students about their internship application and interviewing experiences.

Specific guidelines for internship are:

1. Students are required to successfully complete an **APA- or CPA-accredited** internship. Note: an internship's membership in APPIC or CCPPP is separate and distinct from accreditation.
2. In general, CPA and APA criteria for accredited internships establish reasonable standards upon which to evaluate an internship setting. Some of these criteria include:
 - The internship requires a full-time experience for one year (or half-time over two years), comprising a minimum of 1600 hours. The structure of the internship can be arranged according to the needs of the student and the internship setting, but the internship must be a continuous experience over 1 or 2 years.
 - The student's primary role should be that of a trainee. Service demands should promote intern training and must not erode training goals. Individual supervision should occur at least 2-4 hours per week.
 - The internship should be embedded in a formal administrative organization of professional psychologists reporting to a chief psychologist. Supervisors should be registered/licensed, have completed an internship, and possess a doctoral degree.
 - The internship should have at least two interns at a given time.
 - It is desirable that interns collaborate in training with members of other disciplines.

- The internship should provide breadth of training (e.g., assessment, treatment, diagnosis) and exposure to diverse clientele (e.g., various ethnocultural groups).
 - A standard time should be allotted to the regular supervision of interns by a registered psychologist. The placement should also provide for discussion of clinical theory and methods, as well as opportunities for professional and role development.
 - Each agency will provide a written report at the end of each internship student's placement. Standard forms are used for this purpose, and letters from supervisors may supplement these.
3. In order to be eligible to apply for internship, students must have met the following requirements.
- Students must have passed their comprehensive examination.
 - Students must have completed data collection for their dissertation before applying to internship. This requirement permits a reasonable expectation that the student will complete the dissertation before beginning the internship.
 - Students must have completed all required course work **before beginning the internship**. If required courses are not complete prior to submitting an application for internship, students must present a clear and feasible plan for completing them.
 - The clinical faculty must agree that the student is ready for internship-level clinical training.
 - Each student must seek formal approval from the clinical area before applying to internship. The student has the responsibility for completing the Internship/Practica approval form and submitting this form to the Clinic Director well in advance of the application deadlines. In evaluating the acceptability of internship plans, the clinical area will consider the breadth of experience available in the internship as well as the student's past clinical training.
4. Students cannot be certified as having met requirements for graduation from UBC until the internship has provided written confirmation of the student's successful completion of the internship.

Clinical Training Calendar

Below is a description of a typical yearly clinical training cycle. Note that specific dates shift each year for things such as internship notification day or Practicum/Internship Night, so please be mindful of any announcements circulated by the Clinic Director or Director of Clinical Training regarding these issues.

September	<ul style="list-style-type: none"> • Practicum contracts for academic-year practica are developed and signed by student and supervisor before being sent to the DCT. • 2nd and 3rd year students begin in-house practicum, and 4th year students begin part-time, full year practicum if they did not do a summer practicum. • Internships send evaluation of student performance to the program for internships ending August 31. • Internship applicants: get feedback from faculty advisor on updated draft of c.v. and drafts of essays, make sure clinic file is up-to-date with evaluations from recent supervisors, contact potential references, meet with other applicants Clinic Director and DCT to discuss list of sites and questions about the application. Submit form for approval for internship applications.
October	<ul style="list-style-type: none"> • Practicum/Internship Night (hosted by UBC or SFU Clinical Program) • Internship applications are finalized and sent to the DCT for completion; packets are distributed for letter-writers.
November	<ul style="list-style-type: none"> • Fall congregation - PhD students typically receive their degree during this ceremony.
December	<ul style="list-style-type: none"> • Many practica engage in a mid-year evaluation of student progress and the overall training experience.
January	<ul style="list-style-type: none"> • Internship applicants typically engage in interviews.
February	<ul style="list-style-type: none"> • 2nd or 3rd year students submit approval form for summer practicum applications and apply to sites once approval is granted. • Internship match results are announced. • 2nd and 3rd year students begin weekly case conferences as part of PSYC 537.
March	<ul style="list-style-type: none"> • Local sites announce decisions for summer practica placements.
April	<ul style="list-style-type: none"> • In-house practica conclude. • Practicum evaluations are completed by in-house faculty, reviewed and signed by student.

May	<ul style="list-style-type: none"> • Summer practica contracts are developed and signed by student and supervisor and returned to the DCT. • Most summer practica begin. • Assignments are made for in-house practica for next September. • Students who are considering applying for internship in the fall discuss this possibility with their faculty advisor and also meet with the Clinic Director and DCT for an information session.
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June	<ul style="list-style-type: none"> • Prospective internship applicants begin to identify potential sites.
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July	<ul style="list-style-type: none"> • Internships send evaluation of student performance to the program for internships ending June 30.
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August	<ul style="list-style-type: none"> • Practicum evaluations are completed by summer practicum supervisors, reviewed and signed by student, and returned to the program. • Prospective internship applicants update and polish their c.v. and begin the process of completing the APPI.
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Appendix A

(NOTE: These are printed on **BLUE** paper)



UBC Department of Psychology
Practicum Application

To be completed and returned to the Practicum/Internship coordinator well in advance of the start of the practicum. Note that practica/internships will not be credited unless approved in advance by the clinical area. You will be notified in writing of this approval.

Date: _____

Student: _____

Faculty Supervisor: _____

Practicum will begin: _____ **End:** _____

Practicum is: Full time _____ Part time _____ (Expected hours/wk: _____)

(If you are planning to combine placements you must present the entire plan for approval.)

Agency (give complete address):

Site Supervisor: _____

Phone Number: _____ /E -mail: _____

Is this a paid position? Y / N

Approval may be sought for applications to more than one practicum placement. Append additional addresses and descriptions on separate forms.

Student signature

Faculty Supervisor signature

Appendix B

(NOTE: These are printed on **YELLOW** paper)



UBC Department of Psychology
Internship Application

To be completed and returned to the Practicum/Internship coordinator well in advance of submitting your internship applications. Note that practica/internships will not be credited unless approved in advance by the clinical area. You will be notified in writing of this approval.

Date: _____

Student: _____

Faculty Supervisor: _____

Internship will begin: _____

Internship is: Full time _____ Half time _____

Agency (give complete address):

Site Supervisor : _____

Phone Number: _____ e-mail: _____

Is the internship CPA accredited? Yes _____ No _____

Is the internship APA accredited? Yes _____ No _____

Approval may be sought for applications to more than one internship placement. Append additional addresses and indication of CPA/APA accreditation.

Student signature

Faculty Supervisor signature

Appendix C

(NOTE: The following is an example or template NOT A FORM; supervisors and students should collaboratively modify the language to suit their particular needs).

IN-HOUSE PRACTICUM CONTRACT

STUDENT: _____

YEAR IN PROGRAM: _____

DATES OF PRACTICUM: _____

TEAM: _____

SUPERVISOR: _____

The following contract delineates the guidelines agreed upon by the student and the supervisor listed above.

Goals:

Knowledge:

Knowledge of diagnostic issues related to the population served by that practicum team.
Ability to formulate a case based on the theoretical approach of that practicum.
Understanding of ethical principles outlined in the CPA Code of Ethics.

Assessment:

Familiarity with a clinical assessment interview.
Ability to administer, score and interpret relevant psychometric tests.

Treatment:

Familiarity with creating and implementing a treatment plan.
Ability to conduct a therapy session alone.
Ability to evaluate client progress as therapy proceeds.
Ability to develop a therapeutic alliance and an appropriate professional stance for that form of therapy.

Administrative:

Experience in integrating interview and test material in an assessment report.
Ability to summarize weekly progress in a summary note.

Ability to effectively terminate a therapy case (i.e., determining need for other referrals, making new referrals, closing a file).

Supervision:

Ability to conceptualize and summarize weekly sessions for supervision.

Development of skills necessary to make effective use of supervision for personal development (e.g., openness to discussing difficult therapy experiences, willingness to try new approaches, openness to feedback, etc.)

Clinical Activities:

1. To complete a minimum of _____ assessments including clinical interview and relevant psychometric tests. Reports will be written within 2 weeks of each assessment.
2. Review of relevant literature supplied by supervisor.
3. _____ treatment (*list type of treatment, e.g., CBT, interpersonal, behavioural*) of a minimum of _____ clients over the course of the year.
4. Completion of weekly summary notes within one week of each session.
5. Completion of termination process (referral, termination note, file closure) within two weeks of therapy termination.
6. Participation in weekly supervision sessions. (individual & team?)
7. Presentation of one case during the annual Spring case conference sessions.

Supervision:

1. Supervision will be provided by _____.
2. Supervision sessions will be for _____(time) on a weekly basis.
3. During these sessions, (student) will provide:
 - a summary of the session
 - a description of any difficulties during the session
 - suggestions of future directions
 - any questions
4. Dr. _____ will review sessions by audio tape/video tape/observation (*please circle*) for at least (____ cases, ____ sessions, ____ hours).
5. Feedback will be provided by Dr. _____ in the form of _____ (*e-mail, review during supervision sessions, notes*).
6. All notes will be reviewed and signed by Dr. _____ within one week of being submitted by the student.

SIGNATURES:

Practicum Student

Practicum Supervisor

Clinical Area Coordinator

Appendix D

**UNIVERSITY OF BRITISH COLUMBIA
CLINICAL PSYCHOLOGY PROGRAMME**

PRACTICUM STUDENT EVALUATION FORM

Instructions to supervisors:

The evaluation process is an important part of clinical training and we appreciate your time and effort in providing us with your observations. The information that you provide will be used to help guide the student's training trajectory. Thank you again for your time.

SECTION A

Date: _____

Student's name: _____

Supervisor's name: _____

Location of practicum: _____

Full-time Practicum _____ Part-time Practicum _____

Summary of Activities

Total number of practicum hours completed _____

- Sum of A+B+C below

A) Number of hours in service-related activities _____

- Sum of i+ii

i) Number of hours in face-to-face client contact _____

- Treatment/intervention, assessment interviews, testing

ii) Number of hours in other service-related activities _____

- Report-writing, case presentations, and consultations

B) Number of hours in supervision _____

C) Number of indirect hours _____

- Prep time, background reading, observing other students

SECTION B

Please rate the student’s performance by placing a check mark on the rating scale indicated in the table.

Not Applicable: Given to students who did not have the opportunity to obtain experience or demonstrate skill in the defined area.

Below Expectations: Given to students whose knowledge or skill performance was below the level expected based in his/her level of education, training, and experience. Suggests that a remediation plan needs to be developed.

Emerging: Given to students whose knowledge or skill is nascent in the defined area. Suggests that this is an area in which the student should focus attention in the coming year.

Demonstrating Good Progress: Given to students whose knowledge or skill in the defined area is developing well given his/her level of education, training, and experience. Suggests that the student should continue to acquire experience and hone skills, but that this area need not be a major focus of attention.

Ready for Internship: Given to students whose knowledge or skill in the defined area well-developed. Suggests that the student is ready for internship.

Evidence-Based Practice

	Not Applicable	Below Expectations	Emerging	Demonstrating Good Progress	Ready for Internship
Articulate a rationale for decisions and psychological services that relies on supporting data (e.g., research results, base rates, epidemiological data)					
Apply evidence-based criteria in selection and adaptation of assessment methods (e.g., psychometric properties, cost effectiveness, relevance, norms)					
Administer and score assessment instruments for children or adults					
Interpret and synthesize results from multiple sources (e.g., multiple methods of assessment, multiple informants)					
Formulate a diagnosis, recommendation, and/or professional opinion using multi-axial diagnostic criteria using multiple methods					

	Not Applicable	Below Expectations	Emerging	Demonstrating Good Progress	Ready for Internship
Communicate assessment results in an integrative manner (e.g., psychological evaluation reports, feedback to clients)					
Select, apply, and modify interventions to treat specific disorders or functional concerns based on available research evidence and contextual factors					
Engage in collaborative intervention planning with client(s) and stakeholders					
Evaluate effectiveness of psychological services (e.g., individual therapy outcomes, program evaluation)					
Engage in consultation and collaboration across professions.					
Other (please specify):					

Ethics and Professionalism

	Not Applicable	Below Expectations	Emerging	Demonstrating Good Progress	Ready for Internship
Perform ethically in all areas of clinical practice (e.g., informed consent, confidentiality, relationships, maintenance of records, assessment procedures, limits on practice)					
Identify and observe boundaries of competence in all areas of professional practice					
Demonstrate respect for others in all areas of professional functioning					
Accurately represent and document work performed in scholarship and professional practice					
Use specific skills related to ethical issues that commonly arise in the practicum setting					

	Not Applicable	Below Expectations	Emerging	Demonstrating Good Progress	Ready for Internship
Other (please specify):					

Supervision

	Not Applicable	Below Expectations	Emerging	Demonstrating Good Progress	Ready for Internship
<i>Student as Supervisee</i>					
Collaboratively develop a training plan with supervisor					
Communicate openly about concerns/preferences for supervision format					
Prepare for supervision meetings (e.g., questions, session summary, written work, assigned readings)					
Admit errors and respond to supervisor feedback					
Participate actively in group/team meetings					
Critically evaluate own competence through self-assessment and feedback from others					
Identify the impact of aspects of self in therapy and supervision					
<i>Student as Supervisor</i>					
Develop a basic training plan for trainees					
Develop and communicate formative and summative evaluations of supervisees' work					
Provide specific feedback regarding therapeutic technique					
Match supervision style and content to the individual needs of supervisee and context					
Other (please specify):					

	Not Applicable	Below Expectations	Emerging	Demonstrating Good Progress	Ready for Internship

Interpersonal Competence and Communication

	Not Applicable	Below Expectations	Emerging	Demonstrating Good Progress	Ready for Internship
Integrate and apply theory, research, and professional guidelines to work effectively with individuals, families, and groups with diverse social and cultural contexts					
Communicate effectively in oral and written format in scholarly and practice settings					
Identify and manage interpersonal conflict					
Develop warm and constructive working alliance with clients and relevant stakeholders					
Other (please specify):					

Descriptive Evaluation and Recommendations

Please take a moment to briefly describe the student's specific strengths and areas for development:

Strengths:

Areas for Development:

If you have any recommendations as to the specific types of activities that you think would be useful for this student in helping him/her to progress in his/her training trajectory, please list them here:

Achievement of Supervisor/Supervisee Goals

Please rate the degree to which the goals outlined in the Practicum Training Contract were achieved, using the following scale:

- 1 Strongly Disagree
- 2 Disagree
- 3 Neither Agree or Disagree
- 4 Agree
- 5 Strongly Agree

Goal	Rating (1-5)
The <u>clinical activity</u> goals outlined in the contract were met by the end of the practicum	
The <u>supervision</u> plan outlined in the contract (e.g., format, frequency, etc.) was upheld throughout the practicum	
The contract's <u>assessment and therapy training goals</u> were met by the end of the practicum	

 Signature of Supervisor
 Date:

 Signature of Student
 Date:

Appendix E

Supervisor Evaluation Form

Supervisor(s): _____

Practicum Site: _____

Supervision is an interactive process in which the supervisor also learns and improves. Learning and improving result from validation as well as from highlighting areas needing attention. This evaluation tool is designed to allow constructive feedback along that spectrum.

In completing this evaluation, you may find it useful to review the contract you signed with the practicum supervisor prior to beginning the practicum.

Your feedback will be kept confidential in the following ways. First, if there was more than one supervisor, you can rate either the overall quality of supervision at that site, or you can complete ratings for each supervisor individually. Second, your evaluation will initially be available only to the Director of Clinical Training (or to the Clinic Director in the case of the evaluations made for the DCT). However, in order to provide constructive feedback to supervisors and external practicum sites, the DCT (or Clinic Director, as appropriate) will aggregate the feedback offered by multiple students over multiple years (at least 4 students over at least 2 years) and provide this to the supervisors/sites. Again, you are of course free to share your comments directly with supervisors at any time. You also are encouraged to speak with the Director of Clinical Training if you have concerns about being identified by this evaluation, as alternate ways to keep the information confidential may be possible.

Please rate your agreement with each of the following statements. If you had multiple supervisors you may choose to evaluate them collectively or complete separate evaluations for each of your primary supervisors. Your narrative commentary is also welcomed and can be included on the final page. Such comments are very useful, as item-based lists do not adequately cover all facets of supervision.

1. The supervisor assisted me in meeting the goals we agreed upon in the practicum contract (e.g., regarding assessment, therapy, administration, supervision).

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

2. The supervisor was dependable and accessible (e.g., kept appointments and adhered to schedule, could be reached if needed).

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

3. The supervisor read and commented on my reports and progress notes in a timely and useful fashion.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

4. The supervisor gave useful pointers about techniques – helped me with what to say/do in assessments/therapy.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

5. The supervisor suggested resources or readings appropriate for my cases, or provided additional learning experiences when possible (e.g., opportunities to observe therapy).

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

6. The supervisor related clinical work to research and/or theory and was knowledgeable about treatments and/or assessment, and for which presenting problems the treatments are most effective.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

7. The supervisor assisted with my understanding of ethical and legal issues.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

8. The supervisor assisted with my understanding of issues related to diversity.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

9. The supervisor supported my voicing of differences of opinion regarding his/her suggestions.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

10. The supervisor was open and non-judgmental. We could discuss both the strengths and weaknesses of my skills.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

11. The supervisor increased my awareness of my therapeutic style and the impact on the client/therapy while at the same time allowing for difference in style of therapist.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

12. The supervisor offered criticism and suggestions in a constructive, supportive way, and feedback was appropriate to my level of training.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

13. In group supervision settings, the supervisor encouraged participation from all students and treated students equally.

1	2	3	4	5	6	7
Strongly Disagree			Neutral			Strongly Agree

My overall evaluation of the supervisor:

1-----2-----3-----4-----5-----6-----7 -----N/A
Negative Neutral Positive

The best thing about my supervisor/supervision was:

The thing most needing improvement in my supervisor/supervision was:

Any recommendations regarding what level or type of student this practicum experience would be most useful for?

Other comments?