University of New Brunswick – Fredericton
Department of Psychology

DOCTORAL PROGRAM IN CLINICAL PSYCHOLOGY

PRACTICUM POLICY MANUAL:
INFORMATION, FORMS, GUIDELINES AND PROCEDURES FOR
GRADUATE STUDENTS AND PRACTICUM SUPERVISORS

Eighth Edition

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I. OBJECTIVES AND PHILOSOPHY OF THE CLINICAL PRACTICUM

The primary objective of the clinical psychology program is to provide doctoral level training preparing students for careers as professional psychologists competent in psychological assessment, intervention, research, and evaluation in teaching, research and practice settings. The program adopts the scientist-practitioner model with an emphasis on individualized training within a generalist educational framework. Direct clinical experience is considered an integral part of this professional training. Thus, the UNB Department of Psychology, in partnership with practicing psychologists in approved clinical settings, requires all students in the Ph.D. clinical program to complete a minimum of 1000 practicum hours.

Practicum placements are designed to provide students with opportunities to participate in the direct provision of psychological services to help-seeking individuals under the close supervision of a licensed clinical psychologist hereafter referred to as “the supervisor”. Although the training opportunities available to a student will depend on the characteristics of each clinical placement, the primary purpose of all practicum placements is to provide the student with direct service experiences, constructive feedback within a supervisory context, and other professional development opportunities that will advance the student’s clinical skills and ability. In the sections below, a number of issues and procedures are addressed that should facilitate a positive learning environment for both student and supervisor.

II. PRACTICUM REQUIREMENTS FOR CLINICAL STUDENTS

All students in the UNB doctoral program in clinical psychology are required to have 1000 hours of practicum experience before applying for the pre-doctoral internship. Students may begin their practicum training after completing five academic terms of course work (i.e., the first two years). Students must complete at least 350 hours in child/adolescent services (Psyc 6622) and 350 hours in adult services (Psyc 6621), with the remaining 300 hours in direct psychological service provision to a population of their choice. Students may complete the remaining 300 hours as part of one or both of these placements, or by completing an advanced practicum (Psyc 6623) in a setting of their choice.

In order to ensure breadth and diversity of clinical skills training, it is required that students enroll in two separate and quite distinct practicum placements. At least one of these settings will normally be external to the university and be fulltime (at least 36 hours per week) for a three to four month period. The remaining practicum hours can be completed on a part-time basis although each practicum placement must not consist of less than 250 hours. Although diversity of clinical experience is considered highly desirable, it also must be recognized that a “piecemeal” approach to clinical skills training is not conducive to the development of professional competency.

Note: There are a limited number of practica available within New Brunswick. As a result, students will need to consider completing a practicum outside of the province. This can be a valuable opportunity to obtain training in an area of clinical expertise (e.g. eating disorders, addictions, etc.) not currently available in New Brunswick.
III. PRACTICUM PRE-REQUISITES

Students seeking a clinical practicum should discuss their clinical training goals and objectives with their thesis supervisor and the UNB Department of Psychology Practicum Coordinator well in advance of an intended practicum placement. The following clinical seminars and skills courses must be completed prior to beginning the first practicum placement.

- Psyc 6101 Ethical Standards for Psychologists
- Psyc 6102 Professional and Ethical Issues in Clinical Psychology
- Psyc 6202 Adult Psychopathology
- Psyc 6203 Psychological Problems of Children and Adolescents (child psychopathology)
- Psyc 6205 Foundations of Clinical Psychology
- Psyc 6212 Assessment Skills of Adults
- Psyc 6211 Assessment Skills with Children & Adolescents
- Psyc 6311 Therapy Skills with Adults
- Psyc 6312 Basic Therapy Skills with Children
- Suicide Prevention Workshop

- Pre-practicum clinical hours: Students are required to complete approximately 40 hours of clinical work at the Psychology Wellness Centre (PWC) during their first summer in the clinical program. This pre-practicum will give students their first opportunity to put into practice the child, adolescent, and adult assessment skills they learned during their coursework, as well as to gain exposure to the therapeutic offerings of the PWC. Students will be involved in both assessment- and therapy-oriented activities. Students can expect to complete 1-2 full assessments and depending on the ongoing activities at the PWC, to observe the PWC director and more senior students completing assessment and therapy. Intensive individual and group supervision will be provided.

- Students are normally required to complete both of their required practica prior to beginning an advanced practicum. In addition, students interested in obtaining program approval for non-practicum clinical hours (see Appendix J) are required to have completed the 1000 hours of required practicum experience.

IV. APPLICATION PROCEDURES FOR CLINICAL PLACEMENT

Meetings with the Practicum Coordinator will be held in Fall, Winter, and Spring or as necessary for students planning Winter, Spring/Summer, and Fall practica respectively. These meetings will mark the start of the practicum application process. Prior to the meeting, the practicum coordinator will contact the local practicum sites to determine their availability. Students should review the practicum sites listed in Appendix A prior to the meeting. Students are required to submit a completed Student Practicum Information Sheet (Appendix B) including an indication of their training needs and their preferred training site at the meeting. The practicum meetings will enable the practicum coordinator to review practicum requirements and gauge student placement needs, as well as for students to discuss possible placements with other students who have already completed practica.

Subsequent to this meeting the application process will unfold as follows:
1. The Practicum Coordinator will match students with the locally available practicum settings on the basis of their interest expressed in the Student Practicum Information Sheet (Appendix B) submitted at the previous meeting. If more than one student expresses interest in the same site, they will each be interviewed by the potential supervisor who will make the final decision. Students should NOT contact any practicum setting directly until notified by the Practicum Coordinator.

2. If a desired placement is not available, the Practicum Coordinator will work with the student individually to identify an alternative placement.

3. Once the student is notified of an available practicum placement, he/she will submit an application directly to the potential supervisor or the Practicum Coordinator (as instructed by the Practicum Coordinator) including a cover letter, a copy of his/her curriculum vitae and transcript, and a list of references. The Practicum Coordinator will write a letter of reference for the student on behalf of the CPC.

4. A meeting between the student and potential practicum supervisor will be necessary to discuss the student’s training goals and expectations and for the potential supervisor to determine the suitability of his/her setting for the student’s needs. Normally this will involve a visit to the clinical setting and a face-to-face interview with the supervisor.

5. The supervisor will notify the student of his/her acceptance or non-acceptance into the practicum placement within two weeks of the interview. The student must notify the Practicum Coordinator of the final decision immediately. Students accepted for the practicum placement should also notify the Practicum Coordinator of the commencement and termination dates of the practicum. If a student is not accepted for the practicum placement he/she should make arrangements for a meeting with the Practicum Coordinator for assistance in identifying alternative placements.

V. STRUCTURE OF THE CLINICAL PRACTICUM

A. Clinical Practicum Agreement (Appendix C)

The student and supervisor should first complete the Clinical Practicum Agreement and insure that all the necessary signatures are included. It is expected that this form will be completed by the end of the second week of the practicum. This agreement should be sent to the Practicum Coordinator. By signing this form, it is understood that the student and clinical supervisor are in agreement with the responsibilities of individuals involved in the practicum.

B. Student’s Practicum Goals and Objectives (Appendix D)

The objectives of the practicum placement will depend on the student’s training needs, as perceived by the student and practicum supervisor, and on the available resources of the practicum setting. Documentation of specific objectives at the beginning of a practicum guides the activities of the student and supervisor and provides a basis for evaluation of the student’s performance.

Please note that the student and supervisor are expected to formulate 1-3 specific goals in five clinical domains: interviewing, assessment, interventions, file maintenance/records and professional development/ethics. An “other goals” category is also included for the specification
of training goals unique to a particular placement. It is recognized that the training opportunities available in a particular setting will depend on its resources and referral characteristics. Although the objective is to have at least one specific goal in each clinical domain, this may not be possible in certain practicum placements. For example, a practicum may be heavily slanted toward assessment with very little opportunity for training in intervention. If this is the case, then the clinical supervisor should note on the student’s Practicum Goals and Objectives Form that opportunity for training within a particular clinical domain is not possible given the nature of the clinical setting.

The training goals recorded on the Student’s Practicum Goals and Objectives Form should be written in clear, operational terms. To illustrate, a sample Goals and Objectives Form can be found in Appendix E. Please note that the goals are written in a manner that creates a clear expectation of the type and extent of training opportunities that will be available to the student in the practicum.

In formulating practicum training goals, it is also important to consider the current skill level and training needs of the student. This aspect of goal-setting can be facilitated by using the five level categorization explained on the Practicum Goal and Objective Form. It is expected that students entering their first clinical placement or who have had very little prior exposure to a particular setting, will have goals formulated at the low to intermediate level (levels 1-3). Students who have had 500-600 hours of prior practicum experience may be expected to attain practicum goals at more advanced levels (levels 4-5). Naturally it is important to ensure that the skill level set for each of the goals outlined for a particular practicum can be attained by the student given his/her entering skill level as well as the time and training opportunities available in the practicum.

The practicum goals and objectives should be recorded within the first two weeks of the practicum and faxed, emailed or sent by regular mail to the Practicum Coordinator. The practicum objectives must be received by the Practicum Coordinator within 80 hours of the commencement of the practicum. The Practicum Coordinator will not recognize any more than 80 hours of practicum experience that has been accumulated prior to completing the Practicum Goals and Objectives Form. Thus, excessive delay in determining practicum goals and objectives could result in a loss of practicum hours for the student.

C. Responsibilities of the Practicum Coordinator

- Provide information to students on practicum training opportunities.
- Act as a liaison between students and clinical supervisors in order to facilitate communication between the two parties.
- Co-ordinate the application process.
- Provide letters of reference for students seeking practica.
- Ensure that students are registered for practicum courses (Psyc 6621, Psyc 6622, Psyc 6623).
- Acknowledge receipt and respond to all correspondence from the clinical settings that pertain to student practica. This will include but is not limited to practicum objectives and evaluations.
- Maintain records on goals, skill performance and evaluations of students’ practicum training.
• Initiate a mid-practicum contact with the student and clinical supervisor to ascertain progress toward meeting practicum goals and objectives as stated in the “Student Practicum Goals and Objectives Form”.

• Receive students’ evaluations of practicum placements (see Section VII, point 7 for further details).

• Receive the written final evaluation of students from the practicum supervisors and submit a CR to the registrar’s office indicating that Psyc 6621, Psyc 6622 or Psyc 6623 has been successfully completed.

• Mediate between the student and supervisor in situations where the student experiences difficulties on a practicum. The Practicum Coordinator will also keep the Director of the Clinical Program and the Clinical Program Committee informed of any problems that arise with the practicum training of any student.

• Regularly provide information about practicum-related issues to the Clinical Program Committee.

D. Responsibilities of the Student

• Students are responsible for applying to a clinical setting for a practicum and for ensuring that all the necessary application documentation has been received by the practicum supervisor.

• Students interested in completing a practicum outside New Brunswick are responsible for researching potential sites and being aware of application deadlines. Any student interested in a summer practicum outside the province should ask to meet with the Practicum Coordinator the September before to receive guidance and recommendations.

• Students are to ensure that the Practicum Coordinator is kept fully informed of the status of their practicum.

• Students are to ensure that the Practicum Coordinator receives a copy of the Student’s Practicum Goals and Objectives, and the Clinical Practicum Agreement within two weeks (max. 80 practicum hours) of beginning the practicum.

• Students are responsible for keeping accurate daily records of their clinical training activities using the Daily Practicum Log (available on the departmental website). Using this log, students will record the amount of time spent on a variety of clinical activities from administrative duties and case preparation to assessment and therapy. It should be completed at the end of each day. Students should review and become thoroughly familiar with the Practicum Hours Documentation spreadsheet and the Practicum Hours Documentation instructions (available from the departmental website) before starting their practicum. Students should transfer the information from the Daily Practicum Log to the Practicum Hours spreadsheet on a weekly basis. Both the Daily Practicum Log and the Practicum Hours Documentation spreadsheet must be completed. These records of clinical activities will be most useful when the student meets with the primary supervisor for the mid-point and end-point practicum evaluations. The records of clinical activities will also be an essential source of information for the student when applying for pre-doctoral internships. **It is very important that students retain all Daily Practicum Logs so that these could be made**
available to the Director of Clinical Training if needed for completing recommendation letters for predoctoral internships. The Director of Clinical Training is required to verify that the student has completed the stated number of hours recorded on internship application forms. Only hours approved by the practicum supervisor and submitted to the practicum coordinator can be verified by the DCT.

- Once the mid-point evaluation has been completed by the student and supervisor, the student should submit a copy of the evaluation to the Practicum Coordinator.

- Students are expected to conduct themselves in a professional manner at all times according to the principles of the Canadian Code of Ethics for Psychologists, the Standards for Providers of Psychological Services and the Standards of Professional Conduct. If students are in doubt at any time about a situation, they should consult with their supervisor.

- It is expected that students will be dependable, reliable and punctual. They are to keep accurate and up-to-date records. All reports and letters are to be countersigned by the supervisor. They must insure that all information about clients is kept confidential and they should provide client information to other agencies or professionals only after written permission to release information has been obtained from the client. If in doubt, seek assistance from the supervisor.

- If students encounter any difficulties in their relations with clients or other staff, they are to immediately report this to their supervisor. The Practicum Coordinator should also be notified of such incidents if considered serious by either the student or supervisor.

- If any problems arise with the supervisory relationship, it is the responsibility of the student to immediately consult the Practicum Coordinator. Students should initially attempt to resolve any difficulties with the practicum supervisor. When resolution does not occur, the Practicum Coordinator may intervene to facilitate resolution of the difficulty. In situations where a serious disruption in supervision has occurred and no resolution has been obtained, premature termination or cancellation of the practicum may be considered (see procedures under Appeal and Remediation).

- The student is expected to be involved with the supervisor in the evaluation process. He/she should complete Section A of the Final Evaluation Report (Appendix F), and should submit the evaluation form along with a copy of his/her Practicum Hours Documentation Spreadsheet to the supervisor. It is expected that supervisors will review their final evaluation with the student, and that the student will comment on and sign the supervisor’s evaluation by filling in Section C of the Final Evaluation Form.

- Students are also asked to complete an evaluation of the practicum after they have received their final evaluation from the Practicum Supervisor (Appendix G).

- Students should keep copies of all forms and documents submitted to the practicum coordinator.

E. Responsibilities of the Practicum Supervisor

The primary practicum supervisor must be a licensed psychologist in good standing with the regulatory body within their jurisdiction and have at least one year of post-licensing clinical experience. Normally psychologists within New Brunswick who supervise practica will be
encouraged to apply for Clinical Associate status with the Department of Psychology. Application for Clinical Associate will be coordinated by the Director of Clinical Training and will require that the psychologist submit a cover letter indicating an intention to apply for Clinical Associate status along with an updated curriculum vitae. Appointments for Clinical Associate are made by the Executive of the School of Graduate Studies upon the recommendation of the Chair of the Department of Psychology. It is recognized that although the primary practicum supervisor must be a licensed psychologist, students in a multidisciplinary context will work with other professionals in the setting.

The primary supervisor is responsible to the student for the training, supervision, and evaluation of the student’s professional performance for the duration of the practicum placement. These three components of practicum supervision are described by the specific actions that supervisors bring to the supervisor-supervisee relationship.

1. Training - it is the responsibility of the primary supervisor to schedule a joint session with the student to formulate the goals and objectives of the practicum. The supervisor will also ensure that these objectives are sent to the Practicum Coordinator and will work with the Practicum Coordinator to ensure that an agreeable set of practicum objectives have been developed. The primary practicum supervisor will then take responsibility to ensure that the student is provided with relevant training opportunities that are appropriate to the student’s skill level, the resources of the facility, and the practicum goals and objectives.

2. Supervision - it is the responsibility of the primary practicum supervisor to remain fully informed of all professional activities of the student. It is also important that the supervisor provide clear, specific, consistent and regular feedback to the student on his or her professional performance. For full-time practica, at least two hours per week of individual face-to-face supervision should be scheduled with the student. This can be supplemented with group supervision meetings and other forms of professional development activities for a total of four hours of supervision per week. For part-time practica, students should receive supervision that is equivalent to 10% of the total number of hours spent in the practicum. Furthermore supervisors should ensure that they have direct observation of the student’s clinical skills in joint sessions with a client, and/or by videotape or audiotape review of the student’s contact with clients. We also believe it is crucial that the student should have access to the supervisor on an informal basis so that issues arising in the course of professional practice can be quickly dealt with by the supervisor. No doubt there should be almost daily contact between student and supervisor. If the primary supervisor will be away from the practicum site, it is her or his responsibility to appoint an acting supervisor for the student. If the primary supervisor will be away for an extended period of time (i.e., > 2 weeks), then the Practicum Coordinator should be notified by the acting supervisor.

3. Evaluation - it is the responsibility of the primary practicum supervisor to initiate a meeting with the student twice during a practicum placement in order to formally evaluate her/his performance in the practicum. The Practicum Goals and Objectives Form (Appendix D), completed at the onset of the practicum, should form the basis of the evaluation. Information from the student’s Daily Practicum Log may assist the supervisor in determining whether practicum goals and objectives have been met. At the mid-point evaluation, which should take place half way through the practicum, the supervisor records whether the student is making significant progress toward attainment of
each goal identified on the Practicum Goals and Objectives Form. Particular attention should be paid to goals which have received little or no progress. The student and supervisor will want to discuss what clinical opportunities or skill training experiences are needed in the second half of the practicum that would enable the student to meet the predetermined goals or they may want to modify the goals to bring them more in line with the training opportunities available in the practicum. The mid-point evaluation should then be sent to the Practicum Coordinator by the supervisor. The Practicum Coordinator may want to discuss the outcome of the mid-point evaluation with the student and supervisor at a mid-point meeting.

For the final evaluation, the student and supervisor should first complete the exit level goals on the Practicum Goals and Objectives Form. This will then become the basis of the supervisor’s final evaluation which is completed in Section B of the Student’s Final Evaluation Report (Appendix F). The final evaluation should reflect the extent to which the student has met the goals and objectives set at the beginning of the practicum. After completing the Final Evaluation Form the supervisor will discuss the results with the student, who will then provide comments about the evaluation and sign it. The supervisor will then send a copy of the final evaluation to the Practicum Coordinator within two weeks of the termination of the practicum placement. The supervisor must ensure that the recommendation to give the student CREDIT or NO CREDIT is indicated on the final evaluation form. The Practicum Coordinator may want to discuss the outcome of a student evaluation with the supervisor and/or student.

F. Required Documentation

A summary of all documentation required from the student, supervisor and Practicum Coordinator is provided in Appendix H.

VI. PRACTICUM EVALUATION PROCESS

Various aspects of the evaluation process have been described under sections dealing with the responsibilities of the Practicum Coordinator, student, and practicum supervisor. Below is a brief summary of the steps that should be followed when evaluating a students’ performance in a practicum.

1. The student and supervisor will meet for a mid-point evaluation using the Practicum Goals and Objectives Form.

2. The results of the mid-point evaluation will be communicated to the Practicum Coordinator.

3. The Practicum Coordinator will make a mid-term consultation to review the student’s progress.

4. The supervisor and student shall meet during the final week of the practicum and complete the exit level goals on the Practicum Goals and Objectives Form and the Final Evaluation Report.

5. The supervisor and student each sign the final evaluation and insure that a copy of the exit level goals from the Practicum Goals and Objectives Form and the Final Evaluation Report are sent to the Practicum Coordinator within two weeks of the end of the practicum.
6. Upon receiving the Final Evaluation Report the Practicum Coordinator will submit a CREDIT grade for the practicum provided that a favorable recommendation has been received from the supervisor and the student has met the required number of practicum hours as specified for Psyc 6621, Psyc 6622 or Psyc 6623.

7. The student shall submit to the Practicum Coordinator their evaluation of the practicum using the Student’s Evaluation of Practicum Form (Appendix G). The Coordinator will review this information and may wish to discuss it further with the student. In order to protect student confidentiality, results of the student’s evaluation of the practicum will be communicated to the supervisor only after a number of site evaluations have been received and it becomes possible to provide aggregate non-identifying data.

8. Any anticipated problems in the evaluation process should be reported to the Practicum Coordinator who in turn may want to consult with the Director of Clinical Training and/or the Clinical Program Committee.

VII. DOCUMENTATION OF OTHER CLINICAL TRAINING EXPERIENCES

1. Skills Courses - Students will have the opportunity to obtain additional practicum hours as part of their required clinical skills courses. In order for these hours to be included in an internship application, the student and professor must complete the Record of Practicum Hours for Skills Courses form located in Appendix I. This form must be completed within 2 months of the end of the term in which the course was completed. If students fail to complete the form within this time frame then approval of hours will be at the discretion of the professor. Students should note, however, that previously completed hours cannot be approved by another faculty member in the event that a professor is no longer at UNB and the student did not have the hours approved by their professor within the required time frame.

2. Other Clinical Training Experiences - Some students gain additional clinical training experience over and above their practicum hours. This might include (but is not limited to) administering an assessment instrument (e.g., WAIS) as part of a Canadian Standardization project or departmental research project, working in a local private practice, or continuing in a previously completed practicum setting. Students who wish to include this additional experience in their internship application must have it approved by the Practicum Coordinator before beginning the clinical work. Approval will NOT be granted retroactively. Students should submit the Agreement for Non-Practicum Clinical Work form (Appendix J) at least one week before their intended start date. In addition, in order to verify the amount of hours accumulated, students must submit the Report on Non-Practicum Clinical Hours (Appendix K) on an annual basis and at the end of their work term. Approval of non-practicum clinical hours will not be granted if the required documentation is not received on time. It is the student’s responsibility to keep track of timelines and requirements.

Note: Students must inform the Practicum Coordinator of all clinical activities. Students should be aware that only program sanctioned practica and internship activities are covered under the University’s insurance policies. Students doing non-practica clinical activities (including those approved under Appendix J) should purchase their own liability insurance through the CPA partnership program.
VIII. APPEAL AND REMEDIATION

Cancellation or premature termination of a practicum: A variety of unforeseen circumstances, such as illness, supervisor unavailability or the like, may result in the need to cancel or prematurely terminate a practicum. A practicum may be cancelled or prematurely terminated at the request of the student, supervisor, or Practicum Coordinator. A written notice indicating the date and reason for the cancellation should be sent to the Practicum Coordinator by the student or supervisor. All concerned parties, the student, practicum supervisor, and Practicum Coordinator, should be notified as soon as possible about a decision to cancel or terminate a practicum. If termination occurs within the first two weeks of the practicum, the student will not be credited with any practicum hours. If termination occurs thereafter, the Practicum Coordinator, in consultation with the student and supervisor, will determine under what conditions and in what proportion the accumulated hours in the “terminated practicum” will count towards the minimum number of hours needed for a practicum course. Practica that have been cancelled or prematurely terminated for reasons external to the student’s performance will not be considered a failure, and so a NONCREDIT will not appear on the student’s transcript under the respective practicum course. However, premature termination of a practicum could result in the loss of hours that would otherwise have been credited toward the student’s total number of practicum hours.

Remediation and failure procedures: Because students receive course credit for practicum training, the procedure for dealing with failure and appeals of practicum evaluation is ultimately under the rules and regulations for appeals of the University of New Brunswick School of Graduate Studies.

An important feature of the appeal process is the attempt of all concerned to negotiate a resolution to the problem at the lowest possible and most informal level. As the level of the appeal escalates, so does the degree of formality. In the spirit of the principles and procedures of appeal and remediation recommended by the university, the following steps should be taken if a student’s performance in a practicum placement is in doubt.

1. The primary practicum supervisor should notify the Practicum Coordinator immediately of any serious concerns about a student’s performance or behavior in a practicum. If a student’s performance is in doubt, for example, as indicated by a non-satisfactory performance evaluation at the mid-point, this should come to the attention of the Practicum Coordinator well before the completion date of the practicum.

2. The Practicum Coordinator, in consultation with the supervisor and student, will seek to devise a remediation plan with clearly specified goals and methods of evaluation. The progress of the student in meeting the objectives of the remediation plan will be closely monitored by the supervisor and Practicum Coordinator. It is the responsibility of the supervisor in consultation with the Practicum Coordinator to recommend, based on the outcome of the remediation plan, whether the student receive credit for the practicum. The practicum supervisor may require the student to withdraw from the placement and recommend failure of the practicum in circumstances where remediation is not considered feasible.

3. The practicum supervisor shall supply a written notice of the reasons for failure to the student as well as the Practicum Coordinator. The Practicum Coordinator will inform the Clinical
Program Committee of any student who has received a recommendation from a practicum supervisor that the student be given non-credit for a placement.

4. The Clinical Program Committee shall decide whether the student will be placed on probation and required to complete additional practica, or will be required to withdraw from the doctoral program in clinical psychology.

5. The Clinical Program Committee may also require a student to withdraw from the doctoral clinical program on the grounds of unsuitability. The Clinical Program Committee shall provide written notice to the Chair and Director of Graduate Studies of the requirement that a student withdraw from the clinical program. In their written notification the Clinical Program Committee must provide reasons for their judgement that the student lacks fitness to practice clinical psychology. The student must also receive a copy of the Clinical Program Committee’s notification of withdrawal at the same time that it is sent to the Chair and Director of Graduate Studies. After reviewing the documentation submitted by the Clinical Program Committee, the Graduate Studies Committee may request the Clinical Program Committee to reconsider their request for withdrawal. However the final judgement on recommendation to withdraw from the program because of clinical unsuitability rests with the Clinical Program Committee.

6. Students may appeal to the Clinical Program Committee within thirty (30) days of receiving a notification of withdrawal from the clinical program or probationary status for the practicum. It will be the responsibility of the student to provide additional information that may lead the Clinical Program Committee to reconsider its request that the student withdraw from the program.

7. The student may access more formal appeal procedures of the University of New Brunswick, School of Graduate Studies if not in agreement with the outcome of the lower level appeal and remediation procedures followed in the Department of Psychology.
APPENDIX A

LIST OF PRACTICUM PLACEMENTS IN NEW BRUNSWICK

ATLANTIC HEALTH SCIENCES CORPORATION [Horizon Health Network, Saint John, Child/Adolescent Practicum]

Description of Placement: This is a general hospital psychology practicum located in the Psychology Department of the Horizon Health Network, Zone 2, Saint John. In the past, rotating practica in four areas have been offered: Inpatient Mental Health, Neuropsychology/Rehabilitation Psychology, Health Psychology, and Pediatric Psychology. At present, only an advanced practicum in Pediatric Psychology is offered due to staffing constraints. This practicum will provide experience in assessment and intervention with children and adolescents and their families. Areas of focus comprise a broad spectrum of inpatient and outpatient children's health psychology, including, for example, feeding difficulties in infants, developmental disorders including autistic spectrum disorders, pediatric oncology, and chronic illnesses such as juvenile diabetes. The Pediatric Psychology service is staffed by two psychologists.

Practicum Duration: Full-time and part-time practica are available (600 hours)

Practicum Prerequisites: This practicum is suitable for advanced students who have strong interests in Pediatric Psychology. Core clinical courses as listed in the practicum manual and at least one practicum placement. Technical proficiency at administration of common instruments for children (e.g., WPPSI, WISC, Connors scales, etc.) is expected. Previous hospital based experience would be an asset.

Contact Person: Practicum Coordinator

Site Coordinator: Ken Doody, M.A., L. Psyc.
Clinical Director of Psychology
Horizon Health Network, Zone 2, Saint John
Saint John Regional Hospital
Saint John, N.B. E2L 4L2
Telephone: (506) 648-6508
Fax: (506) 648-6509
Email: Ken.Doody@HorizonNB.ca
ELSIPOGTOG HEALTH & WELLNESS CENTRE [Child/Adolescent Practicum]

Description of Placement: This is a community-based, client-centred mental health placement. Working with a multi-disciplinary team, the student will be involved in the delivery of culturally responsive programs to First Nation’s people. This Health & Wellness Centre is staffed by 5 licensed FT and contract Psychologists/Residents in Psychology, 1 Social Worker, 5 Nurses, 1 Nurse Practitioner, several LPN and CHR, 6 Family Doctors (rotational), Victim’s assistance, Restorative Justice, and Alcohol and drug Prevention Counsellors. Students will be assigned one of the psychologists as a primary supervisor, although they may also work with other health care professionals in order to have opportunity to appreciate the different therapeutic styles, assessment approaches, and treatment techniques used by a variety of mental health professionals. This is predominately a child-adolescent placement although some limited opportunity to work with adults may be available in consultation with the centre.

During this placement students will gain experience in the delivery of culturally responsive programs for a variety of mental health issues including sexual abuse, trauma, complicated grief depression, etc.

Students can expect the following distribution of training experiences depending on referral patterns: 40% intervention, 20% assessment, 10% supervision, 10% report writing, 15% prevention/community development programming and 5% in-service education and staff meetings.

Practicum Duration: Either four months full-time (37.5) or part-time for at least 2 days a week (15).

Practicum Prerequisites: Core clinical courses as listed in the Practicum Policy Manual

Contact Person: Practicum Coordinator

Site Coordinator: Diane Williams, MSc, L. Psyc
205-2 Big Cove Road
Elsipogtog, NB E4W 2S1
Telephone: (506) 523-8222
Fax: (506) 523-8321
Email: diane.williams@ehwc.ca
HORIZON HEALTH NETWORK [Fredericton, Child/Adolescent or Adult Practicum]

Description of Setting: Horizon Health is currently comprised of three settings, the Dr. Everett Chalmers Regional Hospital (DECRH), the Community Mental Health Centres (CMHC), and the Stan Cassidy Centre for Rehabilitation (SCCR).

The DECRH is a 330-bed regional hospital serving the greater Fredericton area and surrounding communities. Six full time psychologists provide psychological assessment and psychotherapy services to psychiatric in-patients (mood, anxiety, psychotic, and personality disorders), as well as oncology, cardiology, diabetic, surgery, and dialysis patients. We also assess and treat patients with a variety of medical problems from the Family Practice inpatient unit, Geriatric and Restorative Care, and Pediatric units. Opportunities for group and individual psychotherapy and a broad range of assessment procedures are available.

The SCCR is the only provincial centre in New Brunswick that offers intensive interdisciplinary rehabilitation for those with complex neurological disorders and diseases. The psychology staff serve on two interdisciplinary teams offering services to children (e.g., cerebral palsy, spina bifida, brain and spinal cord injuries, muscular dystrophy, autism, and other pervasive developmental disorders) and adults (e.g., moderate to severe acquired brain injury, spinal cord injury, complex cerebral vascular accidents, and progressive neurological diseases). SCCR is housed in a new facility, with 20 inpatient beds and five transitional living units. On the adult team, Psychologists are an integral part of the interdisciplinary team providing neuropsychological assessment and consulting, personality and behavioural assessments, and a wide variety of interventions for mental health concerns. On the interdisciplinary pediatric team, Psychologists provide neuropsychological, psychodiagnostic, and behavioural assessments, and serve as consultants to other caregivers and schools.

There are two CMHCs in the River Valley Health catchment area with several satellite/outreach offices in out-lying communities. Five psychologists are employed at the CMHCs, with three in Fredericton. Psychologists are part of interdisciplinary teams and provide services to children and adolescents and their families, as well as to adults and seniors. The clientele have a wide variety of mental health disorders and problems, and may require longer-term community-based treatment and/or support. Both CMHCs have close ties to consumer self-help groups and to the Canadian Mental Health Association.

The Operational Stress Injury (OSI) Clinic is one of ten specialized clinics across Canada that provides outpatient services to active and retired military and RCMP members. Services are also provided to family members. The OSI term is used to describe a broad range of presenting problems, which can include mood disorders, anxiety disorders including post traumatic stress, as well as other conditions that may be less severe, but interfere with daily functioning. Three licensed psychologists work at the OSI Clinic as part of an interdisciplinary team. This setting offers potential students the opportunity to develop and enhance their assessment and treatment skills within the context of these specific populations.

Within these settings, practica are available in adult and child/adolescent mental health, adult and child/adolescent health and rehabilitation psychology, adult and child/adolescent clinical neuropsychology as described below.
(1) Adult Mental Health
   * Setting: DECRH
   * Supervisor: Dr. David Colquhoun, Dr. Meghan Richards

(2) Adult Rehabilitation
   * Setting: Stan Cassidy Centre for Rehabilitation
   * Supervisors: Drs. Susan Morehouse, Rebecca Mills, & Jo Anne Savoie

(3) Adult Health Psychology – Family Practice & Cardiology Program
   * Setting: DECRH
   * Supervisor: Dr. Dean Snow

(4) Adult Health Psychology – Inpatient and Outpatient Programs
   * Setting: DECRH
   * Supervisor: Dr. Rama Gupta-Rogers

(5) Adult Clinical Neuropsychology
   * Setting: Stan Cassidy Centre for Rehabilitation
   * Supervisors: Drs. Susan Morehouse, Rebecca Mills, & Jo Anne Savoie

(6) Child & Adolescent Clinical Neuropsychology
   * Setting: Stan Cassidy Centre for Rehabilitation
   * Supervisor: rotation currently unavailable

(7) Paediatric Mental Health
   * Setting: CMHC
   * Supervisors: Ms. Hélène Hamel, Ms. Amy Otteson

(8) Adult Mental Health (Advanced practicum only)
   Setting: OSI Clinic – Fredericton
   Supervisor: Ms. Lise-Anne Renaud

Practicum Duration: Both full (600 hours) and part-time practica are available

Practicum Prerequisites: Core clinical courses as listed in the Practicum Policy Manual. Some experience in a hospital setting may be an asset.

Site Coordinator: Rebecca Mills, PhD, L. Psyc. or Dr. David Colquhoun, PhD, L.Psyc.
Director of Training
Stan Cassidy Centre for Rehabilitation
800 Priestman St., Fredericton, NB E3B 0C7
Telephone: (506) 452-5227
Fax: (506) 447-4429
Email: dr.rebecca.mills@horizonNB.ca; dr.david.colquhoun@horizonNB.ca
MELISSA ARSENEAU [Private Practice, Advanced Practicum Only]

Description of Placement: This is an advanced placement for students who have experience with both adults and children. Students in this placement may be involved in a variety of experiences including full psycho-educational assessments, therapy with children, teens and adults and parenting consultation. Supervision is provided through face-to-face meetings, shadowing and feedback from recorded sessions. Melissa specializes in children’s anxiety disorders. Her clinical approach is primarily cognitive-behavioural, but she also uses mindfulness and other approaches. Typically, about 50% of the time in this placement would be spent in therapy with children and adolescents, 25% with psycho-educational assessments and 25% in therapy with adults. However, if students have a particular interest, it may be possible to provide more experience in specific areas, depending on referrals.

Practicum Duration: 2 to 3 days a week over 6 to 8 months. Students will be expected to work some evening hours.

Practicum Prerequisites: Core clinical courses as listed in the Practicum Policy Manual and a minimum of 2 previous practicum placements are required.

Contact Person: Practicum Coordinator

Supervisor: Melissa Arseneau, L.Psych
212 Queen St., Suite 205
Fredericton, NB E3B 1A8
Telephone: (506) 455-0400
MENTAL HEALTH CLINIC, [Canadian Forces Base Gagetown, Advanced Adult Practicum Only]

Description of Placement: This is an advanced practicum placement for students who have some experience with the assessment and treatment of adults and who have an interest in working with a military population. It is an occupational medicine setting that serves active-duty military members aged 18-59.

The Mental Health Clinic has three interdisciplinary teams: 1) General mental health; 2) OTSSC (Operational Trauma Stress and Support Centre) – one of Canada’s ten centres of excellence for the assessment and treatment of clients whose problems result from military operations; and 3) Psychosocial Team – a part of the clinic that provides short-term counseling for psychosocial issues and pre- and post-deployment screenings. The first two teams are staffed by psychiatrists, psychologists, mental health nurses and clinical social workers. The Psychosocial Team is staffed by social workers and mental health nurses. Base Addiction Counsellors work with all the teams to provide assessment and intervention to clients needing help with substance abuse/dependence and problem gambling.

Partnerships and Collaborations: The Mental Health Clinic works closely with the physicians, nurse practitioners, and physician assistants at the Base Medical Centre. We collaborate with other agencies such as the Military Family Resource Centre (offering a group for spouses), the Operational Stress Injury Clinic at Horizon Health, and the Operational Stress Injury Social Support program (peer support). There is a military Chaplain assigned to the Mental Health Clinic, for military members who request spiritual guidance relating to health issues.

Clientele: We assess and treat a wide range of Axis I and II conditions, but the most common are depression, anxiety disorders, and alcohol abuse. Our military clients present often with comorbid conditions. We treat a significant number of clients with PTSD, and this setting would be ideal for anyone having a special interest in the treatment of trauma. Many clients with PTSD require marital therapy because of the effect of PTSD on the family.

Rotations: There are two major rotations: 1) General Mental Health and 2) Operational Trauma. There is the option to do a minor rotation on the Psychosocial team. The student can choose one major rotation and do a minor rotation on any of the other teams.

Role of the student: The student will gain experience with complex diagnostic assessments, individual interventions and (if desired) couples therapy, and co-facilitation of group-based psychoeducational interventions. In addition, the student will participate in weekly case discussion meetings, Mental Health Grand Rounds, consultation with other professionals, individual supervision, and peer supervision. There may be opportunities to take part in ongoing research projects at the OTSSC. The student is expected to present at case rounds and will have the opportunity to make a presentation about their research area to staff. Each student will have one primary supervisor and one secondary supervisor.

Resources provided: The student will have an office, computer, telephone, access to computerized scoring for cognitive and personality tests, and access to the EBSCO on-line literature database. The student may have the opportunity to participate with staff in high quality training workshops from international experts. So far we have had in-house training in Cognitive Processing Therapy,
Emotion-Focused Therapy for Couples, Conjoint-Based Cognitive Therapy for PTSD, and Prolonged Exposure.

**Practicum Duration:** Preference is given to students who can make a commitment of at least six months, part time. This is to allow for the successful completion of treatment with individuals and an adequate variety of experiences.

**Practicum Prerequisites:** Core clinical courses as listed in the Practicum Policy Manual and a minimum of 2 previous practicum placements.

**Contact Person:** Practicum Coordinator

**Site Coordinator:**

Wendy L. Rogers, Ph.D., L. Psyc.

75 Restigouche Road North

Oromocto, NB E2V 1T9

Telephone: (506) 357-6482

Fax: (506) 357-6927

Email: Wendy.Rogers@forces.gc.ca
Description of Placement: This is an advanced practicum placement for students who are experienced with paediatric clients and have some experience or interest in behavioral interventions with children. Students will receive monetary compensation. The practice primarily involves assessment and behaviour therapy with children under 16 years of age. The practice has a particular focus on assessment and intervention programmes for children with autism spectrum disorders. Students will learn to do both developmental and diagnostic assessments of children on the autistic spectrum. The reports that we prepare are usually quite detailed and have a major emphasis on making practical recommendations. We also see children with:

- Noncompliance/discipline issues
- Sleep problems
- Disruptive behaviours (Oppositional Defiant Disorder)
- Childhood fears/anxiety/ OCD
- Attention Deficit Hyperactivity Disorder
- Toilet training/ Enuresis and Encopresis
- Feeding issues
- Intellectual or developmental assessment

In addition to the assessment and therapy done in our office, students will occasionally do observations in day cares or schools and will participate in parent and school conferences. Generally students work as co-therapists with Dr. McDonnell and/or Dr. Cartwright, however, in the initial weeks of the practicum formal supervision will be provided.

Practicum Duration: Preference is given to students that can make a commitment of at least six months. Typically, we see about 6 to 8 clients per week. In the past students have averaged about 20 to 30 hours of client contact per month and over the course of a year averaged between 200 and 300 hours.

Practicum Prerequisites: Core clinical courses as listed in the Practicum Policy Manual and a minimum of 2 previous practicum placements.

Site Coordinator: Paul M. McDonnell, Ph.D. / Hilary Cartwright, Ph.D.
212 Queen Street – Suite 205
Fredericton NB E3B 1A8
Fax: (506) 455-0744
Email: pmm@unb.ca
SAINT JOHN MENTAL HEALTH CENTRE [Child and Adolescent Team, Child/Adolescent Practicum]

Description of Placement: This outpatient facility provides service to children and adolescents from preschool to age 18 who are suffering from emotional and behavioural problems. Priority is given to those with more serious disturbances such as depression, anxiety, post-traumatic stress and severe behavioural problems. The primary emphasis is on treatment, although there may be some assessment related to the evaluation of anxiety, depression and Attention Deficit/Hyperactivity Disorder. The team consists of 2 licensed Psychologists, 3 clinical Social Workers, a Psychometrist, a Nurse and 2 Community Support Workers. Therapeutic approaches include play therapy, family therapy, parent counselling and individual therapy. From time to time groups are offered. Team members may work together on difficult cases and there are facilities for viewing and videotaping therapy sessions. There are a variety of theoretical perspectives used by team members including behavioural, cognitive-behavioural, family systems, and solution focused. The practicum can be tailored to some extent to the training needs of the student, although all students should expect to spend at least half of their time doing initial interviews or treatment, as the opportunities for formal assessment are not frequent. It is recommended that students attend weekly Team meetings and other in-service training that may be offered.

Practicum Duration: Full-time for 4 months (600 hours) or at least 2 days per week for a minimum of 4 months (250 hrs.)

Practicum Prerequisites: Core clinical courses as listed in the Practicum Policy Manual, Psyc 6211 Assessment Skills with Children & Adolescents, Psyc 6312 Basic Therapy Skills with Children. NOTE: Students will not be considered for a first practicum unless they already have relevant experience

Contact Person: Practicum Coordinator

Site Coordinator: Suzanne Kelson, M.A.Ps., L. Psyc. Mental Health Services 55 Union Street, 3rd Floor Saint John, N.B. E2L 5B7 Telephone: (506) 658-3737 Fax: (506) 658-3739 Email: Suzanne.Kelson2@gnb.ca
STEPPING STONES FUNDY REGION INC. [Saint John, Child/Adolescent Practicum]

Description of Placement: Stepping Stones Fundy Region Inc. provides assessment and intervention services to preschool-aged children (typically 2-5 years of age) that have previously been diagnosed with Autism Spectrum Disorder. Clients are offered up to 20 intervention hours per week with an Autism Support Worker. Professionals (including the Psychologist) supervise this therapy, and provide consultation and assessment services as needed. A psychological assessment at Stepping Stones typically involves a developmental assessment, diagnostic assessment, and/or behavioural consultation.

Practicum Duration: Full-time and part-time practica are available.

Practicum Prerequisites: Core clinical courses as listed in the Practicum Policy Manual.

Contact Person: Practicum Coordinator

Site Coordinator: Joseph Trainor, Ph.D., L. Psych.
186 Adelaide Street
Saint John, NB E2K 1X1
Telephone: (506) 693-9858
Fax: (506) 693-1382
St. MARY’S FIRST NATIONS ELEMENTARY SCHOOL [Advanced Child Practicum]

Description of Placement: Working closely with the supervising psychologist(s) of the LIFT (Learning Is a Fun Thing) program and members of the educational team (e.g., teachers, teacher aides, school principal) students in this advanced practicum will gain experience in offering behavioural interventions to elementary school children. The practicum will involve some psycho-educational assessment, behavioural observation, direct behavioural intervention, individual and parenting therapy cases and consultation. Travel expenses to St. Mary’s will be covered. An honorarium can be provided for work completed as “non-practicum” hours (see Appendix J). Cultural Sensitivity training will be provided and is required.

Practicum Duration: This is a part-time advanced practicum (2 days/week). Students are expected to make a commitment of at least one school year (Sept-June).

Practicum Prerequisites: Core clinical courses as listed in the Practicum Policy Manual and a minimum of 2 previous practicum placements.

Contact Person: Practicum Coordinator

Contact Psychologists:

- Melissa Arseneau, M.A., L. Psych.
  Telephone: (506) 455-0400
  Email: Melissa.arseneau@rogers.com

- Leslie Ann Costello, Ph.D., L. Psych.
  Telephone: (506) 206-2667
  Email: leslieanncostello@gmail.com
UNB STUDENT COUNSELLING CENTRE [Fredericton Campus, Adult Practicum]

Description of Placement: This facility offers short-term assessment, treatment and skills training/psycho-educational and group services to university students. Although a wide range of psychological disorders are treated, the primary referral problems include depression, anxiety disorders, relationship problems, career uncertainty, adjustment, and stress related disorders. Services are offered by three licensed psychologist and three other counsellors from a range of professional backgrounds (psychology, education), each with specialized areas of interest and expertise. A variety of psycho-diagnostic and therapeutic orientations are represented in the center including cognitive-behavioral, feminist and humanistic-experiential approaches. Training opportunities are available in: psychological assessment including diagnosis, psychological testing and case conceptualization, individual psychotherapy, crisis intervention, group psychotherapy, and in-service education programs. Students are assigned to a primary supervisor, and opportunities exist for working with other staff. Group supervision is also offered as resources permit.

Practicum Duration: Either four months full-time (600 hours), or part-time at least one day per week (250 hours).

Practicum Prerequisites: Core clinical courses as listed in the Practicum Policy Manual. Courses in Cognitive Therapy and Anxiety Management are an asset.

Contact Person: Practicum Coordinator.

Site Coordinator: April Kennedy
Counselling Services
University of New Brunswick
P.O. Box 4400
Fredericton, New Brunswick E3B 5A3
Telephone: (506) 453-4820
Email: a kennedy@unb.ca

Application Deadlines: Fall/Winter Practicum: July 9th
Winter Practicum: October 5th
Spring/Summer Practicum: February 1st

Applications need to include a cover letter, CV, and the names of three references. Typically, an information session will be offered shortly before the application deadline. Please check with the Practicum Coordinator for this date or for more information.
UNB PSYCHOLOGICAL WELLNESS CENTRE [Child/Adolescent Practicum]

Description of Placement: The Psychological Wellness Centre (PWC) is an externally-funded out-patient clinic affiliated with the UNB Psychology Department and Located in Tibbits Hall on the UNB campus. The PWC offers low-cost psychological assessment and treatment to children/adolescents and their families in the community while providing clinical training for students in the Clinical Psychology Program. Individuals referred to the PWC present with a range of behavioural and emotional difficulties including depression, anxiety, adjustment disorders and behavioural problems. Students will be able to obtain experience with clinical assessments, behavioural interventions, and individual therapy. There will also be opportunities to carry out comprehensive psycho-educational assessments with children, teens and undergraduate students.

Supervision is provided primarily by the Director of the PWC. In some cases, a clinical faculty member may also be available to supervise students on cases within their specific areas of interest and expertise (e.g.; family therapy, autistic spectrum disorders). Students may also have the opportunity to present cases to each other for consultation as well as work on cases together.

Practicum Duration: 2-3 days per week for a minimum of 6 months

Practicum Prerequisites: Core clinical courses as listed in the Practicum Policy Manual

Contact Person: Practicum Coordinator

Site Coordinator: Dr. Jean Craven
Room 250 – Tibbits Hall East
Telephone: (506) 452-6301
Fax: (506) 452-6306
Email: PWC@unb.ca
PLACEMENTS OUTSIDE OF NEW BRUNSWICK

Students may wish to complete some of their practicum requirements outside of New Brunswick due to limitations in the number and type of practica available within the province, due to family considerations, or because they wish to complete specialized training in an area that is currently unavailable in the province. The Practicum Coordinator will work with students to secure out of province placements following the same procedures outlined for in province placements; however, it is the students’ responsibility to initially identify possible practicum locations. As a starting point, students may want to review internship sites as these training facilities will often accept practicum students. A list of Canadian internships can be viewed on the CCPPP website at http://www.ccppp.ca/en/internship.html. Students are also encouraged to identify non-internship sites and to discuss these other training opportunities with the Practicum Coordinator.

In the past, students have completed practica in a variety of settings including the Anxiety Disorders Clinic (Vancouver, BC), the Centre for Addiction and Mental Health (Toronto, ON), the IWK (Halifax, NS), Queens University Health, Counselling, and Disability Services (Kingston, ON), and the Terrace Clinic (St. John’s NL) among others.

Please note that it is the student’s responsibility to research sites outside the province and to be aware of application deadlines. For those interested in a placement at the IWK, be advised that their application deadline for summer practicum placements is in early February. Please look up their website for full details and their application process. If you plan to apply to the IWK (or another site outside NB that has a formal application process) be sure to notify the practicum coordinator so that a letter of reference can be prepared for inclusion with your application.
APPENDIX B

STUDENT PRACTICUM INFORMATION SHEET

1. Name: __________________________________ Date:__________________

2. Name of thesis supervisor: ______________________________________________

3. Entered graduate program (state month & year): ____________________________

4. Expect to finish graduate program (state month & year): ____________________

5. Area of clinical specialization (circle):  Child  Adult  Both

6. Please list the clinical practica you have already completed

<table>
<thead>
<tr>
<th>Dates (from/to)</th>
<th>Place</th>
<th>Main Focus of Practicum</th>
<th>Clinical Supervisor</th>
<th>Total # of Hours</th>
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</table>

7. Using the checklist below, please indicate which clinical courses you have completed, which courses you are currently taking, and the year in which you will complete the remaining courses. You should also check off the (N/A) column if you do not plan to take a particular course.

<table>
<thead>
<tr>
<th>Course</th>
<th>Completed</th>
<th>In Progress</th>
<th>Expected Year of Completion</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psyc6101/6102 Ethics &amp; Prof. Issues</td>
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<tr>
<td>Psyc6205 Found. Of Clinical Psyc.</td>
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<tr>
<td>Psyc6202 Adult Psychopathology</td>
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<tr>
<td>Psyc6203 Psych. Prob. with Children</td>
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<tr>
<td>Psyc6211 Assess. Skills – Child</td>
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<tr>
<td>Psyc6212 Assess. Skills – Adult</td>
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<tr>
<td>Psyc6204 Neuropsy Sem.</td>
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<tr>
<td>Psyc6214 Neuropsy Assess.</td>
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<tr>
<td>Psyc6311 Therapy Skills – Adult</td>
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<tr>
<td>Psyc6312 Therapy Skills – Child</td>
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<tr>
<td>Psyc6313 CBT-Adult Anxiety</td>
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<tr>
<td>Psyc6314 CBT-Adult Depression</td>
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<tr>
<td>Psyc6315 Advanced Therapy Children</td>
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<tr>
<td>Psyc6316 Therapy Skills – Adolescents</td>
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<tr>
<td>Psyc6401 Clinical Seminar (List full course title below):</td>
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</table>


8. From the following list of practicum requirements, please check off which practica remain to be completed in your program. Also please indicate when and where you would like to fulfill this practicum requirement.

<table>
<thead>
<tr>
<th>Practicum</th>
<th>Not Completed (tick)</th>
<th>Proposed Setting</th>
<th>Proposed Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child/Adolescent Practicum</td>
<td>(       )</td>
<td>________________</td>
<td>___________</td>
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<tr>
<td>Adult Practicum</td>
<td>(       )</td>
<td>________________</td>
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<tr>
<td>Advanced Practicum</td>
<td>(       )</td>
<td>________________</td>
<td>___________</td>
</tr>
</tbody>
</table>

9. Please list your preferences for the next practicum you wish to complete (see Appendix A for a list of placements that may be available locally).

1. ______________________________________________________
2. ______________________________________________________
3. ______________________________________________________

10. Any other comments or concerns about your clinical training.

________________________________________________________________________________
________________________________________________________________________________
________________________________________________________________________________

Thank you for completing this form. Please return to the Practicum Coordinator. Make sure you retain a copy for your own records.
APPENDIX C

CLINICAL PRACTICUM AGREEMENT

To be completed and submitted to the Practicum Coordinator within 2 weeks of starting a practicum placement.

Name of Student: ________________________________________________________

Name of Practicum Setting: ________________________________________________

PRACTICUM SUPERVISOR(S):

Primary Supervisor: _________________________________________________________

Highest Degree: ____________ Institution: _____________________________________

Licensing or Certification Information: _______________________________________

Names of Other Clinical Supervisors: _________________________________________

_______________________________________________________________________

Brief description of the clinical services provided by the practicum setting:

________________________________________________________________________

________________________________________________________________________

Date Practicum begins: _______________________ Date Practicum terminates: _____________

Number of: Hours per week: ___________ Weeks: ___________ Anticipated Hours: ___________

The Practicum Coordinator for the Department of Psychology will provide potential supervisors and students with general guidelines for the planned practicum as set out in the Practicum Policy Manual. The Coordinator would be pleased to answer any questions you may have as a student or potential supervisor. If you agree with the general guidelines for the practicum as described in the Policy Manual, we ask each of you to indicate your agreement by signing below. In undertaking this practicum for the above-named student, we each agree to the commitments requested by the Department of Psychology, U.N.B..

SIGNATURES:

Student: ___________________________ Date: ________________

Departmental Practicum Coordinator: ______________________ Date: ________________

Primary Practicum Supervisor: ___________________________ Date: ________________

Institution/Clinic/Setting Administrator: ______________________ Date: ________________
APPENDIX D

STUDENT'S PRACTICUM GOALS AND OBJECTIVES

*To be submitted to the Practicum Coordinator within 2 weeks of starting the practicum, at the mid-point, and again within 2 weeks of finishing the practicum.*

Name of Student: _____________________________________ Date: ____________________

Practicum Location:____________________________________________________________

Primary Supervisor:____________________________________________________________

Goals and Objectives:
At the beginning of each placement, the supervisor and student are expected to set out specific goals and objectives which the student will work toward while s/he is in that setting. As a guideline for establishing goals, supervisors need to determine the basic skills required of a psychologist in that setting. On the following pages is a list of areas for possible student involvement. It is not expected that students will establish goals in all areas; goals will vary by setting, supervisor, and student. However, goals are expected to be concrete and as specific as possible (e.g., “complete 5 WAIS administrations rather than “do intelligence testing”). A sample page of goals is attached as a guideline.

The process should proceed as follows:
1. Under each relevant area, the student and supervisor list 1-3 specific goals that the student will work toward during his/her placement.
2. The student and supervisor rate the student's entry level for each goal using the guidelines listed below. This rating reflects the student’s experience with or mastery of the skill at the beginning of the practicum.
3. The student and supervisor agree on a target level of mastery that is reasonable for the student to achieve by the end of the practicum. This rating should take into consideration the student's entry level, the duration of the placement, and the opportunities available within the setting.
4. The student and supervisor review the student's progress toward each goal at the midpoint of the placement and again at the end of the placement. It may be necessary to revise some goals at the midpoint evaluation to reflect the availability of clinical opportunities in a setting (e.g., access to clients with specific problems).

A copy of the student's goals and objectives is to be forwarded to the Practicum Coordinator at UNB within two weeks of the beginning of the placement.

Please use the following scale to rate goals at Entry, Target, and Exit points:

**Level 1**: Introduction to skill/clinical area acquired through didactic sources (e.g., readings).

**Level 2**: Knowledge of skill acquired through observation, role-playing, discussion of case material.

**Level 3**: Elementary skill development: Clinical contact as co-therapist or primary clinician, close supervision required.

**Level 4**: Intermediate skill acquisition: Contact with several clients including demonstrated ability to judge the appropriate use of the skill and to be able to integrate it into a broader assessment/treatment plan. Supervision is used to hone skills.

**Level 5**: Advanced level of skill: Regularly assumes primary responsibility for planning and implementation of assessment/treatment. Supervision essentially functions as consultation.

Please indicate if progress towards the target is either S (satisfactory), NS (not satisfactory) or NA (not available) for the Midpoint evaluation.
GOALS AND OBJECTIVES

1. **Interviewing**

   Goal 1: ____________________________________________________________________________
   
   LEVEL: Entry___ Target ___ Midpoint _S / NS / NA_ Exit ___
   
   Goal 2: ____________________________________________________________________________
   
   LEVEL: Entry___ Target ___ Midpoint _S / NS / NA_ Exit ___
   
   Goal 3: ____________________________________________________________________________
   
   LEVEL: Entry___ Target ___ Midpoint _S / NS / NA_ Exit ___

2. **Assessment**

   Goal 1: ____________________________________________________________________________
   
   LEVEL: Entry___ Target ___ Midpoint _S / NS / NA_ Exit ___
   
   Goal 2: ____________________________________________________________________________
   
   LEVEL: Entry___ Target ___ Midpoint _S / NS / NA_ Exit ___
   
   Goal 3: ____________________________________________________________________________
   
   LEVEL: Entry___ Target ___ Midpoint _S / NS / NA_ Exit ___
3. **Interventions**

Goal 1: ______________________________________________________________________
____________________________________________________________________________

LEVEL: Entry_____ Target _____ Midpoint S/NS/NA Exit _____

Goal 2: ______________________________________________________________________
____________________________________________________________________________

LEVEL: Entry_____ Target _____ Midpoint S/NS/NA Exit _____

Goal 3: ______________________________________________________________________
____________________________________________________________________________

LEVEL: Entry_____ Target _____ Midpoint S/NS/NA Exit _____

4. **File Maintenance/Records**

Goal 1: ______________________________________________________________________
____________________________________________________________________________

LEVEL: Entry_____ Target _____ Midpoint S/NS/NA Exit _____

Goal 2: ______________________________________________________________________
____________________________________________________________________________

LEVEL: Entry_____ Target _____ Midpoint S/NS/NA Exit _____

Goal 3: ______________________________________________________________________
____________________________________________________________________________

LEVEL: Entry_____ Target _____ Midpoint S/NS/NA Exit _____
5. Professional Development/Ethics

Goal 1: ________________________________________________________________

LEVEL: Entry____ Target ____ Midpoint S / NS / NA Exit _____

Goal 2: ________________________________________________________________

LEVEL: Entry____ Target ____ Midpoint S / NS / NA Exit _____

Goal 3: ________________________________________________________________

LEVEL: Entry____ Target ____ Midpoint S / NS / NA Exit _____

6. Other Goals

Goal 1: ________________________________________________________________

LEVEL: Entry____ Target ____ Midpoint S / NS / NA Exit _____

Goal 2: ________________________________________________________________

LEVEL: Entry____ Target ____ Midpoint S / NS / NA Exit _____

Goal 3: ________________________________________________________________

LEVEL: Entry____ Target ____ Midpoint S / NS / NA Exit _____
Establishment of Goals

__________________________________________________________________________

Signature of the Student ______________________  Date ________________

Signature of the Supervisor ___________________  Date ________________

Mid-Point Evaluation

__________________________________________________________________________

Signature of the Student ______________________  Date ________________

Signature of the Supervisor ___________________  Date ________________

Final Evaluation

__________________________________________________________________________

Signature of the Student ______________________  Date ________________

Signature of the Supervisor ___________________  Date ________________

Supervisor’s Comments:

__________________________________________________________________________

__________________________________________________________________________

Student’s Comments:

__________________________________________________________________________

__________________________________________________________________________

Please return this form to:  Practicum Coordinator
Department of Psychology
University of New Brunswick
P. O. Box 4400
Fredericton, NB   E3B 5A3
Fax: (506) 447-3063
APPENDIX E

SAMPLE PAGE OF GOALS AND OBJECTIVES

1. Interviewing

Goal 1: *To conduct a minimum of 5 semi-structured individual interviews with adults*

LEVEL: Entry III Target V Midpoint S/NS/NA Exit ______

2. Assessment

Goal 1: *To administer, score, and interpret 3 WISC-III*

LEVEL: Entry III Target IV Midpoint S/NS/NA Exit ______

Goal 2: *To provide verbal feedback to 2 clients about assessment results and recommendations*

LEVEL: Entry II Target IV Midpoint S/NS/NA Exit ______

3. Interventions

Goal 1: *To conduct interventions with 2 elderly persons*

LEVEL: Entry I Target III Midpoint S/NS/NA Exit ______

Goal 2: *To conduct parent training with 3 families*

LEVEL: Entry II Target III Midpoint S/NS/NA Exit ______

4. File Maintenance/Records

Goal 1: *To prepare progress notes after each session*

LEVEL: Entry III Target V Midpoint S/NS/NA Exit ______

5. Professional Development/Ethics

Goal 1: *To participate in 3 case conferences*

LEVEL: Entry I Target III Midpoint S/NS/NA Exit ______

6. Other Goals

Goal 1: *To observe 1 neuropsychological assessment of a person with a head injury*

LEVEL: Entry I Target II Midpoint S/NS/NA Exit ______
APPENDIX F

FINAL EVALUATION OF STUDENT’S PRACTICUM

To be completed during the last week of the practicum and submitted to the Practicum Coordinator within 2 weeks of completion.

SECTION A: TO BE COMPLETED BY THE STUDENT

Name of student: ______________________________

Which practicum placement was this? __ 1st practicum __ 2nd practicum __ 3rd practicum

Duration of placement: ________________ to ________________

(start date) (end date)

Name of principle supervisor ________________________________

Name and address of setting: ________________________________

SUMMARY OF STUDENT’S ACTIVITIES

- Total Intervention Hours (la-g): __________________
- Total Assessment Hours (1h): __________________
- Total Support Hours (2a-b): __________________
- Total Supervision Hours (3a-c): __________________
- Grand Total: __________________

Please attach a print out of your Practicum Hours Documentation Spreadsheet
SECTION B: TO BE COMPLETED BY THE SUPERVISOR

EVALUATION OF CLINICAL WORK

Please use the rating scheme provided below to evaluate the student’s current clinical skills level compared to other students at the same level of training. That is, please keep in mind whether this is the student’s first, second or third practicum in making your ratings. Note that these are 5-point scales, and the midpoint, “3” represents adequate/expected performance for a student at this level of training. Use this rating if you are generally satisfied with the student’s performance but it is not outstanding. We expect that most students would get a rating of “3” on most skills. “1” means that the student’s performance is very inadequate or clearly unacceptable. “5” would mean that the student is truly outstanding or exceptional in this area.

5 - Outstanding mastery of the skill. The student is truly outstanding or exceptional in this area

3 - Average and adequate mastery of the skill. This is the rating we expect that most students would get in most areas.

1 - Inadequate mastery of the skill. The student’s performance is clearly unacceptable for their level of training.

NA - The skill was not assessed during this practicum.

ASSESSMENT

<table>
<thead>
<tr>
<th>Rating</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Selection of appropriate procedures and instruments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Evaluating psychometric properties of assessment instruments</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Conducting assessment interviews</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Administering tests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Observing behaviour</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Scoring tests</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Obtaining information from other sources (e.g. other agencies, significant others)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Synthesizing assessment findings</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Making recommendations</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Diagnosis</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Writing assessment reports</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Communicating assessment results to Clients</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Awareness of, and sensitivity to, human diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Able to integrate science and practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Other assessment skills (please specify)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>
What are the student’s greatest strengths with respect to psychological assessment?

What are the assessment areas in which the student requires additional training?

<table>
<thead>
<tr>
<th>Therapy/Treatment</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing rapport</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Assessment of the problem</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Clinical interviewing</td>
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<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Setting therapeutic goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Developing an intervention/treatment plan</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Knowledge of range of treatment modes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Appropriate choice of intervention methods</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Communicating treatment plan to the client</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Able to conceptualize therapeutic process &amp; work toward appropriate goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Awareness of, and sensitivity to, human diversity</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Able to integrate science and practice</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

What are the student’s greatest strengths with respect to therapeutic interventions?

What are the areas related to therapy in your setting in which the student requires additional training?
### Other Professional Activities

<table>
<thead>
<tr>
<th>Activity</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuality in keeping files up-to-date</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Punctuality in completing psychological reports</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Progress notes</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Correspondence</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Participation in case conferences</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Presentation of cases</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Participation in in-service activities</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Accepts feedback</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Uses feedback to grow and develop</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Interactions with psychologists on staff</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Interactions with staff from other disciplines</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Knowledge and application of ethical principles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>

### Personal Qualities

<table>
<thead>
<tr>
<th>Quality</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
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</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Initiative</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Professionalism</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Attitude toward psychology</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Eagerness to learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Reliability</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Communication skills</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Accurate empathy</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Self-awareness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Quality of interactions with other professionals and peers</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
<tr>
<td>Sensitivity/responsiveness to individual differences (e.g. minorities, gender) or alternative lifestyles</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>NA</td>
</tr>
</tbody>
</table>
Overall Evaluation of the Student

Overall, compared to other students (past or present) at a similar level of training this student was

<table>
<thead>
<tr>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
<th>*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very poor</td>
<td>Poor</td>
<td>Below average</td>
<td>Average</td>
<td>Good</td>
</tr>
</tbody>
</table>

Other comments or impressions not elicited by this form (e.g. overall impressions, areas of improvement, supervision needs, etc.). Feel free to attach a letter of recommendation in lieu of writing comments here.

Recommendation:

___ CREDIT for the practicum
___ NO CREDIT for the practicum

_______________________________________  ________________________
(Signature of Supervisor)                  (Date)
Section C: Student’s Comments:

I have read and discussed this evaluation with my supervisor

_______________________________  ____________________
(Signature of Student)  (Date)

Please respond to your clinical supervisor’s evaluation of your performance.

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

Pease return this form to:  Practicum Coordinator  
Department of Psychology  
University of New Brunswick  
P.O. Box 4400  
Fredericton, New Brunswick E3B 5A3  
Fax: (506) 447-3063
APPENDIX G

STUDENT EVALUATION OF PRACTICUM FORM

To be submitted to the Practicum Coordinator (or the Director of Clinical Training when the practicum took place at the PWC) within 2 weeks of completing the practicum.

A. GENERAL INFORMATION

Name of Student: __________________________________________________

Completion Date of Form: ____________________________________________

Practicum Location: _________________________________________________

Practicum Supervisor: _______________________________________________

Dates of Practicum (state beginning and completion dates): ______________

Total Number of Hours Completed for this Practicum: ___________________

B. RECORD OF PRACTICUM EXPERIENCES

Instructions: Please estimate the percentage of time in the practicum in which you engaged in the following professional activities (based on the total number of hours accumulated during the practicum).

<table>
<thead>
<tr>
<th>Percentage of Practicum Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>(% must sum to 100)</td>
</tr>
</tbody>
</table>

1. Assessment (testing, interviewing) __________
2. Individual psychological therapy __________
3. Group psychological therapy __________
4. Marital/family therapy __________
5. Clinical seminars (presentations & attendance) __________
6. Multidisciplinary meetings __________
7. Supervision __________
8. Case preparation (reading files, etc) __________
9. Report writing __________
10. Reading clinical literature __________
11. Research __________
12. Other (specify) __________
C. EVALUATION OF PRACTICUM EXPERIENCE

Instructions: Please provide an evaluation of the quality of the training opportunities made available to you at the practicum. Use the scale below to rate the extent to which the training experience met your expectations. That is, the quality of the practicum is judged on the basis to which it met your expectations for professional development.

<table>
<thead>
<tr>
<th>Professional Activities</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test Administration</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Test Interpretation</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Report Writing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Psychological Treatment</td>
<td></td>
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<tr>
<td>Educational In-Service</td>
<td></td>
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<tr>
<td>Supervision</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Research Opportunity</td>
<td></td>
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<tr>
<td>Communication with Professionals</td>
<td></td>
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</tbody>
</table>

Remarks: Please provide any additional information or explanation of the ratings you have made on your practicum experience (use additional sheets of paper if necessary).

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________


### D. EVALUATION OF PRACTICUM SUPERVISOR

*Instructions:* Please provide an evaluation of your practicum supervisor using the following scale. Use the rating categories to refer to the degree to which your supervisor’s style met your expectations. You should use your experience with previous supervisors as a basis for your comparison. *Note: This information is confidential. Only a summary of aggregate data will be used to provide feedback to supervisors.*

<table>
<thead>
<tr>
<th>Supervisor Characteristics</th>
<th>Inadequate</th>
<th>Adequate</th>
<th>Good</th>
<th>Excellent</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Readily Accessible</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Provided Realistic Feedback</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Monitored Student Activities</td>
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<td></td>
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<tr>
<td>Kept Appointments</td>
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<td></td>
</tr>
<tr>
<td>Discussed Ethical Issues</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Clear Communication of Expectations</td>
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<tr>
<td>Good Role Model</td>
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<tr>
<td>Encouraged Student Autonomy</td>
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<tr>
<td>Effective Use of Supervision Meetings</td>
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<td></td>
<td></td>
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<tr>
<td>Demonstrated Advanced Clinical Knowledge</td>
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<td></td>
</tr>
<tr>
<td>Skilled at Case Conceptualization</td>
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</tr>
</tbody>
</table>

*Remarks:* Please provide any additional information or explanation of the ratings you have made on your appraisal of your practicum supervisor (use additional sheets of paper if necessary).
E. GENERAL EVALUATION OF PRACTICUM

Using the rating scale provided below, please indicate your overall evaluation of the practicum in terms of promoting your professional development and meeting your career goals.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>Fair</td>
<td>Average</td>
<td>Good</td>
<td>Exceptional</td>
</tr>
</tbody>
</table>

What suggestions would you make that could improve the practicum and/or the supervisor’s training approach?
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

F. RECOMMENDATIONS FOR FUTURE STUDENTS

Please check the category below to indicate whether you would recommend this practicum to future clinical students.

(a) _____ strongly recommend
(b) _____ recommend
(c) _____ would not recommend

Finally please comment on what background preparation a student should have to benefit most from this practicum setting.
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

_________________________________________  _________________________________
Signature of Student                  Date
APPENDIX H

PRACTICUM CHECKLIST

The following documents must be received by the Practicum Coordinator and/or produced by the Practicum Coordinator (e.g. the Letter of reference to the supervisor; midpoint contact) in the following sequence.

Student Name: ___________________________________________

Placement Site and Supervisor: __________________________________________________________

Placement Type: □ Child □ Adult □ Advanced 1 □ Advanced 2

☐ Student Practicum Information Sheet (Student)
☐ Letter of reference to the supervisor (Practicum Coordinator)
☐ Clinical Practicum Agreement: By the end of the second week of Practicum (Student/Supervisor)
☐ Goal Setting: First 2 weeks (Student/Supervisor)
☐ Midpoint Evaluation (Student/Supervisor)
☐ Practicum Coordinator calls and/or meets with the student and supervisor
☐ Exit Evaluation (Student/Supervisor)
☐ Final Evaluation Report of Student’s Practicum including copy of Practicum Hours Documentation Spreadsheet (Student/Supervisor)
☐ Student Evaluation of Practicum Form (Student)
APPENDIX I

RECORD OF PRACTICUM HOURS FOR SKILLS COURSES

To be submitted to the Practicum Coordinator within 2 weeks of completing the course.

Name of Course: __________________________
Date of Course: __________________________
Course Instructor: _________________________
Name of Student: _________________________
Student ID: _______________________________

The following is a breakdown of the number of practicum hours associated with the clinical skills course. Hours spent on course requirements (e.g., reading, class attendance, exam preparation, specific skill development, practice test administrations with classmates, etc.) are not included in the calculation of course practicum hours. Only hours that focus exclusively on the provision of clinical services or administration of assessment instruments to a specific client is counted in the course practicum total.

A. Client Data
For each client record his/her demographic data, number of sessions, and the following information if relevant: presenting problem, assessment instruments administered, type of intervention employed.

B. Number of Practicum Hours

Number of direct assessment hours: _______(hrs)
Number of direct treatment hours: ______ (hrs)

Number of hours in client preparation: ______ (hrs)
[Include only activities directly related to client]

Number of individual supervision hours received: ______ (hrs)
Number of group supervision hours received: ______ (hrs)
Number of hours providing supervision to junior student ______ (hrs)

Total Number of Practicum Hours: ______ (hrs)

I verify that these practicum hours were obtained while __________________________ was a registered student in Psyc _________.

__________________________
Course Instructor
APPENDIX J

AGREEMENT FOR NON-PRACTICUM CLINICAL WORK

To be submitted to the Practicum Coordinator a minimum of 2 weeks before the intended start date.

Name of student:______________________________________

Name of setting: ______________________________________________________________________

Supervisor: ___________________________________________________________________________

Highest Degree: ____________________ Licensing or Certification Information: __________________

Work begins: ___________________________ Work is expected to end: ________________________

Number of Anticipated Hours per Week: __________________________ Weeks: __________________

DESCRIBE THE NATURE OF THE PLANNED CLINICAL ACTIVITIES:

_____________________________________________________________________________________

_____________________________________________________________________________________

_____________________________________________________________________________________

Supervision: Method of supervision (scheduled vs informal, one-on-one vs group) & hours per week. If more than one method, give number of hours for each method. Note: The minimum number of supervision hours is 10% of the student’s total number of clinical hours.

Method: _____________________________________________

Hours per week: _______________________________________

SIGNATURES:

Student: ___________________________________________ Date: _________________________

Clinical Supervisor: _________________________________ Date: _________________________

UNB Practicum Coordinator: __________________________ Date: _________________________

* Please be reminded that Graduate School policies stipulate that full time graduate students are permitted to work a maximum of 10 hours/week including any hours worked as a teaching assistant (normally 6 hours/week).

* Liability insurance for non-practicum work is not provided by UNB. Students should purchase their own insurance through the CPA partnership. The only exception to the need for liability insurance is work completed on campus at the PWC or Counseling Centre.
APPENDIX K

REPORT ON NON-PRACTICUM CLINICAL HOURS

To be submitted to the Practicum Coordinator annually and at termination of the work experience. Note: Approval of hours will NOT be granted without prior submission and approval of the form in Appendix J. Approval of hours will NOT be granted retroactively.

Name of Student: _________________________________________________

Name of Supervisor: _______________________________________________

Setting: ___________________________________________________________________

Date Work Began: __________________ Date Form Completed: ________________

Termination Report: Y □  N □  Date Work Ended: __________________________

Annual Update:   Y □  N □  Anticipated Completion Date: _____________________

SUMMARY OF STUDENT’S ACTIVITIES

Total Intervention Hours (la-g): ________________

Total Assessment Hours (1h): ________________

Total Support Hours (2a-b): ________________

Total Supervision Hours (3a-c): ________________

Grand Total: ________________

* Students: Please attach a print out of your Practicum Hours Documentation Spreadsheet

Supervisors: Please indicate whether the student’s work was satisfactory:  Yes □  No □

(Please state concerns on the reverse of this form)

SIGNATURES

Student: ___________________________________________ Date: ________________

Clinical Supervisor: ______________________________________ Date: ________________

UNB Practicum Coordinator: _____________________________ Date: ________________
APPENDIX L

RECORD OF PRE-PRACTICUM HOURS AT THE PWC

To be submitted to the Practicum Coordinator within 2 weeks of completing the experience.

Name of Student: ________________________________

Name of Supervisor: ______________________________

Start Date: _______________   End Date: _______________

The following is a breakdown of the number of practicum hours associated with observation and practice assessments completed at the PWC (note: if you complete a practice assessment specifically for a course requirement, record those hours on Appendix I for Skills Courses).

A. Observation
   Number of Assessment Hours: _____________ (hrs)
   Number of Intervention Hours: _____________ (hrs)

   Client Data (for each client record his/her demographic data and the following information as relevant: presenting problem, assessment instruments administered, type of intervention employed):

B. Direct Experience
   Number of Assessment Hours: _____________ (hrs)
   Number of hours in client preparation: _____________ (hrs)

   Client Data (for each client record his/her demographic data and the following information as relevant: presenting problem, assessment instruments administered, type of intervention employed):

C. Supervision
   Number of individual supervision hours: _______ _______ (hrs)
   Number of group supervision hours: _______ _______ (hrs)

D. Summary of Hours
   Total number of practicum hours (A-C): _____________ (hrs)

I verify that these practicum hours were obtained at the PWC.

______________________________
Supervisor