

# PRACTICUM DOCUMENTATION

## PRACTICUM AGREEMENT

To be completed and submitted within 2 weeks of starting the practicum to:

- For all practica completed at the PWC: the **PWC Director**
- For all advanced practica: the **Practicum Coordinator**

All paperwork should be completed and submitted only in electronic form. When completing mid-point and final evaluations, don't start new a new form, instead add to your already existing form (i.e., use the forms that include prior signatures).

<b>Student:</b>	<input type="text"/>	<b>ID:</b>	<input type="text"/>
<b>Practicum Title<sup>1</sup>:</b>	<input type="text"/>		
<b>Primary Supervisor:</b>	<input type="text"/>		
<b>Other Supervisors (senior students/ residents, allied health):</b>	<input type="text"/>		
<b>Date Practicum begins:</b>	<input type="text"/>		
<b>Date Practicum ends:</b>	<input type="text"/>		
<b>Number of Anticipated Hours/Week</b>	<input type="text"/>		

\*Notes regarding scheduling of PWC practica:

- The four foundational PWC practica each run for six months, either January through June or July through December.
- The PWC is closed during UNB holidays/breaks including reading week, statutory holidays, and between the end of the UNB exam period and the start of the new term (i.e., a week at the end of April and August, and over the December holiday break).
- Students may also take up to two (2) weeks off during the summer, following consultation and approval from clinical and research supervisors, and provided that all academic, research, and clinical responsibilities are met.
- All paperwork/wrap up with clients should be completed by the end of the practicum (i.e., by the end of the associated semester in time for grade submission). Students should consult with their supervisor about the final dates to submit work to allow sufficient time for review/grading and finalizing client files.

	<b>Signature (typed is acceptable)</b>	<b>Date</b>
<b>Student:</b>	<input type="text"/>	<input type="text"/>
<b>Supervisor:</b>	<input type="text"/>	<input type="text"/>
<b>Director or Coordinator:</b>	<input type="text"/>	<input type="text"/>

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<sup>1</sup> PSYC 6626 Adult Assessment; PSYC 6627 Child/Adolescent Assessment; PSYC 6628 Adult Intervention; PSYC 6629 Child/Adolescent Intervention; PSYC 6633 Supervision Practicum; PSYC 6634 Advanced Practicum I; PSYC 6635 Advanced Practicum II

# PRACTICUM DOCUMENTATION

## REQUIRED DOCUMENTATION CHECKLIST

Student Name:

ID:

Primary Supervisor:

Practicum Title<sup>2</sup>

**A. The following documents must be signed by student and supervisor, and submitted (in this electronic format) by the student to the Director of the PWC (for all practica completed at the PWC) or the Practicum Coordinator (for all advanced practica) in the following sequence:**

- Practicum Agreement by the end of the second week of practicum
- Goal and Objectives Form by the end of the second week of practicum
- Mid-Point Evaluation (update the already existing electronic document [do NOT create a new document])
- Final Evaluation (update the already existing electronic document [do NOT create a new document])
- Summary of student's activities (update the already existing electronic document [do NOT create a new document])
- Time2Track Practicum Hours Documentation

**B. Student Evaluation of Practicum:** Students in all practica should download the practicum evaluation form (available on the department website) and submit the completed evaluation to the Department's Graduate Administrative Assistant. This document is confidential and will not be shared with supervisors except in aggregate form once enough evaluations have been received to maintain anonymity.

**Course credit is assigned only after all required paperwork has been submitted.**

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<sup>2</sup> PSYC 6626 Adult Assessment; PSYC 6627 Child/Adolescent Assessment; PSYC 6628 Adult Intervention; PSYC 6629 Child/Adolescent Intervention; PSYC 6633 Supervision Practicum; PSYC 6634 Advanced Practicum I; PSYC 6635 Advanced Practicum II

# PRACTICUM DOCUMENTATION

## GOALS AND OBJECTIVES FORM

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

ID: \_\_\_\_\_

Primary Supervisor: \_\_\_\_\_

At the beginning of each practicum, the supervisor and student will set goals and objectives. **Pre-planned goals and objectives common to all PWC practica are provided in the Appendix.** Additional site-, population-, or skills- related goals can be added to the Appendix. Not all competencies will be applicable to all practica. Please indicate NA if competencies are not relevant to the practicum or setting.

Students and supervisors will complete this form three times:

1. To discuss the student's starting level of competency and set goals.
2. To complete the midpoint evaluation (note: a place for supervisors and students to provide qualitative comments on the student's overall performance and progress in the practicum at the midpoint is provided on page 10).
3. To complete the final evaluation (note: supervisors are asked to provide qualitative comments for each competency area at the final evaluation).

### Competency Rating Scale

<b>NA</b>	<b>Not applicable</b> / not assessed during this practicum experience
<b>U*</b>	<b>Unsatisfactory.</b> A rating of <b>U</b> indicates either the student's skill level or behaviour is unsatisfactory for practice in this setting (even under direct supervision), the student is not open to supervision in this area, or the student did not complete the agreed upon tasks.
<b>NI*</b>	<b>Needs Improvement.</b> A rating of <b>NI</b> indicates that the student's performance is below what would be expected for their stage in the program. The student requires increased supervision and/or remedial assignments.
<b>E</b>	<b>Entry Level.</b> This rating is typically assigned at the beginning of a PWC practica or for advanced practica when developing a new skill or working with a new population. An <b>E</b> rating indicates the student requires intensive supervision to ensure satisfactory performance, including for routine tasks. At this stage, students may benefit from observing or shadowing supervisors, in vivo supervision, and frequent review of videotaped sessions. Students are generally expected to progress to <b>I</b> for most goals by the end of the practicum; however, limited opportunities in certain areas may prevent advancement beyond <b>E</b> for some goals.
<b>I</b>	<b>Intermediate.</b> The student's skill level should be rated <b>I</b> when they are able to complete routine tasks in a satisfactory manner without the need for intensive supervision. Students at this level of competence may benefit from regular review of their cases, test data, notes, and reports, or from occasional review of taped sessions. More intensive supervision may be required with complex cases or situations.
<b>HI</b>	<b>High Intermediate.</b> It is expected that students will attain this level of competence in some, but not all skill areas during advanced practica prior to beginning Residency. A student's skills should be rated at <b>HI</b> when they are able to perform satisfactorily in both routine and non-routine situations, without intensive supervision.
<b>A</b>	<b>Advanced.</b> This is an unusual rating for students who have not yet completed Residency. The student's skill level should be rated as <b>A</b> if they are able to maintain a consistently high level of performance with minimal support from the supervisor. The student demonstrates a high level of competence in both routine and non-routine cases.

\*Note: Supervisors who judge a student's performance to need improvement (NI) or to be unsatisfactory (U) at the midpoint should notify the PWC Director (PWC practica) or Practicum Coordinator (advanced practica) immediately. For NI ratings, the supervisor and Director/Coordinator, in consultation with the student, will develop a plan to assist students in improving their performance to the satisfactory level. For U ratings, the DCT should be notified, who, together with the supervisor, the Director/Coordinator, and the student, will develop an appropriate plan of action. See the Practicum Manual for more information.

# PRACTICUM DOCUMENTATION

## Assessment/Diagnostic Skills and Competencies

Reminder: Before beginning the practicum, review the objectives and goals outlined in the Appendix to establish baseline and target competency ratings. Revisit these at the midpoint and final evaluations to ensure appropriate progress has been made toward achieving the intended competency levels.

NA Not applicable	U Unsatisfactory	NI Needs Improvement	E Entry Level	I Intermediate	HI High Intermediate	A Advanced
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Competency	Baseline	Target	Mid	Final
Selecting appropriate assessment procedures and instruments				
Conducting assessment interviews				
Administering tests				
Observing behaviour				
Establishing/maintaining rapport during assessment				
Scoring tests				
Obtaining information from other sources (e.g. other agencies, significant others)				
Synthesizing/integrating assessment findings from multiple sources of data				
Making recommendations				
Making diagnoses				
Writing assessment reports				
Providing feedback to clients, families, or referral sources				

**Final Evaluation Only:** What are the student's greatest strengths with respect to assessment skills?

**Final Evaluation Only:** What are the assessment areas in which the student requires additional training?

# PRACTICUM DOCUMENTATION

## Intervention Skills and Competencies

Reminder: Before beginning the practicum, review the objectives and goals outlined in the Appendix to establish baseline and target competency ratings. Revisit these at the midpoint and final evaluations to ensure appropriate progress has been made toward achieving the intended competency levels.

NA Not applicable	U Unsatisfactory	NI Needs Improvement	E Entry Level	I Intermediate	HI High Intermediate	A Advanced
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Competency	Baseline	Target	Mid	Final
Establishing/maintaining rapport during intervention				
Appropriately using reflective listening skills as learned in PSYC 6311				
Conducting ongoing case conceptualization				
Setting therapeutic goals				
Developing an evidence-based intervention plan				
Communicating intervention approach to the client				
Effectively delivering intervention strategies (where appropriate)				
Implementing risk reduction and capacity building interventions				
Monitoring and evaluating intervention gains				

**Final Evaluation Only:** What are the student’s greatest strengths with respect to intervention skills?

**Final Evaluation Only:** What are the intervention areas in which the student requires additional training?

# PRACTICUM DOCUMENTATION

## Working with Diversity: Skills and Competencies

“Diversity” is used broadly to refer to the values, orientations, knowledge, and practices individuals derive from membership in diverse social groups (e.g., racial, ethnic, cultural, socioeconomic, language, faith, sexual orientation, physical and mental health, occupation).

Reminder: Before beginning the practicum, review the objectives and goals outlined in the Appendix to establish baseline and target competency ratings. Revisit these at the midpoint and final evaluations to ensure appropriate progress has been made toward achieving the intended competency levels.

NA Not applicable	U Unsatisfactory	NI Needs Improvement	E Entry Level	I Intermediate	HI High Intermediate	A Advanced
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Competency	Baseline	Target	Mid	Final
Self-reflecting and identifying personal diversity and its potential impact on clinical work				
Understanding and being sensitive to the potential impact of diversity on assessment processes and findings				
Appropriately adjusting assessment and intervention approaches to maximize effectiveness with diverse individuals				

**Final Evaluation Only:** What are the student’s greatest strengths with respect to working with diversity?

**Final Evaluation Only:** With respect to working with diversity, what are the areas in which the student requires additional training?

# PRACTICUM DOCUMENTATION

## Ethical Problem Solving

Reminder: Before beginning the practicum, review the objectives and goals outlined in the Appendix to establish baseline and target competency ratings. Revisit these at the midpoint and final evaluations to ensure appropriate progress has been made toward achieving the intended competency levels.

NA Not applicable	U Unsatisfactory	NI Needs Improvement	E Entry Level	I Intermediate	HI High Intermediate	A Advanced
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Competency	Baseline	Target	Mid	Final
Knowing and applying ethical principles/codes				
Knowing relevant legal standards and reporting requirements				
Identifying and raising relevant ethical issues with supervisors				
Implementing appropriate strategies to handle ethical issues that arise in the course of their work with clients, supervisors, staff, and colleagues				
Demonstrating ethical awareness and decision-making across all clinical and professional activities including other competency domains				

**Final Evaluation Only:** What are the student’s greatest strengths with respect to ethical problem solving?

**Final Evaluation Only:** What are the ethical problem-solving areas in which the student requires additional training?

# PRACTICUM DOCUMENTATION

## Professionalism Skills and Competencies

Reminder: Before beginning the practicum, review the objectives and goals outlined in the Appendix to establish baseline and target competency ratings. Revisit these at the midpoint and final evaluations to ensure appropriate progress has been made toward achieving the intended competency levels.

NA Not applicable	U Unsatisfactory	NI Needs Improvement	E Entry Level	I Intermediate	HI High Intermediate	A Advanced
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Record Keeping Competencies	Start	Goal	Mid	Final
Keeping files up-to-date				
Efficiently completing clinical documentation (e.g., reports, progress notes, treatment summaries, etc.)				
Attending to correspondence with clients/referral sources				
Interpersonal Competencies	Start	Goal	Mid	Final
Working collegially with psychologists on staff				
Working collegially with support staff				
Providing helpful feedback to peers and receiving feedback nondefensively from peers				
Dealing with conflict and negotiating solutions				
Understanding and maintaining appropriate professional boundaries with colleagues and clients/families				
Intrapersonal Competencies	Start	Goal	Mid	Final
Adhering to the practicum site's operating procedures				
Autonomy				
Initiative				
Reliability (e.g., timely communication, meeting obligations)				
Time management (e.g., punctuality, session management, schedule management)				
Self-awareness, understanding, and reflection				
Making use of resources to promote effective clinical practice				
Managing workload and stress in the context of an active clinic environment				

**Final Evaluation Only:** What are the student's greatest strengths with respect to professionalism?

**Final Evaluation Only:** With respect to professionalism, what are the areas in which the student requires additional training?

# PRACTICUM DOCUMENTATION

## Skills and Competencies in the Use of Supervision

Reminder: Before beginning the practicum, review the objectives and goals outlined in the Appendix to establish baseline and target competency ratings. Revisit these at the midpoint and final evaluations to ensure appropriate progress has been made toward achieving the intended competency levels.

NA Not applicable	U Unsatisfactory	NI Needs Improvement	E Entry Level	I Intermediate	HI High Intermediate	A Advanced
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Competency	Start	Goal	Mid	Final
Showing good judgement in seeking supervision				
Being prepared for supervision sessions				
Accepting supervisory input/feedback				
Following through on recommendations				
Using feedback to grow and develop				
Negotiating needs for appropriate level of autonomy				
Presenting cases in group supervision				

**Final Evaluation Only:** What are the student's greatest strengths with respect to use of supervision?

**Final Evaluation Only:** What are the areas in which the student requires additional training in the use of supervision?

**Mid-Point Evaluation**

**Supervisor’s comments on progress to date. Make note of general strengths and areas for ongoing focus and improvement.**

**Student’s self-reflection on progress towards personal goals and objectives. Make note of general strengths and areas for ongoing focus and improvement.**

	<b>Signature (typed is acceptable)</b>	<b>Date</b>
<b>Student:</b>		
<b>Supervisor:</b>		
<b>Director/Coordinator:</b>		

# PRACTICUM DOCUMENTATION

## Final Evaluation

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

- behind the expected trajectory of training
- meeting the expected trajectory of training
- somewhat ahead of the expected trajectory
- significantly ahead of the expected trajectory

**Recommendation:**

- The student has met all expectations of this practicum (i.e., has achieved the appropriate level of competency and has met all the goals outlined in the Appendix) and should receive credit for the practicum.
- The student has not met expectations of this practicum (i.e., has not achieved the appropriate level of competency and/or has not met all the goals outlined in the Appendix) and should not receive credit for the practicum.

**Supervisor's comments on overall progress during practicum. Make note of general strengths and areas for future development.**

**Student's self-reflection on progress towards personal goals and objectives. Make note of general strengths and areas for future development.**

	Signature (typed is acceptable)	Date
Student:		
Supervisor:		
Director/Coordinator:		

# PRACTICUM DOCUMENTATION

## SUMMARY OF STUDENT'S ACTIVITIES

1. Students should complete this summary during the last week of their practicum and submit it to their supervisor prior to completion of the final evaluation.
2. The signed summary should accompany the final evaluation submitted to the PWC Director or Practicum Coordinator.
3. Please attach a printout of your Time2Track data.

**Student:** \_\_\_\_\_ **ID:** \_\_\_\_\_

**Practicum Title<sup>3</sup>:** \_\_\_\_\_

**Primary Supervisor:** \_\_\_\_\_

**Date Practicum began:** \_\_\_\_\_

**Date Practicum ended:** \_\_\_\_\_

Total Individual Intervention Hours:	
Total Group Intervention Hours:	
Total Assessment Hours:	
Total Support Hours:	
Total Individual Supervision Hours:	
Total Group Supervision Hours:	
Total Peer Supervision Hours:	
Grand Total:	

Client Experiences	N
Children <10	
Youth 11-15	
Youth 16-18	
Adults aged 19-40	
Adults aged 41-60	
Adults aged 61+	
Clients with diverse characteristics (add list of descriptors):	
Total Number of Unique Clients	

<sup>3</sup> PSYC 6626 Adult Assessment; PSYC 6627 Child/Adolescent Assessment; PSYC 6628 Adult Intervention; PSYC 6629 Child/Adolescent Intervention; PSYC 6633 Supervision Practicum; PSYC 6634 Advanced Practicum I; PSYC 6635 Advanced Practicum II

## Appendix

Expected minimum goals for practica. Students and supervisors can add any additional goals to this list.

### **PWC ASSESSMENT PRACTICA (PSYC 6626 and 6627)**

#### **Assessment/Diagnostic Skills Goals and Expectations**

- Using evidence-based assessment and diagnostic principles (including DSM-5 classifications), complete a minimum of 2 comprehensive psychoeducational assessments including administration and scoring of tests, case formulations, client feedback, and recommendations.
- Administer personality or other diagnostic tests (e.g., memory) to one client as relevant.
- Take the lead in conducting at least 1 intake interview.

#### **Intervention Skills Goals and Expectations**

- Not applicable

#### **File Maintenance/Record Keeping Goals and Expectations**

- Maintain and submit practicum records in a timely fashion.
- Write timely, comprehensive integrative reports for all assessment clients.

### **PWC INTERVENTION PRACTICA (PSYC 6628 and 6629)**

#### **Assessment/Diagnostic Skills Goals and Expectations**

- Complete a minimum of two semi-structured intake interviews.
- Use evidence-based assessment and diagnostic tools appropriately to identify treatment targets and guide intervention planning.
- Use treatment monitoring tools appropriately

#### **Intervention Skills Goals and Expectations**

- Aim to carry a caseload of three client-hours weekly, with a minimum of 3 different clients.
- Routinely demonstrate the intervention skills learned in PSYC 6311 (e.g., development and maintenance of rapport, reflective listening, etc.).
- Provide relevant components of an appropriate evidence-based psychotherapy. For PSYC 6628 (Adult Intervention) this means effectively implement Client Centered Therapy (i.e., Psyc 6311 skills). Once competency in these foundational skills has clearly been established there *may* be an opportunity to introduce small components of other evidence-based approaches (e.g., relaxation for anxiety or behavioural activation for depression). For PSYC 6629 (Child/Adolescent Intervention) this means continuing to demonstrate competency in Client Centered Therapy (i.e., PSYC 6311 Skills) while implementing specific components of other evidence-based approaches (e.g., CBT, ACT, DBT).

#### **File Maintenance/Record Keeping Goals and Expectations**

- Maintain and submit practicum records in a timely fashion.
- Write concise and timely progress reports for every therapy session.
- Write concise and timely treatment summaries for every client at the conclusion of therapy.

## ALL PRACTICA

### **Working with Diversity Goals and Expectations**

- Aim to work with at least one client who represents an aspect of diversity and demonstrate skills in diversity sensitivity.

### **Ethical Problem-Solving Goals and Expectations**

- In addition to applying CPA and CPNB ethical/practice guidelines, review and apply other ethics guidelines as appropriate to specific clients (e.g., APA guidelines for Assessment and Evaluation, APA guidelines for psychological practice with older adults).

### **Professionalism Goals and Expectations**

- Demonstrate accountability in clinical relationships through consistent attendance, preparedness, timely documentation, and follow-through on client care tasks.
- Develop awareness of personal reactions (e.g., countertransference) and regulate emotional responses to maintain effective professional functioning.
- Learn to tolerate and manage uncertainty and ambiguity within the context of working in a dynamic clinical setting.
- Communicate clearly, respectfully, and professionally with supervisors, staff, and colleagues in both verbal and written formats.
- Engage in culturally responsive and respectful relationships by demonstrating openness, curiosity, and humility.
- Increase awareness of personal emotional responses and their impact on professional relationships.
- Demonstrate emerging competence in managing conflict, resistance, and emotionally charged interactions.
- Maintain professional effectiveness in relationships by managing stress, workload, and emotional demands.

### **Goals and Expectations in the Use of Supervision**

- Demonstrate sound clinical judgment in the use of supervision by appropriately identifying when to seek guidance, preparing relevant material, and actively engaging in both individual and group supervision.
- Demonstrate increasing independence in managing therapeutic and professional relationships while appropriately seeking supervision.
- Engage in supervision with openness and professionalism by accepting, reflecting on, and integrating supervisory feedback into clinical practice.
- Consistently follow through on supervisory recommendations and use feedback to support ongoing clinical skill development and appropriate autonomy.