

PRACTICUM AGREEMENT

*To be completed and submitted to the Instructor
within 2 weeks of starting the rotation.*

Student Name: **ID**

Name of Primary Supervisor:

Name of Instructor:

Names of other Clinical Supervisors (senior students or psychology residents):

Dates of Practicum

Date Practicum begins:

Date Practicum terminates:

*Dates typically follow the academic schedule with associated start/end of dates for classes each semester. It is expected students will have approximately four weeks off during an 8-month practicum including reading week, university holidays/PWC closures, and 2 weeks during the summer in discussion with their clinical supervisor. 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).

Signatures

Date

Student:

Supervisor:

Instructor:

REQUIRED DOCUMENTATION CHECKLIST

The following documents must be submitted in the following sequence.

- Practicum Agreement (student/supervisor/instructor signed) within 2 weeks of starting the practicum
- Goals and Objectives Form (student/supervisor/instructor signed) within 2 weeks of starting the practicum
- Goals and Objectives Form Mid-Point Evaluation (student/supervisor/instructor signed)
- Goals and Objectives Form Final Evaluation (student/supervisor/instructor signed)
- Summary of student's activities (student/supervisor signed)
- Time-2-Track Hours Documentation uploaded (total hours must match summary form)

GOALS AND OBJECTIVES FORM

Student Name: **ID**

Primary Supervisor:

Peer Supervisor(s):

At the beginning of each practicum, the supervisor and student will set goals and objectives. The attached forms contain pre-planned goals common to all students. Additional space is provided for unique personal goals. 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. Ratings of competency and goals are preset based on expectations for a first practicum. If a student’s starting level or end goals differs this can be modified during the initial discussion with the supervisor.
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 12).
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

NA	Not applicable / not assessed during this practicum experience
U*	Unsatisfactory. A rating of U 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.
NI*	Needs Improvement. A rating of NI indicates that the student’s performance is below what would be expected for their stage in the program. Student requires increased supervision and/or remedial assignments.
E	Entry Level. This is the most common rating at the start of the first assessment and therapy practica. The student’s skill level should be rated as E when intensive supervision is regularly required in order to ensure satisfactory performance, even in routine tasks. At this level of competence, students may benefit from opportunities to observe and shadow their supervisors, from in vivo supervision or frequent review of video- and audiotaped sessions. Students are expected to progress to Intermediate Level in most goals by the end of the practicum; however, it is recognized that limited opportunity in some areas may prevent students from moving beyond E level for some goals. Students may also be rated E in some competencies at the beginning of more advanced practica if, for example, they are acquiring new techniques or working with client groups with which they lack experience.
I	Intermediate. The student’s skill level should be rated I 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, and/or from occasional review of taped sessions. More intensive supervision may be required with complex cases or situations.
HI	High Intermediate. It is expected that students will attain this level of competence in some, but not all skill areas during advanced practica prior to beginning an internship. A student’s skills should be rated at HI when they are able to perform satisfactorily in both routine and non-routine situations, without intensive supervision.
A	Advanced. This is an unusual rating for students who have not yet completed an internship. The student’s skill level should be rated as A 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 Instructor immediately. For NI ratings, the supervisor and instructor, in consultation with the student, will develop a plan to assist students in improving their performance to the satisfactory level. For U ratings, the instructor should notify the PWC director and DCT, who, together with the supervisor, instructor and student, will develop an appropriate plan of action. See the Practicum Manual for more information.

Assessment/Diagnostic Skills and Competencies

NA Not applicable	U Unsatisfactory	NI Needs Improvement	E Entry Level	I Intermediate	HI High Intermediate	A Advanced
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Goals and Objectives	Mid Y/N/INP	Final Y/N
Using evidence-based assessment and diagnostic principles (including DSM-5 classifications), complete a minimum of 2 comprehensive psychoeducational assessments with adults including administration and scoring of tests, case formulations, client feedback, and recommendations.		
Administer personality or other diagnostic tests (e.g., memory) to one of your clients as relevant.		
Take the lead in conducting at least 1 intake interview with an assessment client.		
Provide feedback to clients including recommendations.		
Other:		

Competency	Start	Goal	Mid	Final
Selecting appropriate assessment procedures and instruments	E	I		
Conducting assessment interviews	E	I		
Administering tests	E	I		
Observing behaviour	E	I		
Establishing/maintaining rapport during assessment	E	I		
Scoring tests	E	I		
Obtaining information from other sources (e.g. other agencies, significant others)	E	I		
Synthesizing/integrating assessment findings from multiple sources of data	E	I		
Making recommendations	E	I		
Making diagnoses	E	I		
Writing assessment reports	E	I		
Providing feedback to clients, families, or referral sources	E	I		
Other assessment competencies (please specify):				

Final Evaluation Only: What are the student’s greatest strengths with respect to psychological assessment?

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

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, etc.)

NA Not applicable	U Unsatisfactory	NI Needs Improvement	E Entry Level	I Intermediate	HI High Intermediate	A Advanced
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Goals and Objectives	Mid Y/ N/ INP	Final Y/ N
Aim to complete a comprehensive assessment with at least one client who represents an aspect of diversity and demonstrate skills in diversity sensitivity.		
Demonstrate an awareness of your own diversity and how it can impact your work with clients.		
Other:		

Competency	Start	Goal	Mid	Final
Self-reflecting and identifying personal diversity and its potential impact on clinical work	E	I		
Understanding and being sensitive to the potential impact of diversity on assessment processes and findings	E	I		
Appropriately adjusting assessment approaches to maximize effectiveness with diverse individuals	E	I		
Other diversity skills (please specify):				

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

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

File Maintenance/Record Keeping Skills and Competencies

NA Not applicable	U Unsatisfactory	NI Needs Improvement	E Entry Level	I Intermediate	HI High Intermediate	A Advanced
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Goals and Objectives	Mid Y/N/INP	Final Y/N
Maintain and submit practicum records in a timely fashion.		
Write timely, comprehensive integrative reports for all assessment clients.		
Where relevant, effectively consult with 3 rd parties and appropriately document client consent and the outcomes of the consultations.		
Other:		

Competency	Start	Goal	Mid	Final
Keeping files up-to-date	E	I		
Efficiently completing clinical documentation (e.g., reports, progress notes, termination summaries, etc.)	E	I		
Attending to correspondence	E	I		
Other file maintenance competencies (please specify):				

Final Evaluation Only: What are the student’s greatest strengths with respect to file maintenance/record keeping?

Final Evaluation Only: What are the areas in which the student requires additional training in file maintenance/record keeping?

Ethical Problem Solving/Professional Skills and Competencies

NA Not applicable	U Unsatisfactory	NI Needs Improvement	E Entry Level	I Intermediate	HI High Intermediate	A Advanced
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Goals and Objectives	Mid Y/N/INP	Final Y/N
Apply the Canadian Psychological Code of Ethics, the Code of Conduct of the College of Psychologists of New Brunswick and pertinent laws to cases as appropriate.		
Learn to manage conflict, personal boundaries, and personal wellness while engaged in practicum work.		
Other:		

Competency	Start	Goal	Mid	Final
Knowing and applying ethical principles/codes	E	I		
Knowing relevant legal standards and reporting requirements	E	I		
Identifying and raising relevant ethical issues with supervisors	E	I		
Implementing appropriate strategies to handle ethical issues that arise in the course of their work	E	I		
Other ethical/professional skills (please specify):				

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

Final Evaluation Only: What are the ethical problem solving/professional skills areas in which the student requires additional training?

Relationship Skills and Competencies

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
Working collegially with psychologists on staff	E	I		
Working collegially with support staff	E	I		
Providing helpful feedback to peers and receiving feedback nondefensively from peers	E	I		
Dealing with conflict and negotiating solutions	E	I		
Understanding and maintaining appropriate professional boundaries with colleagues and clients/families	E	I		
Adhering to the practicum site's operating procedures	E	I		
Other relationship skills (please specify):				

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

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

Personal Skills and Competencies

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
Autonomy	E	I		
Initiative	E	I		
Reliability	E	I		
Time management	E	I		
Self-awareness, understanding, and reflection	E	I		
Makes use of resources to promote effective clinical practice	E	I		
Self-care including managing workload and stress	E	I		
Other personal competencies (please specify):				

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

Final Evaluation Only: What are the personal skills in which the student requires additional training?

Skills and Competencies in the Use of Supervision

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	E	I		
Being prepared for supervision sessions	E	I		
Accepting supervisory input/feedback	E	I		
Following through on recommendations	E	I		
Using feedback to grow and develop	E	I		
Negotiating needs for appropriate level of autonomy	E	I		
Presenting cases in group supervision	E	I		
Other use of supervision skills (please specify):				

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?

SIGNATURE PAGE

1. Initial Goals and Objectives set/reviewed by the student and supervisor:

Signature of the Student

Date

Signature of the Supervisor

Date

Signature of the Instructor

Date

2. Mid-Point Evaluation reviewed by the student and supervisor:

Supervisor's comments on progress:

Student's comments on progress:

Signature of the Student

Date

Signature of the Supervisor

Date

Signature of the Instructor

Date

3. Final Evaluation reviewed by the student and supervisor:

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

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

Recommendation:

- The student has met all expectations of this practicum placement and should receive credit for the practicum
- The student has not met expectations of this practicum placement and should not receive credit for the practicum.

Supervisor's comments:

Student's comments:

Signature of the Student

Signature of the Supervisor

Signature of the Instructor

Date

Date

Date

SUMMARY OF STUDENT’S ACTIVITIES

1. Students should complete this summary during the last week of their rotation 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.
3. Guidelines for documentation of hours are available here: https://ccppp.wildapricot.org/Student_Resources

Name of Student: ID

Name of principle supervisor:

Total 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
Adults aged 19-40	
Adults aged 41-60	
Adults aged 61+	
Clients with diverse characteristics (add list of descriptors):	
Total Number of Unique Clients	

Signature of the Student

Date

Signature of the Supervisor

Date