

REQUIRED DOCUMENTATION CHECKLIST

Section A to be completed by the Instructor. Section B to be completed by Jessica Carter.

Student Name: _____ **ID** _____

Primary Supervisor: _____

Instructor: _____

A. To be completed by the Instructor. The following documents must be submitted by the student to the Instructor of Record in the following sequence. Once all of the documentation under “A” is received, the Instructor brings the documentation, including this checklist to Jessica Carter for placement in the student’s official practicum file. Note, the Instructor of Record may not be the direct supervisor. It is the instructor’s responsibility to ensure that the supervisor and the student know who the instructor is for the practicum (course). Any incomplete or incorrect documents will result in the entire package (section A) being returned to the student for correction.

- Practicum Agreement (student/supervisor/instructor signed) by May 15
- Goals and Objectives Form (student/supervisor/instructor signed) by May 15
- Goals and Objectives Form Mid-Point Evaluation (student/supervisor/instructor signed) by August 30
- Goals and Objectives Form Final Evaluation (student/supervisor/instructor signed) by December 30
- Summary of student’s activities (student/supervisor signed) by December 20
- Practicum Hours Documentation Spreadsheet (Supervisor signed), attached to Summary of student’s activities by August 25

B. The following document(s) must be submitted by the student directly to Jessica Carter.

To be completed by Jessica Carter:

- Student Evaluation of Practicum Form (available for download from the department website) within 2 weeks of completing the final practicum evaluation.

C. Once Jessica receives all of the documents required in Sections A and B, she will notify the Instructor of Record, who will submit the course credit to the Registrar.

To be completed by Jessica Carter:

- Instructor informed that documentation is complete.

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 start of classes in January and ending by the third week of August (ensuring a week off before start of fall term). It is expected students will take approx. four weeks off (including reading week, 1 week at the end of winter term, and 2 weeks during the summer in discussion with their supervisor). All paperwork/wrap up with clients should be complete by the end of the practicum (i.e., August).

Signatures

Date

Student: _____

Supervisor: _____

Instructor: _____

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.
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 s/he is 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 s/he is 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 s/he is 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 | N Needs Improvement | E Entry Level | I Intermediate | H High Intermediate | A Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Goals and Objectives | Mid | Final |
|--|-----|-------|
| Complete a minimum of 2 comprehensive psycho-educational assessments with children/youth including competent administration and scoring of tests. | Y N | Y N |
| Administer measures of behaviour, personality, mood, or other diagnostic tests (e.g., memory) to one of your child/adolescent clients as relevant. | Y N | Y N |
| Engage in a minimum of 2 case conceptualizations including interpretation of assessment results. | Y N | Y N |
| Other: | Y N | Y N |
| Comments: | | |

| Competency | Start | Goal | Mid | Final |
|--|-------|------|-----|-------|
| Selection of appropriate procedures and instruments | | | | |
| Evaluating psychometric properties of assessment instruments | | | | |
| Conducting assessment interviews | | | | |
| Administering tests | | | | |
| Observing behaviour | | | | |
| Ability to establish/maintain rapport | | | | |
| Scoring tests | | | | |
| Obtaining information from other sources (e.g. other agencies, significant others) | | | | |
| Synthesizing/Integrating assessment findings from multiple sources of data | | | | |
| Making recommendations | | | | |
| Understanding DSM-5 classification | | | | |
| Making diagnoses | | | | |
| Writing assessment reports | | | | |
| Communicating assessment results to clients/families | | | | |
| Communicating assessment results to teachers, other health professionals, etc. | | | | |
| Practicing Evidence Based Assessment (integrating science and practice) | | | | |
| Other assessment/diagnostic skills (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?

Intervention Skills and Competencies

| | | | | | | |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|
| NA Not applicable | U Unsatisfactory | N Needs Improvement | E Entry Level | I Intermediate | H High Intermediate | A Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Goals and Objectives | Mid | Final |
|---|-----|-------|
| Take the lead in conducting at least 1 intake interview with an assessment client or his/her parents. | Y N | Y N |
| Provide feedback to assessment clients and/or their parents including recommendations. | Y N | Y N |
| Other: | Y N | Y N |
| Comments: | | |

| Competency | Start | Goal | Mid | Final |
|--|-------|------|-----|-------|
| Ability to establish/maintain rapport | | | | |
| Assessment of the problem/case conceptualization | | | | |
| Clinical interviewing | | | | |
| Setting therapeutic goals | | | | |
| Developing and intervention/treatment plan | | | | |
| Knowledge of range of treatment modes, appropriate choice of evidence-based intervention methods | | | | |
| Communicating treatment plan to the client | | | | |
| Implementation of intervention plan | | | | |
| Ability to implement risk reduction and capacity building interventions | | | | |
| Ability to monitor and evaluate intervention gains | | | | |
| Writing progress notes | | | | |
| Ability to integrate science and practice | | | | |
| Other treatment skills (please specify): | | | | |

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?

Working with Diversity: Skills and Competencies

“Diversity” is used broadly to refer to the values, orientations, knowledge, and practice that 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 | N Needs Improvement | E Entry Level | I Intermediate | H High Intermediate | A Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Goals and Objectives | Mid | Final |
|--|------------|--------------|
| Aim to complete a comprehensive assessment with at least one client who represents an aspect of diversity and demonstrate skills in diversity sensitivity. | Y N | Y N |
| Demonstrate an awareness of your own diversity and how it can impact your work with clients. | Y N | Y N |
| Other: | Y N | Y N |
| Comments: | | |

| Competency | Start | Goal | Mid | Final |
|--|--------------|-------------|------------|--------------|
| Ability to self-evaluate and identify personal diversity and its potential impact on clinical work | | | | |
| Understands and is sensitive to the potential impact of diversity on assessment processes and findings | | | | |
| Understands and is sensitive to the potential impact of diversity on responses to intervention | | | | |
| Appropriately adjusts assessment and/or intervention approaches to maximize effectiveness with diverse individuals | | | | |
| Ability to work effectively with diverse others in assessment, intervention, and/or consultation | | | | |
| Other diversity skills (please specify): | | | | |
| | | | | |

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

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

File Maintenance/Record Keeping Skills and Competencies

| | | | | | | |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|
| NA Not applicable | U Unsatisfactory | N Needs Improvement | E Entry Level | I Intermediate | H High Intermediate | A Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Goals and Objectives | Mid | Final |
|--|------------|--------------|
| Maintain and submit practicum records in a timely fashion | Y N | Y N |
| Write timely and comprehensive integrative reports for all assessment clients. | Y N | Y N |
| Where relevant, effectively consult with 3 rd parties and appropriately document client/parental consent and the outcomes of the consultations. | Y N | Y N |
| Other: | Y N | Y N |
| Comments: | | |

| Competency | Start | Goal | Mid | Final |
|---|--------------|-------------|------------|--------------|
| Keeping files up-to-date | | | | |
| Efficiently completing psychological reports | | | | |
| Writing progress notes | | | | |
| Attending to correspondence | | | | |
| Other record keeping skills (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 | N Needs Improvement | E Entry Level | I Intermediate | H High Intermediate | A Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Goals and Objectives | Mid | Final |
|---|------------|--------------|
| 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. | Y N | Y N |
| Learn to manage conflict, personal boundaries, and personal wellness in the contexts of assessment and supervision. | Y N | Y N |
| Other: | Y N | Y N |
| Comments: | | |

| Competency | Start | Goal | Mid | Final |
|--|--------------|-------------|------------|--------------|
| Knowledge and application of ethical principles/codes | | | | |
| Identifies and raises relevant ethical issues during supervision | | | | |
| Problem solves and identifies appropriate strategies to handle ethical issues that arise in the course of his/her work | | | | |
| Knowledgeable about relevant legal standards and reporting requirements | | | | |
| Immediately brings significant ethical issues to the attention of his/her supervisor | | | | |
| 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 | N Needs Improvement | E Entry Level | I Intermediate | H High Intermediate | A Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Competency | Start | Goal | Mid | Final |
|--|-------|------|-----|-------|
| Ability to work collegially with psychologists on staff | | | | |
| Ability to work collegially with professionals from other disciplines in accordance with their unique patient care roles | | | | |
| Ability to work collegially with support staff | | | | |
| Ability to support others and their work and to seek support for his/her own work | | | | |
| Ability to provide helpful feedback to peers and to receive feedback nondefensively from peers | | | | |
| Ability to deal with conflict and negotiate solutions | | | | |
| Ability to understand and maintain appropriate professional boundaries with professional colleagues and clients/families | | | | |
| Ability to observe the practicum site's operating procedures | | | | |
| Ability to participate in furthering the mission of the practicum site | | | | |
| Ability to contribute in ways that will enrich the site as a practicum experience for future students | | | | |
| 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 | N Needs Improvement | E Entry Level | I Intermediate | H High Intermediate | A Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Competency | Start | Goal | Mid | Final |
|---|-------|------|-----|-------|
| Autonomy | | | | |
| Initiative | | | | |
| Professionalism | | | | |
| Reliability | | | | |
| Time Management | | | | |
| Self-awareness, understanding, and reflection | | | | |
| Makes use of resources to promote effective clinical practice | | | | |
| Communication skills | | | | |
| Accurate empathy | | | | |
| Self-care | | | | |
| Other (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 | N Needs Improvement | E Entry Level | I Intermediate | H High Intermediate | A Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Competency | Start | Goal | Mid | Final |
|--|-------|------|-----|-------|
| Shows good judgement in seeking supervision | | | | |
| Is prepared for supervision sessions | | | | |
| Ability to accept supervisory input/feedback | | | | |
| Follow through on recommendations | | | | |
| Uses feedback to grow and develop | | | | |
| Ability to negotiate needs for appropriate level of autonomy | | | | |
| Presentation of cases in group supervision | | | | |
| 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

Date

Signature of the Supervisor

Date

Signature of the Instructor

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.

Name of Student: _____ ID _____

Duration of placement: _____ to _____
(start date) (end date)

Name of principle supervisor: _____

Total Intervention Hours (1a-g): _____

Total Assessment Hours (1h): _____

Total Support Hours (2a-b): _____

Total Individual Supervision Hours (3a): _____

Total Group Supervision Hours (3b): _____

Total Peer Supervision Hours (3c): _____

Grand Total: _____

Please attach a print out of your Practicum Hours Documentation Spreadsheet

Signature of the Student

Date

Signature of the Supervisor
