

# PRACTICUM DOCUMENTATION

## PRACTICUM AGREEMENT

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

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:</b>	PSYC 6633 Supervision Practicum		
<b>Primary Supervisor:</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 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:</b>	<input type="text"/>	<input type="text"/>

# PRACTICUM DOCUMENTATION

## REQUIRED DOCUMENTATION CHECKLIST

Student Name:

ID:

Primary Supervisor:

Practicum Title

PSYC 6633 Supervision Practicum

**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 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.**

# 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

## Supervision 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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Supervision Competencies	Baseline	Target	Mid	Final
Showing competence in psychological services supervisees provide to clients				
Demonstrating evidence-based practice of supervision				
Coordinating with other professionals responsible for supervisee's training				
<b>Diversity Competencies</b>				
Modeling self-awareness regarding diversity competence				
Integrating diversity competence in supervisory relationship				
Pursuing training in diversity competence				
Understanding effects of bias, prejudice, and stereotyping in practice and systems				
Navigating personal and professional values conflicts				
<b>Relationship Competencies</b>				
Creating a collaborative relationship that promotes supervisee's competence				
Specifying the responsibilities of both supervisor and supervisee				
Reviewing the progress of the supervisee and the supervisory relationship				
<b>Professionalism Competencies</b>				
Modeling professionalism				
Teaching knowledge, skills, and attitudes associated with professionalism				
Evaluating supervisee's progress in professionalism				
<b>Assessment/Evaluation Feedback Competencies</b>				
Providing feedback collaboratively and transparently				
Providing feedback on supervisee performance via direct observation				
Providing feedback that is direct, clear, timely, behavioural, and responsive				
Supporting supervisee's self-assessment				
Integrating feedback from supervisees on quality of supervision				
<b>Competencies in Addressing Professional Problems</b>				
Addressing performance problems directly (in line with contract and policy)				
Promptly addressing performance problems, allowing opportunity for change				
Developing and implementing remedial plans as needed				

## PRACTICUM DOCUMENTATION

<b>Ethical, Legal, and Regulatory Competencies</b>				
Modeling ethical practice and decision-making				
Upholding highest duty to protect welfare of client				
Acting as gatekeeper by assessing and addressing suitability to practice				
Developing and effectively communicating a supervision contract				
Maintaining accurate and timely documentation of supervisee performance				

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

**Final Evaluation Only:** What are the supervision 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:</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 and should receive credit for the practicum.
- The student has not met expectations of this practicum 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:** PSYC 6633 Supervision Practicum \_\_\_\_\_

**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	