

PWC SUPERVISION PRACTICUM (PSYC 6633) DOCUMENTATION

REQUIRED DOCUMENTATION CHECKLIST

Students will only receive credit for their practicum after all of the required documentation has been received.

Practicum Student Name: _____ ID: _____

Instructor/Supervisor: _____

A. The following documents must be submitted by the student to the PWC Director in the following sequence. Once all of the documentation is received the PWC Director will bring it to Jessica Carter for placement in the student's official practicum file.

- Practicum Agreement (student/supervisor signed) by the end of the second week of Practicum
- Goal and Objectives Form (student/supervisor signed) within first 2 weeks:
- Goal and Objectives Form Mid-Point Evaluation (student/supervisor signed):
- Goal and Objectives Form Exit Evaluation (student/supervisor signed):
- Final Evaluation Report (student/supervisor signed) including copy of Practicum Hours Documentation Spreadsheet:

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

- Student Evaluation of Practicum Form (available for download from the department website)

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

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PRACTICUM AGREEMENT

To be completed and submitted to the PWC Director within 2 weeks of starting the practicum placement.

Practicum Student Name: _____ **ID:** _____

Instructor/Supervisor: _____

Name of Supervisee: _____

Date Practicum begins: _____

Date Practicum terminates: _____

Dates typically follow the academic schedule beginning in May and ending by the third week of August (ensuring a week off before start of fall term). It is expected students will take approx. two weeks off (during the summer in discussion with the course instructor/supervisor). All paperwork/wrap up with supervisees should be complete by the end of the practicum (i.e., August).

Signatures

Date

Student: _____

Supervisor: _____

PWC Director: _____

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GOALS AND OBJECTIVES FORM

Name of Student: _____ **ID:** _____

Instructor/Supervisor: _____

Peer Supervisor(s): _____

At the beginning of each practicum, the supervisor and student are expected to set specific goals and objectives the student will work toward. The attached forms contain pre-planned goals common to all students; however, additional space is provided for unique personal goals.

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 that the student's skill level or behavior is unsatisfactory for practice in this setting, even under direct supervision, or that the student is not open to supervision in this area.
R*	Needs remedial work. A rating of R 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 during the first practicum. 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, and/or from frequent review of video- and audiotaped sessions.
I	Intermediate. This is the most common rating during the second practicum. 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. However, 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

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Supervision Goals and Competencies

NA Not applicable	U Unsatisfactory	R Needs remedial work	E Entry Level	I Intermediate	H High Intermediate	A Advanced
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Goal	Start	Goal	Mid	Final
Develop an understanding of the basics of clinical supervision through assigned readings.				
Participate in group discussion and role plays.				
Observe one assessment by a 1 st year student (intake, testing and feedback), review test scoring, and provide feedback to the student on their assessment skills.				
Other (please specify):				

Competency	Start	Goal	Mid	Final
Knowledge of literature on essential components of supervision				
Ability to establish rapport with supervisee				
Provides feedback that supervisee finds valuable/useful in his/her work with clients				
Provides timely feedback on supervisee's work				
Provides appropriate formative and summative feedback on supervisee's work				
Seeks reciprocal feedback from supervisee on quality of supervision provided				
Demonstrates understanding of personal skill level and limitations in ability to provide supervision				
Seeks supervision when necessary in relation to issues arising in supervisee's work that are beyond his/her skill level				
Ability to appropriately judge supervisee's level of supervision needs				
Other supervision skills (please specify):				

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

Final Evaluation Only: What are the areas related to providing supervision in which the student requires additional training?

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SIGNATURE PAGE

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

Signature of the Student

Date

Signature of the Supervisor

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

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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

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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

Date