

REQUIRED DOCUMENTATION CHECKLIST

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

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

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

CHECK ONE:  PSYC 6634     PSYC 6635

**A. To be completed by the External Practicum Coordinator: The following documents must be submitted by the student to the External Practicum Coordinator in the following sequence. After reviewing and (where appropriate) signing the documents, the external practicum coordinator will forward them to Jessica Carter for placement in the student’s official practicum file. Any incomplete or incorrect documents will result in the entire package (section A) being returned to the student for correction.**

- 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 Final Evaluation (student/supervisor signed)
- Final Evaluation Report (student/supervisor signed) including copy of Practicum Hours Documentation Spreadsheet
- Summary of student’s activities (student/supervisor signed)
- Practicum Hours Documentation Spreadsheet (Supervisor signed), attached to Summary of student’s activities
- Student Evaluation of Practicum Form (available for download from the department website)

**B. To be completed by the External Practicum Coordinator. The External Practicum Coordinator is responsible for the following activities:**

- Sending a letter of reference to the supervisor
- Contacting the student and supervisor at approximately the midpoint to informally assess progress

**C. Once the External Practicum Coordinator receives all of the documents required in Section A, the External Practicum Coordinator will submit the course credit to the Registrar.**

PRACTICUM AGREEMENT

To be completed and submitted in hard copy, with original signatures, to the Practicum Coordinator within 2 weeks of starting a practicum placement.

CHECK ONE:  PSYC 6634  PSYC 6635

Name of Student: \_\_\_\_\_ ID: \_\_\_\_\_

Name of Practicum Setting: \_\_\_\_\_

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

Highest Degree: \_\_\_\_\_ Institution: \_\_\_\_\_

Licensing Information: \_\_\_\_\_

Names of Other Clinical Supervisors: \_\_\_\_\_

\_\_\_\_\_

Brief description of the clinical services provided by the practicum setting:

\_\_\_\_\_

\_\_\_\_\_

Date Practicum begins: \_\_\_\_\_ Date Practicum terminates: \_\_\_\_\_

Number of: Hours per week: \_\_\_\_\_ Weeks: \_\_\_\_\_ Anticipated Hours: \_\_\_\_\_

The Practicum Coordinator for the Department of Psychology will provide potential supervisors and students with general guidelines for the planned practicum as set out in the Practicum Policy Manual. The Coordinator would be pleased to answer any questions you may have as a student or potential supervisor. If you agree with the general guidelines for the practicum as described in the Policy Manual, we ask each of you to indicate your agreement by signing below. In undertaking this practicum for the above-named student, we each agree to the commitments requested by the Department of Psychology, UNB.

SIGNATURES:

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Departmental External Practicum Coordinator: \_\_\_\_\_ Date: \_\_\_\_\_

Primary Practicum Supervisor: \_\_\_\_\_ Date: \_\_\_\_\_

GOALS AND OBJECTIVES FORM

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

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

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

|            |  |
|------------|--|
| <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. Student requires increased supervision and/or remedial assignments.   |
| <b>E</b>   | <b>Entry Level.</b> 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 <b>E</b> 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. |
| <b>I</b>   | <b>Intermediate.</b> The student’s skill level should be rated <b>I</b> 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.   |
| <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 an internship. A student’s skills should be rated at <b>HI</b> when s/he is 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 an internship. The student’s skill level should be rated as <b>A</b> 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<br>Not applicable | U<br>Unsatisfactory | N<br>Needs Improvement | E<br>Entry Level | I<br>Intermediate | H<br>High Intermediate | A<br>Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Goal      | Mid | Final |
|-----------|-----|-------|
|           | Y N | Y N   |
|           | Y N | Y N   |
|           | 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/<br>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 (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<br>Not applicable | U<br>Unsatisfactory | N<br>Needs Improvement | E<br>Entry Level | I<br>Intermediate | H<br>High Intermediate | A<br>Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Goal      | Mid | Final |
|-----------|-----|-------|
|           | Y N | Y N   |
|           | Y N | Y N   |
|           | 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 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<br>Not applicable | U<br>Unsatisfactory | N<br>Needs Improvement | E<br>Entry Level | I<br>Intermediate | H<br>High Intermediate | A<br>Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Goal      | Mid | Final |
|-----------|-----|-------|
|           | Y N | Y N   |
|           | Y N | Y N   |
|           | 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 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<br>Not applicable | U<br>Unsatisfactory | N<br>Needs Improvement | E<br>Entry Level | I<br>Intermediate | H<br>High Intermediate | A<br>Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

| Goal      | Mid | Final |
|-----------|-----|-------|
|           | Y N | Y N   |
|           | Y N | Y N   |
|           | 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                  |       |      |     |       |

**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<br>Not applicable | U<br>Unsatisfactory | N<br>Needs Improvement | E<br>Entry Level | I<br>Intermediate | H<br>High Intermediate | A<br>Advanced |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|

|             |            |              |
|-------------|------------|--------------|
| <b>Goal</b> | <b>Mid</b> | <b>Final</b> |
|             | Y N        | Y N          |
|             | Y N        | Y N          |
|             | 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                                   |       |      |     |       |
| Evidences commitment to ethical practice   |       |      |     |       |
| Other (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?

Supervision Skills (providing supervision to junior colleagues)

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

| Goal      | Mid | Final |
|-----------|-----|-------|
|           | Y N | Y N   |
|           | Y N | Y N   |
|           | Y N | Y N   |
| Comments: |     |       |

| 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?

Relationship Skills and Competencies

|                      |                     |                        |                  |                   |                        |               |
|----------------------|---------------------|------------------------|------------------|-------------------|------------------------|---------------|
| NA<br>Not applicable | U<br>Unsatisfactory | N<br>Needs Improvement | E<br>Entry Level | I<br>Intermediate | H<br>High Intermediate | A<br>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 |       |      |     |       |
| Interactions 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 (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<br>Not applicable | U<br>Unsatisfactory | N<br>Needs Improvement | E<br>Entry Level | I<br>Intermediate | H<br>High Intermediate | A<br>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<br>Not applicable | U<br>Unsatisfactory | N<br>Needs Improvement | E<br>Entry Level | I<br>Intermediate | H<br>High Intermediate | A<br>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 (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?

Other Skills and Competencies

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

| Goal | Start | Goal | Mid | Final |
|------|-------|------|-----|-------|
|      |       |      |     |       |
|      |       |      |     |       |
|      |       |      |     |       |

**Final Evaluation Only:** What are the student's greatest strengths with respect to the other skills and competencies listed above?

**Final Evaluation Only:** What are the areas in which the student requires additional training with respect to the other skills and competencies listed above?

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 External Practicum Coordinator

\_\_\_\_\_  
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 External Practicum Coordinator

\_\_\_\_\_  
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 External Practicum Coordinator

\_\_\_\_\_  
Date



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 External Practicum Coordinator.

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

Pease return this form to: Practicum Coordinator  
Psychology Department  
University of New Brunswick  
P.O. Box 4400  
Fredericton, NB E3B 5A3  
Fax: (506) 447-3063